



## Springfield Junior School ERS Curriculum Overview

QEGSMAT

### Aims:

- To provide a balanced and broadly based curriculum which:
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary-aided and voluntary-controlled schools, must follow the national curriculum.
- The legal requirement is to cover the content of the programmes of study for years 3 to 6 by the end of key stage 2.
- A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving.
- A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs.
- Teachers must plan lessons so that these pupils can study every national curriculum subject.

### Four year rolling programme Aligned with whole school overviews

#### 2022-2023 Year 1 of cycle

- The ERS curriculum follows Springfield Junior School's long term planning for Year 3 to ensure content coverage.
- Sessions within the ERS are highly individualised to meet the needs of pupils.
- Pupils access mainstream classes for their year group where appropriate.

English – follows Year 3 long term plan (individualised)  
Maths A – WRM Y1 / Maths B – WRM Y3 / Maths C – WRM Y5/6  
Science – follows Year 3 long term plan  
History – follows Year 3 long term plan  
Geography – follows Year 3 long term plan  
Computing – follows Year 3 long term plan  
Art – follows Year 3 long term plan  
D&T – follows Year 3 long term plan  
Computing – follows Year 3 long term plan  
Music – follows Year 3 long term plan  
PSHE – follows Year 3 long term plan PLUS age related 'Changing Me'  
RE – follows Year 3 long term plan  
French – follows Year 3 long term plan  
PE - follows Year 3 long term plan



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<p><b>2023-2024</b> <b>Year 2 of cycle</b></p> <ul style="list-style-type: none"> <li>• The ERS curriculum follows Springfield Junior School's long term planning for Year 4 to ensure content coverage.</li> <li>• Sessions within the ERS are highly individualised to meet the needs of pupils.</li> <li>• Pupils access mainstream classes for their year group <u>where appropriate</u>.</li> </ul>	<p>English – follows Year 4 long term plan (individualised)            Maths A – WRM Y1-2 / Maths B – WRM Y3-4 / Maths C – WRM Y5/6            Science – follows Year 4 long term plan            History – follows Year 4 long term plan            Geography – follows Year 4 long term plan            Computing – follows Year 4 long term plan            Art – follows Year 4 long term plan            D&amp;T – follows Year 4 long term plan            Computing – follows Year 4 long term plan            Music – follows Year 4 long term plan            PSHE – follows Year 4 long term plan PLUS age related 'Changing Me'            RE – follows Year 4 long term plan            French – follows Year 4 long term plan            PE - follows Year 4 long term plan</p>
<p><b>2024-2025</b> <b>Year 3 of cycle</b></p> <ul style="list-style-type: none"> <li>• The ERS curriculum follows Springfield Junior School's long term planning for Year 5 to ensure content coverage.</li> <li>• Sessions within the ERS are highly individualised to meet the needs of pupils.</li> <li>• Pupils access mainstream classes for their year group <u>where appropriate</u>.</li> </ul>	<p>English – follows Year 5 long term plan (individualised)            Maths A – WRM Y1-2 / Maths B – WRM Y3-4 / Maths C – WRM Y5/6            Science – follows Year 5 long term plan            History – follows Year 5 long term plan            Geography – follows Year 5 long term plan            Computing – follows Year 5 long term plan            Art – follows Year 5 long term plan            D&amp;T – follows Year 5 long term plan            Computing – follows Year 5 long term plan            Music – follows Year 5 long term plan            PSHE – follows Year 5 long term plan PLUS age related 'Changing Me'            RE – follows Year 5 long term plan            French – follows Year 5 long term plan            PE - follows Year 5 long term plan</p>



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<p><b>2025-2026</b> <b>Year 4 of cycle</b></p> <ul style="list-style-type: none"> <li>The ERS curriculum follows Springfield Junior School's long term planning for Year 6 to ensure content coverage.</li> <li>Sessions within the ERS are highly individualised to meet the needs of pupils.</li> <li>Pupils access mainstream classes for their year group <u>where appropriate</u>.</li> </ul>	<p>English – follows Year 6 long term plan (individualised)            Maths A – WRM Y1-2 / Maths B – WRM Y3-4 / Maths C – WRM Y5/6            Science – follows Year 6 long term plan            History – follows Year 6 long term plan            Geography – follows Year 6 long term plan            Computing – follows Year 6 long term plan            Art – follows Year 6 long term plan            D&amp;T – follows Year 6 long term plan            Computing – follows Year 6 long term plan            Music – follows Year 6 long term plan            PSHE – follows Year 6 long term plan PLUS age related 'Changing Me'            RE – follows Year 6 long term plan            French – follows Year 6 long term plan            PE - follows Year 6 long term plan</p>
<p><i>Plan continues to repeat</i></p>	



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ERS	Four year rolling programme – YEAR 1 (2022-2023) Aligned with Year 3 overviews					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<u>POETRY</u> <i>Wish (a spell)</i>  <u>Basic Persuasive Text</u> Hawk Ridge Park Farm	<u>POETRY</u> A Few Frightening Things  <u>Sectioned Non Chronological Report</u> The Manchester Ridgeback	<u>NARRATIVE</u> <i>The Iron Man</i>  <u>5 Part Instructions</u> <i>The Iron Man</i>	<u>NARRATIVE</u> <i>The Great Kapok Tree</i>	<u>DRAMA FOR WRITING</u> Short burst creative writing opportunities.  <u>NARRATIVE</u> <i>The Lion, the Witch and the Wardrobe</i> <u>Sectioned explanation</u> How do plants grow?	<u>NARRATIVE</u> Dolphin Boy  <u>Sectioned Recount</u> <i>The Lion, the Witch and the Wardrobe</i>
Reading	The Sheep-pig Diary of a Killer Cat	Stig of the Dump	The Iron Man	The Great Kapok Tree	The Lion, Witch and the Wardrobe	Dolphin Boy
Maths	Place Value Addition and Subtraction	Addition and subtraction Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Mass and Capacity	Fractions Money Time	Shape Statistics
Science	Animals including humans Nutrition, movement and protection	Forces and Magnets Attraction, repulsion magnetic materials and N/S poles	Rocks Comparing rocks, fossils, soil formation	Stem	Light Sources Reflections Shadows Eye protection	Plants Parts of the plant, life cycles of plant and needs of a plant
History		Changes in Britain Stone Age – Iron Age		Local History – Swadlincote	British Settlements Anglo Saxons and Scots	
Geography	Local Study – where we live in Swadlincote School grounds and Eureka Park		UK Compare where we live within the UK – major cities, towns, rivers and seas			Oceans and Continents – using an atlas – mapping skills



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Art		Painting and Mixed Media		Sculpture and 3D abstract art		Drawing Growing Artists
D&T	Mechanical Systems Pneumatic Toys		Food and Nutrition Eating Seasonally		Structures Constructing a Castle	
Computing	COMPUTING SYSTEMS AND NETWORKS Connecting Computers Logging on/Saving/Printing  Online Safety - Privacy and Security	CREATING MEDIA Stop frame animation Online safety  Self image and identity	CREATING MEDIA Desktop publishing  Online Reputation	PROGRAMMING A Sequence in music	PROGRAMMING B Events and actions	DATA AND INFORMATION Branching databases  Managing Online information
Music	Composing	Learn to play an instrument	Notation	Learn to play an instrument	Pitch, tempo, beat, pulse	Learn to play an instrument
PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	L2.5 Why are festivals important to religious communities?	L2.5 Why are festivals important to religious communities?	L2.4 Why do people pray?	L2.7 What does it mean to be a Christian in Britain today?	L2.1 What do different people believe about God?	L2.2 Why is the Bible so important for Christians today?
French	Colours, numbers, tens, pets	Where I live Clothes	The body, face, aches and pains	Face description Family members	Household My bedroom	Countries
PE	Gymnastics Personal (footwork and balance)	Dance Outdoor and Adventurous	Social (jumping) Football	Gymnastics Cognitive (ball control)	Creative (send and receive) Athletics	Physical (agility) Health and Fitness (ball chasing and stance)



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ERS	Four year rolling programme – YEAR 2 (2023-2024) Aligned with Year 4 overviews					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<u>NARRATIVE</u> - Adventure Story  Adventure at Sandy Cove	<u>Alliteration poetry</u> <i>When I blew the magic dust</i>  <u>NARRATIVE</u> The day I met the Mighty Aslan	<u>NARRATIVE</u> Opening and build up focussing on setting and atmosphere <i>The Tunnel</i>  <u>Non Chronological</u> Report with paragraphs	<u>Explanation Text with paragraphs</u> Digestive System / The Water Cycle	<u>Persuasive Text with Paragraphs</u> Litter in the Sea  <u>Basic Discussion Text</u> Should Trolls be slaughtered?	<u>POETRY</u> <i>Dragon's Wod</i>  <u>Developed Recount with paragraphs</u> My trip to Cornwall
Reading	The Firework Maker's Daughter	Charlotte's Web	The Giant's Necklace	Journey to the River Sea	Sky	King of the Cloud Forests
Maths	Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	Living things/Habitats Classification Characteristics Effects of changing environment	Animals including humans Eating/teeth Digestive system Food chain Producers, predators and prey	States of matter Grouping materials Changes of state Heating and cooling Evaporation and condensation	Electricity Appliance Building circuits and identifying components Conductors and insulators	Stem	Sound Making sound, vibrations, the ear, changes in pitch and volume
History		Changes in Britain Stone Age – Iron Age		Local History – Swadlincote	British Settlements Anglo Saxons and Scots	
Geography	Local Study – where we live in Swadlincote School grounds and Eureka Park		UK Compare where we live within the UK – cities, towns, rivers and seas			Oceans and Continents – using an atlas – mapping skills



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<b>Art</b>	Sculpture and 3D Mega Materials		Craft and Design Fabric of Nature			Painting and Mixed Media Light and Dark
<b>D&amp;T</b>		Structures Pavillions		Electrical Systems Torches	Food and Nutrition Adapting a recipe	
<b>Computing</b>	COMPUTING SYSTEMS AND NETWORKS The internet Self image and identity	CREATING MEDIA Audio editing	CREATING MEDIA Photo editing  Privacy and Security	PROGRAMMING A Repetition in shapes  Copyright and Ownership 1	PROGRAMMING B Repetition in games  Health, wellbeing and lifestyle	DATA AND INFORMATION Data logging  Managing Online information
<b>Music</b>	Time Signatures	Combining to Make Music	Pulse and Groove	Simple Melodies	Notes and Feelings	Purpose, Identity and Expression
<b>PSHE</b>	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>RE</b>	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?		L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities?	L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong?
<b>French</b>	Nationalities Towns, shops, animals	Farm animals, recycling, daily routine	Transport, subjects, in my pencil case	In my classroom Hobbies	Indoor and outdoor sports	Fruit, veg, breakfast
<b>PE</b>	Personal (footwork and balance) Social (jumping and landing)	Dance Hockey	Gymnastics Tag Rugby	Gymnastics Creative (send and receive)	Cognitive (ball skills and balance) Heath and Fitness (ball chasing and stance)	Physical (reaction and response) Cricket