



## CURRICULUM POLICY



### INTENT

At St Mary's Catholic Primary School, 'curriculum' is viewed as encompassing all learning opportunities that pupils participate in. Our curriculum planning is constantly evolving and encourages active pupil participation, both inside and outside the classroom. We believe that active learning takes place when pupils are directly involved in the learning process, so consider children's individual knowledge and interests. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.

As a Catholic school, our curriculum is underpinned by the Gospel values, as outlined in our school mission statement and the Academy Trust's overarching 'Vision of Excellence'.

Our curriculum aims to:

- Provide a broad curriculum which balances a rigorous focus on academic success, whilst fostering pupils' creativity and innovation.
- Support the spiritual, moral, social and cultural development of each pupil.
- Inspire a positive attitude towards learning, develops lively and enquiring minds and fosters a spirit of questioning and exploration.
- Develop effective learning attributes, such as the skills of resilience, reciprocity, resourcefulness and reflectiveness.
- Encourage pupil leadership skills, e.g. Prefects, Buddies, Mental Health Ambassadors, Peer Mentors, Digital Leaders, Fair Trade Champion, School Councillors (including Eco-Committee and Wildlife Champions) and a sense of empowerment.
- Help pupils to develop a sense of stewardship by learning about the world in which they live by looking at its context, value and form, as well as building an appreciation of the interdependence of individuals, groups and nations.
- Enable pupils to acquire the necessary knowledge and skills to prepare them for their next stage of education and for life in an ever-changing world.
- Celebrate and respect diversity, value others and develop a sense of personal value.

These curriculum aims underpin the long, medium and short term planning that takes place at St Mary's Catholic Primary School.

### IMPLEMENTATION

#### EARLY YEARS

When children first join the school, they follow the Early Years Foundation Stage (EYFS) curriculum (2017). The curriculum aims are:

- To provide effective and meaningful experiences in a carefully structured curriculum.
- To utilise the natural play of the child in a structured and progressive manner.
- To implement a curriculum learnt through exploration, play and talk in an indoor and outdoor environment.

The Foundation Stage is a distinct phase of education in its own right, which extends until the end of the Reception Year. At the end of the Foundation Stage most children are expected to achieve a series of Early Learning Goals across different areas. There are seven areas of learning and development which are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the

'prime areas' are: communication and language, physical development and personal, social and emotional development. There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are literacy, mathematics, understanding the world and expressive arts and design.

## Areas of Learning for the Foundation Stage

- I) **Communication and language development** involve giving children opportunities to experience a rich language environment and to develop their confidence in speaking and listening in a range of situations.
- II) **Physical development** involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control, and movement and to make healthy choices in relation to food.
- III) **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others, to form positive relationships and develop respect for others and to develop social skills and learn how to manage their feelings.
- IV) **Literacy** involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- V) **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- VI) **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- VII) **Expressive arts and design** involve enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

A half termly summary of learning is produced for parents of Foundation Stage children, so that they know what is being taught during the coming half term and how they can support learning at home.

## YEARS 1-6

Pupils from Year 1-Year 6 study the subjects of the National Curriculum (2014), which consists of core subjects (English, Maths and Science) and foundation subjects (Art and Design, Computing, Design Technology, Modern Foreign Languages (MFL), Geography, History, Music, Physical Education (PE) and Religious Education (RE). Our curriculum is organised as a two-year rolling programme for each class (Appendix 1). This ensures that we meet all National Curriculum requirements and cover all objectives across each key stage.

Subjects are organised on a cross-curricular basis, which becomes the learning theme for that class for a half term or term, depending on the length of the topic (Appendix 2) so that pupils can see and make links between areas of learning. However, some disciplinary objectives are taught independently of the learning theme or topic, if there is not a natural link that can be made. In addition, some subjects are taught discretely, such as RE and PSHE. As a Catholic school, pupils follow a Diocesan Religions Education curriculum called 'God Matters'. This is divided into themes which follow the liturgical year and progress from Foundation Stage to Year 6. A curriculum map is prepared for parents/carers for each curriculum theme, so that they know what is being learnt over the

forthcoming weeks. The curriculum maps are reviewed at least annually by staff and governors.

Pupils are explicitly taught about metacognition and introduced to key skills which may help them to become more effective learners. This is achieved through the implementation of the 'Building Learning Power (BLP)' principles of resilience, reflectiveness, reciprocity and resourcefulness (Appendix 3).

We offer a range of extra-curricular opportunities including lunchtime and after school clubs, in addition to other curriculum opportunities in the form of enrichment days, trips and an 'Outdoor Learning Programme' and Chorister Programme', offered in conjunction with Buckfast Abbey's Education Department and Music Department respectively.

The school provides opportunities for pupils to celebrate and share their learning, for example in weekly Achievement Assemblies or during 'Learning Afternoons' which are organised so that parents/ carers can attend.

Teachers create the time and opportunity for assessment, used to assist future planning and support individual learning needs (see Assessment Policy for further information). This information is ascertained in a number of different ways, depending on the subject and the age of the pupil e.g. 'KWL' (What I **Know**, what I **Want** to know, what I have **Learnt**) grids, elicitation tasks 'I wonder' questions.

## **IMPACT (INCLUDING MONITORING AND REVIEW)**

The staff and senior leadership monitor the progression, continuity and effectiveness of the curriculum together through triangulated monitoring throughout the academic year. The governing body (ECM Committee) also monitor curriculum development and standards through subject reports, governor visits and by monitoring the school improvement plan.

Although the Head teacher is responsible for the day to day organisation of the curriculum, each subject is led by a member of teaching staff, who attends courses, organises in-service training for staff and ensures that the needs of the children are being fully met in that subject area through carrying out a number of different monitoring activities. Class teachers review classroom planning and are responsible for ensuring that their classroom practice, planning and delivery is in line with this policy.

## **APPENDIX 1**

### **Subject statements**

#### **ENGLISH**

At St. Mary's Catholic Primary School, we believe that literacy develops the important skills of reading and writing, speaking and listening, discussion and reflection. The children participate in daily English lessons and use their developing skills across the curriculum. Early readers will be supported by using selected books from a range of reading schemes, e.g. Oxford Reading Tree based on synthetic phonics. The school uses Jolly Phonics in combination with other supplementary resources to develop reading and spelling. The school uses words based on the No Nonsense Spelling scheme across all year groups and grammar is embedded in literacy units of work. St Mary's teaches writing using 'Talk for Writing' and is currently engaged in a two-year Primary Writing Project, which aims to ensure that these principles are embedded across the school. The development of all pupils' vocabulary is an area which the school is focussing on this academic year. St Mary's is taking part in a Local Authority school project called 'Developing Vocabulary.'

#### **RELIGIOUS EDUCATION**

Religious Education plays a vital role throughout the curriculum as it is central to the whole ethos of the school. We use the 'God Matters' programme to give children the opportunity to explore the Catholic faith and to learn about other religions, to encourage respect and tolerance for other religions and cultures. We give daily opportunity for the children to take part in prayer and collective worship (for further details, please see the RE Policy for St Mary's).

#### **SCIENCE**

Scientific activities are designed to excite the children's curiosity about the world. As a practical subject, we aim to use first-hand exploration where possible using individual or group work. The children are taught how to use scientific equipment safely to support their learning. The school's grounds are also used as outdoor classrooms when an appropriate topic is being studied.

Our science curriculum aims to:

- Develop the children's natural curiosity about the environment and help them to seek explanations.
- Develop caring and sensitive attitudes towards living things and the environment.
- Encourage children to create hypotheses, design and carry out experiments, make observations and to record results.
- Foster imagination, inspirational thinking and receptive minds.
- Use scientific methods of investigation.
- Develop responsible attitudes to health and safety.
- Help the children become independent learners.
- Develop the children's social skills to work cooperatively with others.
- Make links between science and other subjects through our topic-based curriculum.

#### **COMPUTING**

Computers are now a part of daily life and so technology plays an integral part of all teaching and learning across the curriculum. Pupils have access to a suite of laptops, a set of tablets and interactive whiteboards in each classroom to enhance their learning. This year the

school is making use of 'Purple Mash,' which is an online learning platform enabling pupils to learn and develop computing skills at school and at home. The new National Curriculum for computing puts an emphasis on the specific teaching of 'computing skills', to equip young people for the workplace and to enable them to participate effectively in the digital world. This includes learning about how computers and computer systems work, designing and building programmes and developing their ideas using technology to create a range of content. In addition, pupils are also taught how to stay safe online through a programme of learning each term.

## **MATHEMATICS**

This subject area has been a significant focus for our school development plan over the past two years. St Mary's has a clear and comprehensive approach to mathematics, focussing on ensuring progression and continuity across all year groups, using a range of models and images to ensure that pupils develop a clear understanding of number and calculations. There is also a calculations policy which outlines progression in using written methods of addition, subtraction, multiplication and division.

As a school, we have a broad range of abilities and so work with individual pupils to challenge and develop their mathematical abilities, offering additional support for our less able and for our high achieving pupils.

We aim to teach our children to:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

This is done at St Mary's through maths lessons, fluency sessions, pre and post teaching and through developing cross-curricular links and enabling pupils to use their maths in real life situations e.g. Enterprise project in Year 5 and 6.

## **FOREIGN LANGUAGE**

Learning a foreign language provides opportunities to explore different cultures, foster pupils' curiosity and deepen their understanding of the world. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. It should also provide opportunities for them to communicate for practical purposes, for example through St Mary's link with French pupils through the Scorrilton French Twinning Association links and by having 'French' experiences in school such as the 'French Café'.

Although pupils will be introduced to a number of languages through other curriculum work, they will also engage in weekly French lessons to develop their language skills at Key Stage Two. 'Salut Sophie' is used to structure planning and ensure progression of skills across the Key Stage. Pupils in Key Stage One will also have French sessions, taught in a more informal way, for example through music or PE.

## **HISTORY**

As with the geography curriculum, history is also taught through a topic-based approach as part of the creative curriculum. Children to gain both a knowledge and understanding of Britain's past as well as that of the wider world, inspiring the children's curiosity to know more about the past. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The children will become aware of historical concepts such as continuity and change and use them to make connections and contrasts. They will learn about the methods of historical enquiry and the importance of evidence. Wherever possible, pupils will have the opportunity to take part in enrichment activities to enhance their learning.

## **PE**

Physical education is an essential part of staying healthy and so the school aims to develop a lifelong enjoyment of sport by offering a range of different activities, which make use of the different outdoor spaces on site. The school benefits from specialist teaching through membership of South Dartmoor Sports Partnership and through the use of external sports coaches, who work with all pupils in school each week.

Throughout the school year pupils have the opportunity to attend sports clubs after school and at lunchtimes and to represent the school at various events and competitions with other schools. Over recent years the school has been awarded the Active Mark, Healthy Schools Mark and most recently the Gold Sports Mark.

As part of our outdoor education, we are able to use the school's grounds and woodland areas to participate in outdoor learning activities which link with the curriculum and pupils from Year 1-6 also participate in a structured programme of outdoor learning, in partnership with Buckfast Abbey Education Centre. Our Key Stage 2 pupils work towards the John Muir Award in outdoor education.

## **GEOGRAPHY**

Geography knowledge and skills are taught through the topic based creative curriculum where possible. In Key Stage 1, the children will develop their knowledge about the world, the UK and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage 2, the children will extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## **ART AND DESIGN**

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

All pupils will have the opportunity to produce a range of creative work, exploring their ideas and recording their experiences. through drawing, painting, sculpture and other art, craft and



design techniques. Pupils will evaluate and analyse creative works using the language of art, craft and design. They will also learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will have the chance to exhibit their work, for example through school exhibitions for parents and the wider community.

## **DESIGN TECHNOLOGY**

Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Pupils will learn how to critique, evaluate and test their ideas and products and the work of others. Opportunities such as enterprise projects and outdoor education sessions develop these skills and enable pupils to apply them in a real-life context. Opportunities also exist to exhibit their work in whole school exhibitions and through display. Cookery is also an important part of the curriculum, as pupils learn about nutrition and cookery skills. Where possible, produce grown in the garden at St Mary's is used to cook with in the classroom.

## **MUSIC**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination. All pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They learn to sing and to use their voices. Pupils will create and compose music on their own and with others. They also have the opportunity to learn a musical instrument and use technology appropriately. All pupils will explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. This is done in a number of ways, including the use of Charanga, an online music programme, participation in community and national musical opportunities (Bournemouth Symphony Orchestra, BBC 10 Pieces Schools' Project, Newton Abbot and District Society of Arts). Pupils also have opportunities to join with other schools in joint projects such as the South Dartmoor music events in Key Stage Two and academy music events. At St Mary's, pupils also have the opportunity to join and perform as part of our school choir, participate in the Chorister programme in association with Buckfast Abbey and have peripatetic music lessons.

## **PSHE**

PSHE, Personal, Social and Health Education is taught through a variety of forms at St. Mary's Primary School. PSHE is at the heart of the school ethos, to encourage all children and adults to 'build, nurture, respect, enable and love unconditionally'. PSHE allows the children time for reflection, to think about their own actions and the consequences they may have on those around us. We have a robust PSHE rolling programme, which is supported by the PSHE association, ensuring that we are at the forefront of social need and change for

our children. This is reviewed termly to ascertain coverage and resource needs and is organic to match the ever-changing needs and dynamics of our children and school/society. While a basic programme exists, staff are confident to adapt this to the current needs of their class at any time. We are currently working on refining our selection of dispositions that drive how the children approach their learning. All staff have had an introduction to metacognition (an awareness and understanding of one's own thought processes) and are further developing ideas in the classroom linked to our BLP programme used throughout the school. Mental Health Awareness' is also discussed as part of the PSHE curriculum. St Mary's holds a themed week annually, which promotes positive physical and mental health as well as celebrating diversity. Drugs Education and Relationships and Sex Education (RSE) objectives are taught across the school. Parents/carers are routinely invited to discuss RSE materials, prior to these sessions being taught.



## APPENDIX 2 – Curriculum Maps

### MELDON CLASS (EYFS FOUNDATION UNIT INCLUDING RECEPTION)

YEAR A	AUTUMN		SPRING		SUMMER	
EYFS Meldon	<u>All about me</u>  Role play – home corner /doctors	<u>Houses and homes</u>  House	<u>Bears</u>  Role play – 3 bears cottage Bears explorer hut	<u>Growing</u>  Role play – jack and the beanstalk castle Garden centre	<u>Transport</u>  The big red bus Train	<u>Under the sea</u>  Role play – under the sea Pirate ship
Trips /visitors/ events	Brother bear talk at the Abbey	Walk around Buckfast to look at houses  Christmas craft session at the Abbey	Easter donkey story session at the Abbey	Pennywell Farm  Warburtons visit  Teddy bear picnic	Train trip to Totnes rare breeds farm	Beach school day Pirate party
Texts for 1 <sup>st</sup> half term	<i>Poem</i>		<i>Poem</i>	Teddy bear teddy bear turn around This is the Bear Teddy bears picnic	<i>Poem</i>	The wheels on the bus
	<i>Story</i>	Funnybones All kinds of people/ bodies The little Red Hen	<i>Story</i>	Goldilocks and the 3 bears Going on a bear Hunt	<i>Story</i>	The hundred Decker bus The train ride Mr Grumpy's outing Whatever next
	<i>NF</i>	Labelling parts of the body	<i>NF</i>	Instructions of how to make porridge Facts about bears	<i>NF</i>	Transport facts Labelling transport pictures
Texts for 2 <sup>nd</sup> half term	<i>Poem</i>	Bonfire night poems	<i>Poem</i>	Farmyard Hullabaloo	<i>Poem</i>	Commotion in the ocean Yo ho ho! A pirating we will go! Portside pirates
	<i>Story</i>	The three little pigs Owl babies Harvey Slumfenburgers Christmas present	<i>Story</i>	Jack and the beanstalk Jaspers beanstalk	<i>Story</i>	The rainbow fish The night pirates The fish who could wish
	<i>NF</i>	Animal homes Facts about houses Label parts of a house Lists of presents	<i>NF</i>	Write captions to match pictures Instructions of how to grow a bean -Bean diary Recount of farm trip	<i>NF</i>	Pirate facts Labelling pirate ship/ under the sea creature Instructions for making pirate hats

YEAR B	AUTUMN		SPRING		SUMMER	
EYFS Meldon	<u>People who help us</u>  Role play – home corner /doctors/fire station	<u>Circus</u>  Role play – Circus tent	<u>Animals</u>  Role play – pet shop or vets	<u>Dinosaurs</u>  Role play – archaeologist dig site!	<u>Bugs</u>  Role play – bug explorer hut / garden	<u>Space</u>  Role play – Rocket or spaceship
Trips /visitors/events	Police/ Fire Brother bear talk at the Abbey	Circus skills workshop	Dartmoor zoo Dogs’ trust Easter story session at the Abbey	Torquay dinosaur museum	Butterfly farm	Planetarium
Texts for 1 <sup>st</sup> half term	<i>Poem</i>	Five fine firemen	<i>Poem</i>	Zookeeper, zookeeper	<i>Poem</i>	Mad about mini beasts
	<i>Story</i>	People who help us	<i>Story</i>	Dear zoo The great pet sale	<i>Story</i>	The very hungry caterpillar
	<i>NF</i>	Labelling fire engine Lists of people who help us	<i>NF</i>	Animal facts and labelling	<i>NF</i>	Life cycles – explanations
Texts for 2 <sup>nd</sup> half term	<i>Poem</i>	Bonfire night poems The Colour collector	<i>Poem</i>	Dinosaur stomp	<i>Poem</i>	Twinkle twinkle 5 little men in a flying saucer
	<i>Story</i>	Elmer	<i>Story</i>	Harry and the dinosaurs	<i>Story</i>	Aliens love underpants Whatever next
	<i>NF</i>	Instructions of how to make colours.	<i>NF</i>	Facts and captions	<i>NF</i>	Space facts
Charanga Music	All about me		Big bear funk	My stories	Around the world	Recap and review
PE	Games	Games	Dance	Gymnastic	Games	Games
RE	Advent Christmas	Epiphany Revelation	Revelation Islam	Lent Holy week	Easter Pentecost and Mission	Pentecost and Mission Sikhism Big questions
ICT	All about us	All about us	Handa’s surprise	Handa’s surprise	Growing	Growing

Literacy						
Letters and Sounds	Phase 1 activities Phase 2 – week 1,2,3,4	Phase 2 –week 5,6,7,8, Revision weeks	Phase 3	Phase 3	Phase 3 revision Phase 4	Phase 4
<b>Reading</b>	Enjoys a variety of stories, rhymes, songs, poems and jingles Repeats key words/phrases from familiar texts Can finish a word or phrase in a familiar rhyme Sharing books together in a variety of settings and groupings	Share together in rhyming and rhythmic activities Listens to and joins in with storytelling and poetry Identifies the main characters within stories and poems With support shows an interest in print and how the book works Plays an active role in singing	Joins in with storytelling and is able to identify the main characters and setting. Uses information from texts within discussions and role play opportunities Predicts what might happen next Becoming more independent in using books and recognising print in the environment	Develop ideas from stories into role play using and adapting the characters, setting and plot To hold and share books correctly To start to understand that print carries meaning and is read from left to right and top to bottom	Plays rhyming games and is starting to find rhyming pairs Is able to say the initial sounds in their name and some other words Uses vocabulary that is increasingly influenced by their experiences with books Enjoys a wide variety of books	Developing confidence in finding rhyming pairs and starting to use rhyming strings Can identify the initial sound in their name and several other words. Starting to link letters to sounds Starting to sound about simple c-v-c words Creating simple c-v-c words.
<b>Writing –</b> Writing opportunities will always be available in a variety of learning environments both inside and outside. Children will be encouraged to write for many different purposes and this writing should always be relevant to their own experiences.	Mark making using a variety of different resources and scales Mark making opportunities within the inside and outside environment Children to discuss their mark making with an adult, as a group or whole class Beginning to distinguish between the different marks they make	Mark making using a variety of different resources and scales Mark making opportunities within the inside and outside environment Children to discuss their mark making with an adult, as a group or whole class Beginning to distinguish between the different marks they make	Writing for a purpose – linked to specific activities and role play Is able to give meaning to their marks Developing letter formation Tracing Developing gross and fine motor skills Tool control using a wide variety of resources – develop pincer hold Children to discuss their mark making	Writing for a purpose – linked to specific activities and role play Is able to give meaning to their marks Developing letter formation Tracing Developing gross and fine motor skills Tool control using a wide variety of resources – develop pincer hold Children to discuss their mark making with an	Gives meaning to their mark making Is beginning to hear and say initial sounds in words Is starting to segment simple words and blend them together Starting to use identifiable letters within their mark making Write name with a little support	Gives meaning to their mark making Is becoming more confident to hear and say initial sounds in words Is starting to segment simple words and blend them together Using identifiable letters within their mark making Write name and some simple words

	Beginning to distinguish between the different marks they make  Drawing lines and circles		with an adult, as a group or whole class Opportunities to read lots of different marks	adult, as a group or whole class Opportunities to read lots of different marks		
--	---	--	---	---	--	--

## Communication and Language

<b>Listening and Attention</b>	Listens with interest to stories and poems Responds to familiar sounds Shows interest in joining in with stories, poems and rhymes.	Listens to others in small groups Listens to stories with increasing attention Starts to join in with repetitive story language and begins to anticipate events Starting to follow directions	Listens and responds to others in small groups and one-to-one with increased confidence. Listen to stories with increasing attention and recall Participates in rhymes and stories	Listens and responds in a variety of situations Listens carefully to stories and information texts and is able to recall key information	Listens and responds in a variety of situations Listens carefully to stories and information texts and is able to recall key information Listen and respond Active listening attentively in whole class learning Maintains attention for longer periods of time	Maintains attention and concentration Active listening in different learning environments/situations Responds appropriately to questioning
<b>Understanding</b>	Starting to understand more complex sentences Respond to simple instructions Understands who, what and where in simple questions Developing understanding of simple concepts e.g. big/little	Understands more complex sentences Respond to simple instructions Understands and answers appropriately who, what and where in simple questions Understands of simple concepts e.g. big/little Identifies action words by	Responds to instructions Why and how questions Show some understanding of prepositions – under, on, behind Responds to simple instructions Understands and answers appropriately who, what and where in simple questions	Understands use of objects Responds to simple questions and beginning to understand two-part questions Show some understanding of prepositions – under, on, behind both practically and within images	Understands use of objects Beginning to understand how and why questions Show a good understanding of prepositions – under, on, behind both practically and within images	Follows simple instructions from adults and peers Understands simple questioning and starting to ask questions about a subject Demonstrates confidence when using prepositions Listens and responds to ideas expressed by others in conversation or discussion

		pointing to images				
<b>Speaking</b>	Uses language as a powerful means of widening contacts sharing feelings, experiences and thoughts Hold a short conversation Use some questions Uses simple sentences	Becoming more confident to use language as a powerful means of widening contacts sharing feelings, experiences and thoughts Learns and actively uses new vocabulary linked to the learning opportunities provided – objects and people Role play Performing in front of our families – nativity.	Use more complex sentences to link thoughts Share past events Predicting story endings, talking about characters Using rhythm to support storytelling and music Use talk in pretending an object is something else – role play	Use talk in connect ideas and share experiences with greater confidence Develop vocabulary linked to new learning Uses talk to explain what is happening and explain what might happen next, recall and relive past experiences Use a range of simple tenses Use talk to connect ideas Explore meaning and sounds of words	To begin to ask simple questions to further understanding linked to topic. Uses talk to organise thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences within role play	To ask simple questions to further understanding linked to topic. Uses talk to organise thinking, ideas, feelings and events. Uses language to imagine and recreate roles and experiences Develop own narratives within role play
<b>Mathematics</b>						
<b>Numbers</b>	Counting songs – addition and subtraction Number names and number language Selects a small number of objects from a group. 1 to 1 correspondence 1 more/1 less Number recognition 0- 5 with support Represent numbers with	Counting songs – addition and subtraction 1 to 1 correspondence Number recognition 0- 5 Represent numbers/mathematical concepts with marks Recite numbers to 10 Match numerals to groups 0-5 Addition and subtraction vocabulary Make comparisons between quantities	Counting songs – addition and subtraction 1 to 1 correspondence Number recognition 0-10 Make comparisons between quantities Knows that a group of things changes in quantity when something is added or taken away. Number problems Recognise numbers of	Counting songs – addition and subtraction Addition/subtraction Number recognition 0-10 Select the correct numeral to represent a group of objects Knows that a group of things changes in quantity when something is added or taken away. Number problems Asks questions about numbers with support Count objects and action	Counting songs – addition and subtraction Number sequencing 0 – 10 Counts up to 6 objects from a larger group Beginning to use language connected with addition and subtraction Recognise numbers of personal significance Finding the total number of items in two group by counting all of them	Counting songs – addition and subtraction Number sequencing 0 – 10 Beginning to become more confident to count beyond 10 Counts up to 10 objects from a larger group Use language connected with additional and subtraction One more/less than a given number Record using marks that they can explain Estimate – how many?

	marks Recites numbers		personal significance			
<b>Shape, Space and Measure</b>	Talking about shapes and patterns in pictures. Makes shape pictures – Use language of size Starting to use basic positional language Time based activities linked to the nursery/school day Talk about immediate past and future – What happened before and next	Talking about shapes – 2D & 3D Shows an interest in shape and space by playing with different shape or making arrangements or objects Starting to select named shapes	Finding shapes in the environment Look at similarities and differences Uses positional language in play Ordering of size linked Orders and sequences familiar events linked to stories	Finding shapes in the environment Look at similarities and differences of shapes in the environment To talk about shapes within a construction Uses positional language in play Ordering of size Orders and sequences familiar events linked to books	Begin to talk about the shapes of everyday objects Name some 2D shapes and talk about their properties Sustained concentration using different 2D and 3D shape resources – natural and manmade Use time relate language Start to measure periods of time – sand timer What can you do in that 1 minute? Orders two or three items by length or weight. Exploring capacity in the water tray with different filling resources weight Orders a sequence of familiar events	Talk about the shapes of everyday objects Name some 2D shapes and talk about their properties Sustained concentration using different 2D and 3D shape resources – natural and man-made Use time relate language Start to measure periods of time – sand timer What can you do in that 1 minute? Orders two or three items by length or weight. Exploring capacity in the water tray with different filling resources weight Orders a sequence of familiar events

### Physical Development

<b>Moving and Handling</b>	Turns pages in a book Show control in holding and using jugs to pour and hammers, mark making etc. Shoulder, elbow and wrist pivot activities. Finger Gym and Funky Fingers. Write dance to develop	Moves freely and with confidence in a range of ways Different ways of moving through the jungle Starting to run skilfully negotiating the space and obstacles, adjusting speed and direction. Balance on one foot Uses one handed tool and equipment Hold pencil with increasing control Can copy some letters	Moves freely and with increased confidence in a range of ways Runs skilfully negotiating the space and obstacles, adjusting speed and direction. Balance on one foot Uses one handed tool and equipment Hold pencil with increasing control Can copy some letters	Experiments with different ways of moving Jumps and lands appropriately Starts to play team games Travels with confidence over a range of equipment Uses tools safety with increasing control and is able to change materials Begins to use anticlockwise movements	Confidently moving in different ways Jumps and lands appropriately Starts to play team games Travels with increasing confidence over a range of equipment Uses tools safety with increasing control and is able to change materials Begins to form recognisable letters	Large and small movements using a variety of equipment and environments Control using large and fine motor skills Handle tools and equipment effectively Forming recognisable letters some of which are correctly formed
----------------------------	---	--	---	---	---	--



	gross and fine motor skills for writing Beginning to use a tripod grip to hold writing tools Draws simple shapes such as lines and circles Spatial awareness	Uses one handed tool and equipment	from their name	and retrace vertical lines		
<b>Health and Self-Care</b>	Eats and drinks with little support Communicates need to the toilet Recognises danger and is able to seek support Helps with dressing self e.g. coat, shoes, apron	Express feelings/needs Dresses with some support Greater independence in toileting and hand washing Understand and eat healthy food Understands need for safety Considers risks	Starting to recognise the effect exercise has on our bodies Eats a range of healthy foodstuffs and is starting to understand why we need variety in food. Dry and clean in day Importance of exercise Express feelings/needs Dresses with some support	Recognises the effect exercise has on our bodies Cooks and tries a range of healthy foodstuffs and is starting to understand why we need variety in food. Importance of exercise Express feelings/needs Dresses with some support	Dresses with increasing independence Understands need for safety and managing small risks Eats a range of healthy food	Dresses with independently Understands need for safety and managing small risks Healthy lifestyles – exercise, food choices, sleeping and hygiene
<b>PE</b>	Games	Gymnastics	Dance	Gymnastics	Games	Games
<b>Understanding the World</b>						
<b>RE</b>	Creation story Islam -Eid Advent	Advent Christmas Epiphany Revelation	Revelation Chinese New Year	Lent Holy week	Easter Pentecost and Mission	Pentecost and Mission Sikhism Big questions
<b>SEAL</b>	New beginnings	Getting on and falling out	Going for goals	Good to be me	Saying no to bullying Relationships	Changes
<b>People and Communities</b>	Discuss immediate family – Who do you live with? Significant experiences and events – starting	Talk about special times and events – fireworks night, birthday, Diwali, Christmas, Eid Taking part in our Nativity	What makes a good friend linked to Role play linked to theme. Talk about	Talk about special times and events –, birthday, Shrove Tuesday and Easter Similarities and differences Uniqueness Our pets	Special times – How are they the same/different to what we have experienced? Family customs and routines	Look back at Learning Diaries and discuss past and present events within the nursery year

	nursery Describe special times and events – birthdays, Different occupations linked to people who help us Role play – house – family routines and actions Begin to develop new friendships		significant events in their lives Valentines – people we love		Similarities and differences Past and present events	
<b>The World</b>	Autumn – observing, tending and collecting produce from the school garden. How has it changed from seed to being composted? Plays with a variety of small world activities including the farm, dinosaur world, wooden logs and characters, houses	Comments/questions natural world Observation and discussion – natural world Guy Fawkes Diwali?	Start to ask questions about the natural world	Start to plant a variety seeds linked to the children’s interests and discuss what they need to grow Caring for the plants and the garden Talk about the changes that they observe over time Show concern for living things in the environment Ask questions about plants linked to our story Show care and concern for our own and others pets Mini beasts and lifecycles	Caring for the plants and the garden Using the produce from the garden for our snacks and cooking activities Talk about the changes that they observe over time Show concern for living things in the environment	Caring for the plants and the garden Using the produce from the garden for our snacks and cooking activities Magnifying glasses for outside Similarities and differences Observations and explanations
<b>Technology</b>	Operating simple	Operating IT equipment	Mouse skills Completing simple	Mark making on the	Bee bots continued	To use the learn pads to record videos linked to their role

	equipment – CD player with support Use interactive whiteboard and Learn pads for games, activities and mark- making	Interest in technological toys Bee-bots	programs on Learn pads and laptops Bee-bots To start to use children's cameras to record images	Interactive Whiteboard Cameras & Learn pads to be used independently	With support use the microphones to record a story.	play experience/storytelling. Children to talk about what they have done and how it can be improved.
ICT	All about us	All about us	Handa's surprise	Handa's surprise	Growing	Growing
<b>Expressive Arts and Design</b>						
<b>Exploring and using media and materials</b>	Join in with familiar songs Dancing and ring games Explores colour, colour mixing, hue, tone & shade Explore musical instruments and the sounds they make Use a variety of tools Talk about the different textures linked to our autumn objects	Join in with familiar songs and ring games Bookstart music visit Move to music Explore how sounds can be changed Explore construction materials of different shapes and sizes and how they can be assembled	Colour and colour mixing Collage linked to theme Explore texture of a variety of everyday objects. Print with these objects and discuss the patterns/shapes created Movements to music Tools and techniques linked to malleable materials Start to discuss what is good about constructions and how they can be adapted and improved	Using different media creatively to achieve an end product Manipulating materials Large scale junk modelling outside. Imitates movement in response to music	Looking at different artists' work linked to theme Select tools and techniques with help Use a variety of media can be combined to create new effects Discuss what is good about constructions and how they can be adapted and improved	Select tools and techniques independently Designing and making Exploring and representing own ideas through different media manipulation materials Observational drawings of mini beasts
<b>Being Imaginative</b>	Represent themselves using a variety of resources Role play – mud kitchen	Build stories around toys Simple representations Act out narratives linked	Create simple songs and music using a variety of instruments Use movement to	Develop a narrative within role play, linking with other children Draw/paint create from	Play together as part of a group to develop and act out a narrative Use paint/collage/p rint in	Creating dances, music etc linked to mini beasts Inventing own mini beast

	<p>Cooking etc</p> <p>Developing the role play areas using the children's ideas</p> <p>Singing and dancing daily</p>	<p>to the story text with some support</p> <p>Use and create resources for role play with support</p> <p>Singing and dancing daily</p>	<p>express feelings</p> <p>Singing and dancing daily</p>	<p>experiences/observations</p> <p>Discuss use of colour and how colours can be created</p> <p>Singing and dancing daily</p>	<p>a confident purposeful way</p> <p>Singing and dancing daily with links to theme</p>	
<b>Charanga Music</b>	All about me		Big bear funk	My stories	Around the world	Recap and review
<b>Role play</b>	Home corner /doctors	House – 3 pigs Christmas stable	3 bears cottage Bears explorer hut	Jack and the beanstalk castle Garden centre	The big red bus Train	Under the sea Pirate ship

**VENFORD (YEAR 1/YEAR 2)**

	YEAR A	YEAR B
Autumn 1	<p><b>Food, Glorious Food</b>  <b>Science</b> – Identify basic plants; identify basic plant parts (roots, leaves, flowers, etc.); simple food chains; Keeping healthy (skills – asking questions, observing, identifying and classifying, recording data)  <b>Geography</b> – Compare local area to a non-European country; use basic vocabulary to describe a less familiar area (link to literacy texts)  <b>D/T</b>– Generate, model &amp; communicate ideas; use range of tools &amp; materials to complete practical tasks; evaluate existing products &amp; own ideas; understand where food comes from; make chutney – select and use appropriate fruit and vegetables, processes and tools; use basic food handling, hygienic practices and personal hygiene; use simple finishing techniques to improve the appearance of their product; identify a purpose for what they intend to design and make  <b>Art</b> – Use a range of materials; draw different foods – pepper / onions / cabbages; use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media; use a sketchbook to gather and collect artwork; begin to explore the use of line, shape and colour  <b>PSHE</b> –We`re All Stars  <b>RE</b> – Creation, Mission, Prayers, Saints and Feasts  <i>The magic porridge pot.</i>  <i>Good Enough To eat</i>  <i>Sam's Sandwich</i>  <i>Mrs Wobble the Waitress</i>  <i>Fruit – Nicola Edwards</i>  <i>Fatu fetch the water</i>  <i>Don't spill the milk</i>  <i>The disgusting sandwich</i>  <i>The Papaya that spoke.</i></p>	<p><b>Marvellous Mel!</b>  <b>Science</b> –identify, name, draw and label the basic parts of the human body (skills – asking questions – observing, identifying and classifying)  <b>Art</b> –Drawing body parts / painting self portraits  <b>History</b> – compare times artist/ compare portraits / memories of themselves.  <b>Computing</b> – online safety, class blogs, programming, use of multimedia to add pictures/text.  <b>D/T</b> – making photos frames / shoes  <b>Geography</b> – Where do you live and go to school? Maps compare a non-European school; use simple fieldwork and observational skills to study the immediate environment; satellite images; make and use a simple key.  <b>Music</b> – sounds (link to senses, songs about body), Charanga  <b>PE</b> – throwing, catching running and jumping, gymnastics  <b>PSHE</b> – feelings and emotions  <b>RE</b> – Mission and vision, Creation, Prayers, Saints and Feasts  <i>Rapunzel</i>  <i>What do you do with a tail like this?</i>  <i>How to hide a lion at school.</i>  <i>It's my Birthday</i></p>
Autumn 2	<p><b>Let's Celebrate</b>  <b>History</b> – key Events e.g. Bonfire night/ Guy Fawkes; Diwali- use stories to encourage children to distinguish between fact and fiction; Christmas in other countries (geography link); recognise differences between past and present in their own and other people's lives.  <b>Science</b> – animals / materials sorting and classifying common plants and animals around us. Everyday materials (building) Compare things that are dead and alive, weather and seasons.  <b>Computing</b> – online safety, internet/ email, coding.  <b>Art/ DT</b> – make puppets (Diwali)  <b>PE</b> – throwing, catching running and jumping, gymnastics  <b>PSHE</b> – Be Friendly, Be Wise  <b>RE</b> – Advent, Christmas  <i>How to Catch Santa</i>  <i>Boas Bad Birthday</i>  <i>Diwali Story</i></p>	<p><b>What time is it?</b>  <b>Science</b> – observe the changes of the season /describe the weather with the seasons and day length. Identify and name common plants / trees/ match seeds / leaves / fruit- explore the environment (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data.)  <b>History</b>– Remembrance Day – poppies; compare adults talking about the past – how reliable are their memories; compare 2 versions of a past event; compare pictures or photographs of people or events in the past; discuss reliability of photos/ accounts/stories  <b>Geography</b> – identify seasonal weather patterns in the UK.  <b>Art</b> – Use a range of materials; mix secondary colours and shades (learn about colour wheel ); mix autumn colours; mix and match colours using artefacts and objects; Andy Goldsworthy; leaf art / leaf bashing / rubbings; build a repeating pattern and recognise pattern in the environment; design patterns of increasing complexity and repetition; printing – make marks in print with a variety of objects,</p>

	<p><i>Guy Fawkes</i></p>	<p>including natural and made objects; make dyes and tie dye – make into a bag.  <b>Music</b> – making instruments with seeds                  Songs about Autumn, Charanga  <b>Computing</b> – e-safety, class blogs, programming, use of multimedia to add pictures/text.  <b>PE</b> – team games/ gymnastics  <b>PSHE</b> – Drugs education  <b>RE</b> – other cultures Hanukah, Sacraments, other faiths, Advent  <i>Orion and the Dark</i>  <i>How to Catch Santa</i>  <i>Outdoor Wonderland</i>  <i>Can't you sleep little bear?</i></p>
<p>Spring 1</p>	<p><b>It's f...f...freezing!</b>  <b>Science</b> –observe weather associated with changes of season; materials – compare and classify materials and distinguish between objects and materials – which material keeps the tea warmest the longest? (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data.)  <b>Geography</b> – identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world; use basic geographical vocabulary to refer to local &amp; familiar features; use four compass directions &amp; simple vocabulary; name and locate the worlds' oceans / seas.  <b>Art</b> – Learn about range of artists, craftsmen and designers: Picasso – Blue period hot / cold colours; mix and match colours using artefacts and objects.  <b>DT</b> – penguin finger puppet – begin to select tools and materials; use vocabulary to name and describe them; measure, cut and score with some accuracy; use hand tools safely and appropriately; assemble, join and combine materials in order to make a product, cut, shape and join fabric to make a simple garment; use basic sewing techniques, follow safety procedures.  <b>History</b> –Look at the lives of significant historical figures/ comparing modern adventurers; recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times and learn about Captain Scott; find answers to simple questions about the past from sources of information e.g. artefacts; use a source – observe or handle sources to answer questions about the past on the basis of simple observations.  <b>PSHE</b>–Joining in, Joining Up  <b>PE</b> – dance/ team games  <b>RE</b> – Christmas, Revelation, other faiths  <i>Penguins Emily Bone</i>  <i>Could a Penguin Ride a bike?</i>  <i>The Snow Queen</i>  <i>How to catch a polar Bear.</i>  <i>Scott of the Antarctic (young explorer)</i></p>	<p><b>Fire and Dragons</b>  <b>Science</b> – Distinguish between objects and materials, identify and describe simple properties, compare and classify, (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data.)  <b>Art</b>– Artwork linked to Chinese New Year  <b>D/T</b> – make a dragon head, collage; create textured collages from a variety of media, create images from imagination, experience or observation; use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper.  <b>History</b> – Great fire of London; compare fire fighters today to those in the past; Samuel Pepys, St George's Day.  <b>Geography</b>– Locate China on a map, use OS maps and scales.  <b>Computing</b> – create a film based on aquarium visit, camera recording, uploading images, floor robots, handling data  <b>PE</b> – dance/ team games  <b>PSHE</b> – Money Matters  <b>RE</b> – Christmas, Revelation, other faiths  <i>Tell Me a Dragon</i>  <i>Knights</i>  <i>The Dragon Machine</i>  <i>Chinese New Year Festivals around the world</i></p>



Spring 2	<p><b>Life over and under the waves</b>  <b>Science</b> – habitats. living things live in habitats suited to them, describe how different habitats provide basic needs for animals and plants (skills – asking questions, observing, identifying and classifying, recording data.)  <b>DT</b> – create a moving picture.  <b>Art</b> – observational drawing of fish; draw for a sustained period of time from the figure and real objects, including single and grouped objects; experiment with the visual elements; line, shape, pattern and colour.  <b>History</b> –Grace Darling: look at the lives of significant historical figures, including comparison of those from different period e.g. Sir Francis Drake, Queen Elizabeth, Walter Raleigh, Columbus; sequence artefacts closer together in time and check with reference book (e.g. boats of different eras); recognise why people did things, why events happened and what happened as a result; identify differences between ways of life at different times.  <b>Computing</b> – online safety, spreadsheets, computer graphics to create a picture.  <b>Geography</b> –name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes; begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)  <b>PSHE</b> – Daring to Be Different  <b>RE</b> – Lent, Holy Week  <b>Music</b> – Charanga  <i>A New Home for Pirate</i>  <i>Peter Pan – Wanted</i>  <i>Francis Drakes journey</i>  <i>The Owl and Pussy cat</i>  <i>Grace Darling (Grace to the rescue)</i></p>	<p><b>Spring Has Sprung</b>  <b>Science</b> –Identify basic plants; look at tadpoles / basic needs of animals and their offspring/ simple food chains and habitats, (skills – asking questions, observing, identifying and classifying, using observations to suggest answers, recording data.)  <b>D/T</b> – make bird boxes  <b>Art</b> – learn about craftsmen and designers, observational drawing of daffodils / painting / collage of blossom, mono printing; William Morris; begin to explore the use of line, shape and colour; layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint; understand the basic use of a sketchbook and work out ideas for drawings; carry out different printing techniques e.g. monoprint, block, relief and resist printing; design patterns of increasing complexity and repetition.  <b>Computing</b> – online safety, floor robots, digital photography, paint programme looking at reflection.  <b>PE</b> – team games, dance  <b>PSHE</b> – Who likes chocolate?  <b>RE</b> – Lent, Holy Week  <i>Daffodils</i>  <i>Oi Frog</i>  <i>Tadpoles Promise</i>  <i>Non-fictional texts about tadpoles</i></p>
Summer 1	<p><b>How does your garden grow?</b>  <b>Science</b> – growing plants (water, light, warmth; identify basic plants, observe how seeds and plants grow into mature plants; name plants including evergreen and deciduous trees; identify basic plant parts (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data.)  <b>Art</b>– Van Gogh Sunflowers; using paints create different textures e.g. use of sawdust; develop techniques of colour, pattern, texture, line, shape, form and space; mix a range of secondary colours, shades and tones; experiment with tools and techniques, including layering, mixing media, scraping through etc.; name different types of paint and their properties; work on a range of scales e.g. large brush on large paper etc.; mix and match colours using artefacts and objects.  <b>Geography</b> – look at different climates  <b>Computing</b> – programming, branching data bases to sort animals, multimedia, online-safety, green screening  <b>PE</b> – athletics skills</p>	<p><b>Magic and Fairy Tales</b>  <b>Science</b> – compare how things move on different surfaces.  <b>D/T</b> – design and make a shoe.  <b>Geography</b>– map a character’s journey; compare area to another place in the world.  <b>Science</b> – compare how things move on different surfaces (e.g. a getaway car for Red Riding Hood) link to DT what do we walk on? What to use for the bottom of the shoe? (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data.)  <b>D/T</b> – design and make a shoe, (skills – make their design using appropriate techniques and with help measure, mark out, cut and shape a range of materials; use tools e.g. scissors and a hole punch safely; assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape  <b>History</b> – Houdini (skills – recognise difference in past and present).  <b>Art</b> – develop techniques of colour, pattern, texture, line, shape, form and space. Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery; create textured</p>

	<p><b>PSHE</b> – Daring to Be Different  <b>RE</b> – Easter, Pentecost and Mission  <i>Vincent</i></p>	<p>collages from a variety of media; make a simple mosaic; stitch, knot and use other manipulative skills.  <b>Computing</b> – handling data, labelling houses using multimedia, online safety, green screening  <b>PE</b> – athletics skills  <b>PSHE</b> – Daring to Be Different  <b>RE</b> – Easter, Pentecost and Mission</p> <p><i>The Sorcerer's Apprentice</i>  <i>The Magic Bed</i>  <i>The Elves and the Shoemaker</i>  <i>Story Box</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p><b>All Creatures Great and Small</b>  <b>History</b> – fossils/ dinosaurs; evolution – sequence artefacts.  <b>Science</b> – name a variety of common animals, amphibians, reptiles etc. describe and compare herbivores and carnivores; describe and compare structure of animals; habitats (skills – asking questions, observing, identifying and classifying, using observations to suggest answers, recording data.); basic needs of animals &amp; offspring ◊ Simple food chains &amp; habitats; differentiate living, dead and non-living.  <b>Art</b> – camouflage painting patterns  <b>PE</b> – striking and fielding, outdoor education  <b>PSHE</b> – RSE and Dear Diary  <b>Computing</b> – handling data, multimedia, e-safety, green screening  <b>Music</b> – Charanga  <b>RE</b> – Revelation, other faiths CAFOD Universal World topic (global dimension)  <i>A Dog's Day</i>  <i>Augustus and his smile</i>  <i>Wanted the perfect Pet</i>  <i>Lord of the forest</i></p>	<p><b>Up and Beyond and On the Move.</b>  <b>Geography</b> – knowledge of four compass points, use of aerial images to create simple plans.  <b>History</b> – events of local importance and global importance, e.g. Neil Armstrong, Amelia Earhart, Brunel, Stephenson.  <b>Science</b> – investigate ways to make things move on different surfaces; identify and compare uses of different materials, (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data).  <b>D/T</b> – mechanisms linked to science work, kite day; build and improve structures and mechanisms.  <b>Computing</b> – handling data, labelling houses using multimedia, e-safety, green screening  <b>PE</b> – striking and fielding, outdoor education  <b>PSHE</b> – RSE and Dear Diary  <b>Music</b> – Charanga  <b>RE</b> – Revelation, other faiths CAFOD Universal World topic (global dimension)  <i>Mrs Armitage on Wheels</i></p>

## FERNWORTHY (YEAR 3/4)

	YEAR A	YEAR B
Autumn 1	<p style="text-align: center;"><b>What's Under My Feet?</b></p> <p><b>Science</b> – Fossils/rocks and soils! Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p><b>History</b> – Stone Age to Iron Age. Fossils – timeline</p> <p><b>Geography</b> – Local UK Study – Dartmoor– Kent’s Cavern Using maps and identifying settlements and places locally – historical changes to landmass.</p> <p><b>Art</b> – Cave Paintings, natural dyes and prints.</p> <p><b>D/T</b> – making and evaluating stone age tools, building Stonehenge, Stone Age jewellery, Neolithic Pots. Harvest cooking.</p> <p><b>PE</b> – invasion games– netball, and gym.</p> <p><b>Computing</b> – programming, online safety.</p> <p><b>French</b> – greetings, conversations, family (unit 1)</p> <p><b>PSHE Theme:</b> Special You</p> <p><b>RE</b> – Mission and vision, Creation, Prayers, Saints and Feasts</p> <p><b>Music</b> – Harvest, Mamma Mia– Charanga.</p> <p><b>Class Read:</b> – Stig of the Dump.</p> <p><b>Outdoor Education</b> – Stone Age experiences. How to make a fire with flint and steel</p> <p><i>Stone Age Boy</i> <i>The Secrets of Stonehenge</i> <i>The First People</i></p>	<p style="text-align: center;"><b>Healthy Humans!</b></p> <p style="text-align: center;"><b>Laudato Si! One Climate, One World!</b></p> <p><b>Science</b> – Digestion, teeth, nutrition and human skeletons also– sports related link to keeping healthy, muscles and exercise, naming bones, healthy diets, instructions for cleaning teeth, visits by doctor and dentist. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p><b>History:</b> of doctors and dentistry,</p> <p><b>Geography</b> – location of countries and those struggling with the Harvest– map work – equator and hemispheres. Continents and Countries. Global World. Where does our food come from? Countries of the World? Unequal distribution. Food miles.</p> <p><b>Art and DT</b>– Sketching the body – movement, sketching and making teeth, draw their insides, lift the flap bodies, Make jointed models. Pasta skeletons, The perfect smiles in art, painting mouths and teeth.</p> <p><b>PE</b> – Invasion Games – Netball and gym and ‘personal goals, health and fitness – skipping workout routines.</p> <p><b>Computing</b> – Programming, online safety.</p> <p><b>French</b> – My Body (Unit 6)</p> <p><b>PSHE</b> – Harvest – CAFOD– It’s Our World</p> <p><b>Themes:</b> To consider the lives of people living in other places, and people with different values and customs – taught through curriculum content.</p> <p><b>RE</b> – Mission and vision, Creation, Prayers, Saints and Feasts</p> <p><b>Music</b>– Skeleton Sounds, Musical Story – ‘Danse Macabre’. <a href="https://www.bbc.com/teach/class-clips-video/danse-macabre-camille-saints/s/z6npy9q">https://www.bbc.com/teach/class-clips-video/danse-macabre-camille-saints/s/z6npy9q</a> Learn the instrument of the orchestra.</p> <p>Dance of the Skeletons – Music and movement, Harvest music. Harvest Festival. ‘Food’ and ‘Staying Healthy’ topic – Charanga</p> <p><b>Texts:</b> Mufaro’s Beautiful Daughters, Africa is not a Country, Beatrice’s Dream,</p> <p><b>Class Read:</b> Billionaire Boy</p> <p><b>Outdoor Education</b> – Growing food for Harvest. <i>Mufaro’s Beautiful Daughters</i> <i>Africa is not a Country!</i> <i>Beatrice’s Dream.</i></p>
Autumn 2	<p style="text-align: center;"><b>Incredible Egyptians!</b></p> <p><b>Science– Stand Alone SC1.</b> <a href="https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt">https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt</a></p> <p>Which material is best to mummify cucumber? Exploring preservation.</p> <p>The gift of the Nile. Imagine they are ancient Egyptian farmers. Use some fast germinating seeds such as radish, beans or a lettuce selection (all Egyptian crops) to investigate the least amount of water needed for seeds to germinate.</p> <p><b>History</b> – Ancient Egypt</p> <p><b>Geography</b>– Use of maps – identify features of region – The Nile</p> <p><b>Art</b> – painting/sketching – Pyramids– linked to maths, artefacts.</p> <p><b>D/T</b>– Make a god head–dress, jewellery and pots.</p> <p><b>Computing</b> – Online–safety – keeping myself safe online, use of multimedia; creating an e–book</p> <p><b>PE</b> – striking and fielding (football) and Dance – linked to Egyptian Dance.</p> <p><b>French</b> – My Country (unit 2)</p>	<p style="text-align: center;"><b>Rise of the Robots!</b></p> <p><b>Science –Electricity</b> –Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>History</b> – History of electricity and power in homes.</p> <p><b>Geography</b> – The electrical journey– from power station to home Environmentally sound electrical sources and renewable energy, recycling and environment. Carbon Cycle, Climate Change, Greenhouse effect.</p> <p><b>Where are robots being developed?</b></p>

	<p><b>PSHE Theme:</b> Safer You  <b>RE</b> – Sacraments, other faiths, Advent  <b>Music</b> –Christmas Preparation and Egyptian music from Donna Minton- songs that teach topic -  <b>Class Read:</b> Julia Jarman – The Time Travelling Cat- Egyptian Goddess- Historical fiction.  <i>Egyptian Cinderella – tales from other lands</i>  <i>Egyptians Myths and Legends – M Williams</i></p>	<p><b>Art</b>- Robot artist Eric Joyner- Appraise key paintings and create a robot picture in the style of Eric Joyner.  <b>DT</b>-Design and making a robot  <b>Computing</b> – programming robots, Logo Turtle.  <b>PE</b> – Striking and fielding (football) and Dance – linked to Robot Dance.  <b>French – What’s the time? (Unit 8)</b>  <b>PSHE Theme:</b> Safer You  <b>RE</b> – Sacraments, other faiths, Advent  <b>Music</b> – Body Percussion- Christmas Preparation.  <b>Class Read:</b>The Iron Woman  <i>The Iron Man – Ted Hughes</i>  <i>How to Invent...</i>  <i>Robots that help us</i></p>
<p>Spring 1/2</p>	<p style="text-align: center;"><b>Roman Rule!</b></p> <p><b>Science- Forces and Magnets</b>- Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.          Healthy Humans – review learning from Autumn B and summarise key learning points each week such as Healthy Plate, 10 a day for mental health.  <b>History</b> – Romans – a day in the life of...          Celtic/ Roman dance – Invasion to music – Braveheart and Karl Jenkins the Armed Man.  <b>Geography</b> – Volcanoes through the text ‘Escape from Pompeii’. Understanding the location and extent of the empire.  <b>Art</b> – Sculpture- Making Roman Busts, Mosaics and shields (all linked to symmetry in maths).  <b>DT</b>- Children design and build their own chariot and then race it!  <b>PE</b> – Hockey/ Gym/ Tag Rugby and Dance- creating a dance/drama of an invasion and of a battle  <b>Computing</b> – Online Safety, spreadsheets, typing.  <b>French</b> – My Birthday (unit 3 and My Family Unit 4).  <b>PSHE Theme 1:</b> Kind You          Safer Internet Week.  <b>Theme: Spring 2. Respectful You!</b>          Mental Health Awareness Week  <b>RE</b> – Christmas, Revelation, other faiths  <b>Music</b> – Celts and Romans.  <b>Class Read</b> – Historical fiction. Julia Jarman – The Time Travelling Cat  <i>Escape from Pompeii (Roman Myths) – G McCaughrean</i>  <i>Myths in 30 seconds – K Elgin</i>  <i>Battlefield Britain – D/ P Snow</i></p>	<p style="text-align: center;"><b>Vicious Vikings</b></p> <p><b>Science- States of Matter</b>-Compare and group materials together according to whether they are solid, liquid or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.  <b>History</b> – DIAMOND NINE – Facts about Vikings and how children want to find out about them, Longboats          Decision making about longboats to use, routes to take, time of year to sail, where to land, The Viking invasion, Viking food – make a stew, Alfred the Great and EDWARD THE CONFESSOR.  <b>Geography</b>- Locate Scandinavia on maps, Which countries did the Vikings invade? Explore Scandinavia – Plan Bee  <b>Art and DT</b>-design a long boat and sail using printing, make and decorate a sea monster, design and make a Viking tunic (pillowcases),  <b>PE</b> – Hockey/ Gym/ Tag Rugby and Dance- creating a dance/drama –linked to Vikings.  <b>French</b> – My Birthday- (Unit3) and My Family (Unit 4)  <b>Computing</b>- Online Safety, spreadsheets, email.  <b>PSHE Theme: Kind You</b>          Safer Internet Week  <b>Theme 2: Respectful You</b>          Mental Health Awareness Week.  <b>RE</b> – Christmas, Revelation, other faiths- Lindisfarne – Monastery invasion.          Lent and Holy Week.  <b>Music</b> – Sea shanties – Compose percussive piece about sea monster. Listen to scary music, Edward Grieg – ‘Peer Gynt’ in the hall of the Mountain King (link to role play and invasion) and Storm – ‘Return of Peer Gynt’ in which an angry Scandinavian storm is evoked with the help of horn-calls and fanfares. Viking Saga songs from BBC. ‘The Dragon Song’, ‘Dragons’ and ‘Viking’ topic – Charanga.  <a href="http://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf">http://downloads.bbc.co.uk/schoolradio/pdfs/viking_saga_songs.pdf</a>          f Thor on a journey.  <b>Class Read:</b> How to train a dragon – Cressida Cowell  <i>Mimi and the Mountain Dragon – Michael Morpurgo.</i>  <i>Who were the Vikings?</i>  <i>The Saga of Erik the Viking</i>  <i>The Viking Invader</i>  <i>Dragons’ Truth</i>  <i>The Egg – M.P. Robertson</i></p>

Summer 1	<p style="text-align: center;"><b>Smashing Saxons.</b></p> <p><b>Science- History</b> –Britain’s settlement by Anglo-Saxons and Scots, Sutton Hoo mystery!</p> <p><b>Geography</b>– Settlements- creating map for Saxon Settlement, needs for a settlement</p> <p><b>Art and DT</b>- designing your own settlement, making buildings, dyeing wool, weaving material, researching food and cooking some recipes, playing and creating board games and musical instruments, calligraphy</p> <p><b>Computing</b> – Animation- link to Beowulf Legend, simulations, graphing.</p> <p><b>PE</b> – Athletics/ Striking and Fielding/Outdoor Learning</p> <p><b>French</b> –My Body (Unit 6)</p> <p><b>PSHE Theme:</b> Stronger You Exploring Resilience</p> <p><b>RE</b> – Easter, Pentecost and Mission – Start of Christianity, Book of Kells. Anglo-Saxon Chronicles. Lent, Holy Week</p> <p><b>Music</b>- Improvise and compose music for a range of purposes. Make and play musical instruments. Develop an understanding of the history of music. Create an accompaniment for Beowulf text and consider how music affects mood in film and TV.</p> <p><b>Class Read:</b> Anglo-Saxon Boy – Tony Bradman</p> <p><b>Visit/Visitor:</b> Over Night Camping Trip or Escot Saxon Village. Calligrapher</p> <p><b>Outdoor Education:</b> Habitats – Woodland and Owl Award for Outdoor Learning.</p> <p><i>Anglo Saxons</i>  <i>Caedmon’s Song</i>  <i>Beowulf (R Lloyd Jones)</i></p>	<p style="text-align: center;"><b>Shining Bright, Sounding Right!</b></p> <p><b>Science – Light and Sound.</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Illusions. Colour. Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p> <p><b>History</b> –of light</p> <p><b>Art</b>- Tonal pencil drawings – light and shadow. Rembrandt – charcoal pictures. Colour Mixing. Primary, secondary and tertiary. Shades of colour.</p> <p><b>D/T</b>- Stained Glass Windows, making sundials, String telephones- sound and vibration link. Making junk musical instruments, Making shadow puppets</p> <p><b>Computing</b> – Animation, word processing, simulations.</p> <p><b>PE</b> – Tennis/Outdoor Education/ Striking and Fielding</p> <p><b>Outdoor Education</b> – OWL award for Outdoor Learning.</p> <p><b>French</b> – Colours -Unit 5.</p> <p><b>PSHE Theme: Stronger You Exploring Resilience</b></p> <p><b>RE</b> – Easter, Pentecost and Mission</p> <p><b>Music</b>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – Stomp Junk Band and Peter and the Wolf. Puppet Theatre – shadow puppets. Cymatics- Charanga – Science and Music!</p> <p><b>Class Read:</b> Journey to the River Sea – Eva Ibbotson  <i>The Whistling Monster – traditional story</i>  <i>DK Musical Instruments and other online resources</i></p>
Summer 2	<p style="text-align: center;"><b>Producers, Predators and Prey –</b></p> <p><b>Science</b> – Producers, predators and prey – Living things and their habitats, food chains, identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat, identify that animals have skeletons and muscles for support, protection and movement. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that environments can change and that this can sometimes pose dangers to living things. Carbon Cycle, Climate Change, Greenhouse effect. Extreme weather.</p> <p><b>Maths:</b> Climate Change Data – Christian Aid – Focus on Pollution.</p> <p><b>Geography</b> – field work to observe, measure and record</p> <p><b>Art</b>- Camouflage – colour and pattern – Habitats and collage for endangered animals.</p> <p><b>DT</b>- Design a hedgehog habitat and a Bee Hotel – individual.</p> <p><b>French</b>- Colours -Unit 5</p> <p><b>PE</b> – Tennis/outdoor learning/ Swimming</p> <p><b>Outdoor Education:</b> Tree Power 2</p> <p><b>Computing</b> – Drawing/ Desktop Publishing.</p> <p><b>PSHE Theme: Connected You</b></p> <p>Tree Project – Linked to the UN Sustainable Goals.  WWF Fundraising for Critically Endangered Animals.  RSE- Theme: Characteristics of Healthy Family Life and Families and People Who Care for Me.</p>	<p style="text-align: center;"><b>Blooming Rainforests!</b></p> <p><b>Science</b> – Plants and the water cycle. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Recognise that environments can change and that this can sometimes pose dangers to living things. Carbon Cycle, Climate Change, Greenhouse effect. Extreme weather.</p> <p><b>History</b> – The changing face of the Rainforests</p> <p><b>Geography</b> –South America, around the world, climate, equator, longitude, <b>latitude</b>, trade links, locating countries – trip to the Eden Project – South America – Plan Bee</p> <p><b>Art</b> – Sketching Rainforest plants and Animals. Studying Rousseau art and recreating a Rousseau art piece.</p> <p><b>DT</b>- Poison Dart Frog Bean bags.</p> <p><b>PE</b> – Tennis/ Outdoor Learning and swimming</p> <p><b>Outdoor Education</b> – Rainforest activities – role play, shaman, hunter – roles of villagers.</p> <p><b>French</b> – My Body (Unit 6)</p> <p><b>Computing</b> – Presentation Skills.</p> <p><b>PSHE Theme: Connected You</b></p> <p>Tree Project – Linked to the UN Sustainable Goals.</p>

	<p><b>RE</b> –and Revelation, other faiths CAFOD Universal World topic.</p> <p><b>Music</b> – Carnival of the Animals Project and Charanga Animals and Water Cycle Song.</p> <p><b>Class Read:</b> Michael Morpurgo The Last Wolf.</p> <p><i>The Hodgeheg – Dick King-Smith</i></p> <p><i>Mamma Mia</i></p> <p><i>Walking with Unicorns – Pie Corbett</i></p>	<p>Theme: To consider the lives of people living in other places, and people with different values and customs.</p> <p>RSE Theme: Characteristics of Healthy Family Life and Families and People Who Care for Me.</p> <p><b>RE</b> – Revelation, other faiths CAFOD Universal World topic (global dimension)</p> <p><b>Music</b>–Summer Performance. Sounds of the rainforest –BAKA BEYOND- rain-sticks. Rainforest musical compositions – group work. Charanga Rainforests and Animals and Water Cycle.</p> <p><b>Class Read:</b> Journey to the River Sea – Eva Ibbotson</p> <p><i>The Great Kapok Tree</i></p> <p><i>The Shaman’s Apprentice</i></p> <p><i>The Vanishing Forest</i></p> <p><i>The Forest Grew All Around</i></p> <p><i>Rainforest Rough Guide: Why Rainforests Matter</i></p>
--	---	--



<b><u>BURRATOR CLASS (YEAR 5/6)</u></b>
---

<p style="text-align: center;"><b>To infinity and Beyond</b></p> <p><b>Science</b> – Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth’s rotation to explain day and night and apparent movement of the Sun across the sky.</p> <p><b>History</b> – Consider the history of space travel and space race. Look at moon landings and the future of space travel. Know and sequence key events of time studied. Make comparisons between different times in the past. Study different aspects of different people. Examine causes and results of great events. Compare beliefs, behaviour, and life in times studied. Compare evidence and accounts of events. Link sources and work out how conclusions were arrived at. Confidently use the internet and library for research. Recognise primary and secondary sources and use a range of sources to find out about an aspect of times. Recall and select and organise historical information making appropriate use of dates and terms.</p> <p><b>Art</b> – Experiment and explore with the elements of art: line, tone, pattern, texture, form, space, colour and shape – drawing. Secure knowledge about primary and secondary, warm and cold complementary colours, choose appropriate paint and paper, show awareness of how paintings are created. Know about great artists, in history – Andy Warhol – Pop Art (linking with era that Space exploration took place)</p> <p><b>D/T</b> – Generate ideas through brainstorming and identify a purpose for product (Harvest Festival food) Develop clear idea of what has to be done, planning of use of equipment and processes. Select appropriate materials, tools and techniques for cooking. Weigh and measure accurately. Apply rules for basic food hygiene and other safe practices. Evaluate a product against the original design specification. Understand and apply the principles of a healthy and varied diet. (Harvest Festival food)</p> <p><b>PE</b> – Invasion games (tag rugby)/ gymnastics. Tag rugby/ gymnastics</p> <p><b>Computing</b> – online-safety, handling data, green screening.</p> <p><b>French</b> – Greetings, conversations, family (continue link with French school)</p> <p><b>PSHE</b>– We’re all stars!</p> <p><b>RE</b> – Mission and vision, Creation, Prayers, Saints and Feasts</p> <p><b>Music</b> – (linked to Charanga) Cymatics is the study of wave phenomena, especially sound, and their visual representations’. These amazing videos explore a number of cymatic techniques and experiments that show how sound reacts with the world around us.</p> <p><i>T4Writing texts: Phoenix by SF Said, The Lost Words by Roberty McFarlane, Tear Thief by Carol Ann Duffy (+ film units)</i>  <i>Class readers: Chosen by children in Book World Cup.</i>  <i>(Autumn 2018 – Boy Underwater</i></p>	<p style="text-align: center;"><b>Africa</b></p> <p><b>Science</b> – focussing on children planning, carrying out, recording and evaluating investigations. (Sports Science part 2)</p> <p><b>History:</b> (Benin civilisation)– Know and sequence key events of time studied. Make comparisons between different times in the past. Study different aspects of different people. Examine causes and results of great events. Compare beliefs, behaviour, and life in times studied. Compare evidence and accounts of events. Link sources and work out how conclusions were arrived at. Confidently use the internet and library for research. Recognise primary and secondary sources and use a range of sources to find out about an aspect of times. Recall and select and organise historical information making appropriate use of dates and terms.</p> <p><b>Geography</b> – Human and physical geography – describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, materials and water (Uganda). Recognise world map as a flattened globe. Use 8 compass points, 4 figure coordinates and 6 figure grid references. Draw a variety of thematic maps based on their own data. Draw a map with symbols and a key. Use OS map symbols and locate places on world maps, OS maps and atlases. Compare maps with aerial photographs. Analyse evidence and draw conclusions e.g. temperatures of various locations, influence on people/everyday life.</p> <p><b>Art</b> – Experiment and explore with the elements of art: line, tone, pattern, texture, form, space, colour and shape – drawing. Secure knowledge about primary and secondary, warm and cold complementary colours, choose appropriate paint and paper, show awareness of how paintings are created – Tingatinga art. Identify artists who have worked in a similar way – Tingatinga art, Experiment with using batik safely.</p> <p><b>D/T</b> – Generate ideas through brainstorming and identify a purpose for product (Harvest Festival food) Develop clear idea of what has to be done, planning of use of equipment and processes. Select appropriate materials, tools and techniques for cooking. Weigh and measure accurately. Apply rules for basic food hygiene and other safe practices. Evaluate a product against the original design specification. Understand and apply the principles of a healthy and varied diet. – cooking African foods for Harvest Festival.</p> <p><b>PE</b> – High 5 netball/ gymnastics, health and fitness skipping workout routines.</p> <p><b>Computing</b> – online safety, creating a Benin quiz game using programming and multimedia.</p> <p><b>French</b> – school, numbers (continue link with French school)</p> <p><b>PSHE</b> – Harvest – CAFOD, Who likes chocolate</p> <p><b>RE</b> – Mission and vision, Creation, Prayers, Saints and Feasts</p> <p><b>Music</b>– (linked to Charanga) Djembe (African Drumming) Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p> <p><i>T4Writing texts: The Fastest Boy in the World –Elizabeth Laird, Lion Journal by Carolyn Franklin (+ film units); Class readers: Chosen by children in Book World Cup; (Autumn 2017 – Place Called Perfect)</i></p>
--	--

Autumn 2	<p style="text-align: center;"><b>Circle of life</b></p> <p><b>Science</b>– Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but that they vary rather than are identical. Identify how animals and plants are adapted to suit their environment in different ways and that this may lead to evolution. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe changes in humans – old age. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p><b>Geography</b> – Recognise world map as a flattened globe. Use 8 compass points, 4 figure coordinates and 6 figure grid references. Draw a variety of thematic maps based on their own data. Draw a map with symbols and a key. Use OS map symbols and locate places on world maps, OS maps and atlases. Compare maps with aerial photographs. Analyse evidence and draw conclusions e.g. temperatures of various locations, influence on people/everyday life, habitats of animals.</p> <p><b>Art</b> – Demonstrate a wide variety of ways to make different marks with dry and wet media. Develop ideas using mixed media using a sketchbook. Manipulate and experiment with line, tone, pattern, texture, form, space and colour. Work from a variety of sources. Use a range of media to create a collage. Create imaginative work from a variety of sources – charcoal feathers and bird paintings, bird and next collage.</p> <p><b>D/T</b>– Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Making moveable imaginary creatures – hydraulics)</p> <p><b>Computing</b> – online safety, programming to create game, multimedia presentation.</p> <p><b>PE</b> – Athletics/ rounders/ swimming and Outdoor Education (John Muir Award)</p> <p><b>French</b> –culture and celebrations</p> <p><b>PSHE</b> – Dear Diary, SRE, Daring to be different</p> <p><b>RE</b> –Sacraments, other faiths, Advent, Christmas</p> <p><b>Music</b> – (linked to Charanga) Darwin: learn songs about his discoveries to help to understand the topic.</p> <p><i>T4Writing texts: How the Whale Became by Ted Hughes, Women in Science by Rachel Ignotofsky (+ film units)</i></p> <p><i>Class readers: Chosen by children in Book World Cup. (TBC)</i></p>	<p style="text-align: center;"><b>A Christmas Carol</b></p> <p><b>Science</b> – Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from or is reflected off objects into our eye. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off position of switches. Recognise symbols when representing a simple circuit in a diagram.</p> <p><b>History</b> – A local history study of the area during Victorian Times. Know and sequence key events of time studied. Make comparisons between different times in the past. Study different aspects of different people. Examine causes and results of great events. Compare beliefs, behaviour, and life in times studied. Compare evidence and accounts of events. Link sources and work out how conclusions were arrived at. Confidently use the internet and library for research. Recognise primary and secondary sources and use a range of sources to find out about an aspect of times. Recall and select and organise historical information making appropriate use of dates and terms.</p> <p><b>Art</b>– Know about great artists, architects and designers in history – William Morris. Use a sketchbook to develop ideas. Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Create imaginative work from a variety of sources – Lowry.</p> <p><b>D/T</b>– Understand how key events and individuals in design and technology have helped shape the world – Construction and understanding of mechanical systems – Brunel Bridge. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures – (making their own bridges)</p> <p><b>Computing</b> – e-safety, programming and multimedia.</p> <p><b>PE</b> – Invasion games/ gymnastics</p> <p><b>French</b> – French speaking countries, culture and travel</p> <p><b>PSHE</b> – Drugs education.</p> <p><b>RE</b> – Sacraments, other faiths, Advent, Christmas</p> <p><b>Music</b> – (linked to Charanga) Christmas</p> <p><i>T4Writing texts: A Christmas Carol by Charles Dickens, Street Child by Berlie Doherty, Dickens an Extraordinary Life by Mick Manning (+ film units)</i></p> <p><i>Class readers: Chosen by children in Book World Cup. (Autumn 2017 – Cogheart by Peter Bunzl)</i></p>
----------	---	--

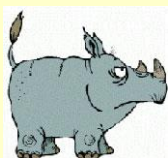
Spring	<p style="text-align: center;"><b>Extreme Earth</b></p> <p><b>Science</b> – Materials and their properties: compare and group together everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new material, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><b>Geography</b>– Describe and understand key aspects of physical geography, including: Tsunamis, Earthquakes, Hurricanes, Climate zones. Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Recognise world map as a flattened globe. Use 8 compass points, 4 figure coordinates and 6 figure grid references. Draw a variety of thematic maps based on their own data. Draw a map with symbols and a key. Use OS map symbols and locate places on world maps, OS maps and atlases. Compare maps with aerial photographs. Analyse evidence and draw conclusions e.g. temperatures of various locations, influence on people/everyday life.</p> <p><b>Art</b> –Use and explain printing techniques – relief, mono and resist printing. Be familiar with layering prints and printing on fabric and paper. Organise work in terms of pattern, repetition and symmetry. Know about great artists, architects and designers in history. Work in a sustained way from observation, experience and imagination – Hokusai The Great Wave</p> <p><b>DT</b>– Generate ideas through brainstorming and identify a purpose for product. Develop clear idea of what has to be done, planning of use of equipment and processes. Select appropriate materials, tools and techniques. Cut and join with accuracy, construct products using permanent joining techniques. Make modifications as they go along. Evaluate a product against the original design specification. Control and electronics – making a torch and alarm (weather monitoring kit)</p> <p><b>Computing</b> – online safety, handling data.</p> <p><b>PE</b> – invasion games (tag rugby)/ gymnastics</p> <p><b>French</b> – numbers, playground games</p> <p><b>PSHE</b> –Drugs Education.</p> <p><b>RE</b> – Easter, Pentecost and Mission, other faiths, CAFOD Universal Church.</p> <p><b>Music</b> – (linked to Charanga) Oceans, Seas and Rivers  <i>T4Writing texts: Survival Handbook, Sky Song by Abi Ephistone, Polar Bear Explorers Club by Alex Bell (+ film units)</i>  <i>Class readers: Chosen by children in Book World Cup. (TBC)</i></p>	<p style="text-align: center;"><b>We'll Meet Again</b></p> <p><b>Science</b> – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>History</b> – Consider the Second World War as a significant turning point in British History and examine the effect this had on ordinary people living in Britain at the time. Know and sequence key events of time studied. Make comparisons between different times in the past. Study different aspects of different people. Examine causes and results of great events. Compare beliefs, behaviour, and life in times studied. Compare evidence and accounts of events. Link sources and work out how conclusions were arrived at. Confidently use the internet and library for research. Recognise primary and secondary sources and use a range of sources to find out about an aspect of times. Recall and select and organise historical information making appropriate use of dates and terms.</p> <p><b>Geography</b> – Locate the world's countries, using maps to focus on Europe – Germany – focusing on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Recognise world map as a flattened globe. Use 8 compass points, 4 figure coordinates and 6 figure grid references. Draw a variety of thematic maps based on their own data. Draw a map with symbols and a key. Use OS map symbols and locate places on world maps, OS maps and atlases. Compare maps with aerial photographs and historical maps. Analyse evidence and draw conclusions e.g. temperatures of various locations, influence on people/everyday life.</p> <p><b>Art</b> – Carry out preliminary studies, test media and materials and mix colours. Show awareness of how paintings are created. Create shades and tints using black and white. (War effort posters) Art of emotions – creating a piece to express their feelings about an aspect of war. Use a sketchbook to explore ideas and media. Know about great artists, architects and designers in history (Henry Moore).</p> <p><b>D/T</b> – Generate ideas through brainstorming and identify a purpose for product. Develop clear idea of what has to be done, planning of use of equipment and processes. Select appropriate materials, tools and techniques. Evaluate a product against the original design specification. (Making air raid shelters)</p> <p><b>PE</b> –Dance (including Body Language Dance Festival)/ outdoor adventure/ invasion games.</p> <p><b>French</b> – Weather, toys, likes and dislikes, numbers, sports</p> <p><b>Computing</b>– programming, online safety, data-logging, blogging.</p> <p><b>PSHE</b>– Say no it's our world!</p> <p><b>RE</b> –other faiths, Revelation, Lent, Holy Week.</p> <p><b>Music</b> – (linked to Charanga) WWII songs to learn and perform, Gospel music (Lean on me)  <i>T4Writing texts: Letters from the Lighthouse by Emma Carroll, Goodnight Mr Tom by Michelle Magorian. (+film unit)</i>  <i>Class readers: Chosen by children in Book World Cup. (Spring 2018 – A Place Called Perfect by Helena Duggan)</i></p>
--------	---	---

Summer	<p style="text-align: center;"><b>Ancient Greeks</b></p> <p><b>Science-</b> (Sports Science) focusing on children planning, carrying out, recording and evaluating investigations. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><b>History</b> – Ancient Greeks: a study of Greek life and achievements and their influence on the western world. Know and sequence key events of time studied. Make comparisons between different times in the past. Study different aspects of different people. Examine causes and results of great events. Compare beliefs, behaviour, and life in times studied. Compare evidence and accounts of events. Link sources and work out how conclusions were arrived at. Confidently use the internet and library for research. Recognise primary and secondary sources and use a range of sources to find out about an aspect of times. Recall and select and organise historical information making appropriate use of dates and terms.</p> <p><b>Art</b> – Develop skills in using clay. Know about great artists, architects and designers in history – Phidias, or the great Pheidias, was a Greek sculptor, painter and architect, who lived in the 5th century BC, and is commonly regarded as one of the greatest of all sculptors of Classical Greece – soap sculpture (use recycled, natural and man-made materials to create sculpture)</p> <p><b>D/T-</b> Cut and join with accuracy. Evaluate a product against the original design specification. (Making labyrinths marble run)</p> <p><b>PE</b> – Athletics, striking and fielding, swimming, Outdoor Education.</p> <p><b>Computing</b> – simulations and imaginary worlds, data handling, online safety, creating artwork.</p> <p><b>French</b> – celebrations, achievements, the body</p> <p><b>PSHE</b> – Be friendly, be wise, Joining in and Joining up</p> <p><b>RE</b> –Revelation, other faiths, Lent, Holy Week</p> <p><b>Music</b> – (linked to Charanga) Benjamin Britten – A Tragic Story</p> <p><i>T4Writing texts: Who Let the Gods Out by Maze Evans, Greek Myths and Legends, (+film units)</i></p> <p><i>Class readers: Chosen by children in Book World Cup. (TBC)</i></p>	<p style="text-align: center;"><b>Tudors</b></p> <p><b>Science</b> – Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Know about Tudor medicine.</p> <p><b>History</b> –A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Tudors – monarchs, lives, towns. Know and sequence key events of time studied. Make comparisons between different times in the past. Study different aspects of different people. Examine causes and results of great events. Compare beliefs, behaviour, and life in times studied. Compare evidence and accounts of events. Link sources and work out how conclusions were arrived at. Confidently use the internet and library for research. Recognise primary and secondary sources and use a range of sources to find out about an aspect of times. Recall and select and organise historical information making appropriate use of dates and terms.</p> <p><b>Art-</b> Improve art and design techniques – drawing, painting, sculpture: Explore Tudor symbols (Tudor Rose) Join fabrics in different ways including stitching, using applique techniques to make a collage (Make a Tudor money pouch) Make a mould and use plaster safely (Tudor Rose designs)</p> <p><b>D/T-</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. (Making a Tudor money pouch).</p> <p><b>Computing</b> –online safety, coding, writing/ presenting (green screening/ create online quiz), data logging.</p> <p><b>PE</b> – Dartmoor 3 ball, athletics, swimming and Outdoor Education (John Muir Award)</p> <p><b>French</b> –healthy eating, friends and animals</p> <p><b>PSHE</b> – People Around Us, Money Matters, SRE</p> <p><b>RE</b> – Easter, Pentecost and Mission, other faiths, CAFOD Universal church.</p> <p><b>Music</b> – (linked to Charanga) Renaissance Period 1450-1600; Musitrax Play – Tudor Feast.</p> <p><b>Year 6</b> – Enterprise project (Fiver Challenge)</p> <p><i>T4Writing texts: Shakespeare – Macbeth, Poetry – various (+film units)</i></p> <p><i>Class readers: Chosen by children in Book World Cup. (Summer 2018 – The Peculiars by Kieran Larwood)</i></p>
--------	---	--



**APPENDIX 3****Building Learning Power (BLP)**

Building Learning Power is an approach to teaching and learning that enables the learner to be more successful in all that they do. Learning how to be a productive learner is important for every child's development. We are helping the children to 'unlock' their 'inner rhino', 'beaver', 'tortoise' and 'ant' so that they become an active part of their learning process, rather than a passive one.

**RESILIENCE**

being ready, willing and able to  
**LOCK ON TO LEARNING**

**Absorption Learning Muscle:** you become engrossed in what you are doing; you are unaware of time passing

**Managing Distraction Learning Muscle:** you know what distracts you, you try to minimise distractions, you settle back quickly after an interruption

**Noticing Learning Muscle:** you notice how things look, what they are made of, or how they behave, you can identify significant detail

**Perseverance Learning Muscle:** you are not put off by being stuck, you keep on going despite difficulties and find ways to overcome them, you recognise that learning can be a struggle

**RESOURCEFULNESS**

being ready, willing and able to  
**LEARN IN DIFFERENT WAYS**

**Questioning Learning Muscle:** you are curious about things and people, you often wonder why, you play with ideas, asking "How come?" and "What if?"

**Making Links Learning Muscle:** you look for connections between experiences or ideas, you find pleasure in seeing how things fit together, you make patterns

**Imagining Learning Muscle:** you picture how things might look, sound, feel, be; you let your mind explore and play with possibilities and ideas

**Reasoning Learning Muscle:** you create logical arguments, you deduce what might happen, you look for evidence

**REFLECTIVENESS**

being ready, willing and able to become  
**MORE STRATEGIC ABOUT LEARNING**

**Planning Learning Muscle:** you think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need

**Revising Learning Muscle:** you are ready to revise your plans as you go along, monitor how things are going, change your plans when you've had a better idea

**Distilling Learning Muscle:** you mull over experiences, draw out useful lessons from experiences, think about where else you might use these lessons

**Meta-Learning Muscle:** you are interested in how you learn as an individual, know your strengths and weaknesses as a learner, are interested in becoming a better learner

**RECIPROCITY**

being ready, willing and able to  
**LEARN ALONE AND WITH OTHERS**

**Interdependence Learning Muscle:** you know how much interaction you need with others to assist your learning, you make informed choices about working on your own or with others

**Collaboration Learning Muscle:** you manage your feelings when working with others, you understand the ground rules of team work, you are able to work effectively as part of a pair or team

**Empathy and Listening Learning Muscle:** you put yourself in other people's shoes to see the world from their point of view, show you are listening by eye contact and body language, hear feelings and thoughts behind someone's words

**Imitation Learning Muscle:** you are ready to learn from others, notice the approach and detail of how others do things

