Dilton Marsh Church of England Primary School's

Published Curriculum

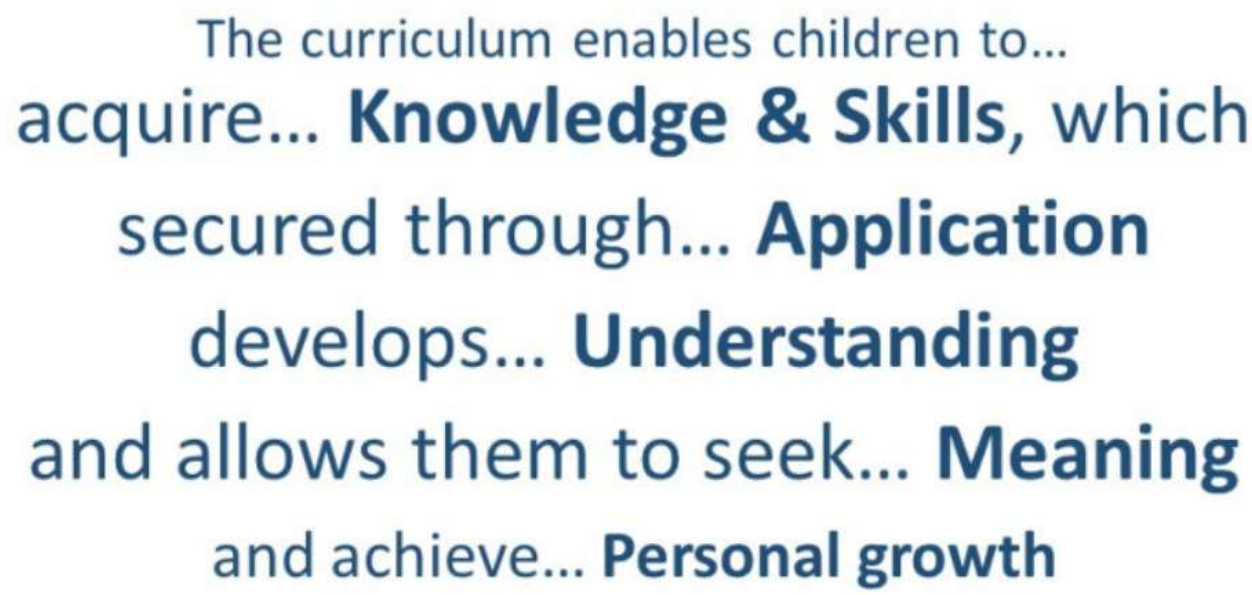
Dilton Marsh Church of England Primary School's Curriculum Overview

This document outlines the vision for, and contents of, Dilton Marsh Church of England Primary School's curriculum.

Contents

Vision –

We firmly believe that:



Therefore, at Dilton Marsh Church of England Primary School we aim to deliver a relevant, stimulating and challenging curriculum for each and every child that attends our school. Our curriculum is organised in a way to ensure that we provide children with all the statutory requirements as set out by The National Curriculum (2014) as well as tailoring our curriculum to ensure that it is personalised and very well-suited to the needs of the children in our school. As a Church of England School, we promote Christian Values that underpin the good foundations for life and learning. The values of perseverance, truth, kindness, respect, curiosity, and courage are considered paramount to our curriculum. We also believe in strong foundations and provide an Early Years Curriculum that matches our beliefs about what an Early Year's curriculum is and how it should be delivered.

EYFS –

Lime Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Where in the world? (Magnificent me, Roaming in the Rainforest, Harvest)	**Where in the world? (Diwali, Bonfire Night, Antarctica, Christmas)**	**Great, Great Britain (Chinese New Year, The Royal Family, Fairy Tales)**	**Great, Great Britain (Castles, Easter)**	**Fighting Fit (Food, Flags, Common Wealth Games)**	**Fighting Fit (Growth, Sports Week)**
Personal, Social and Emotional Development- Making Relationships	**New Beginnings** Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	**Getting On and Falling Out** Takes steps to resolve conflicts with other children, e.g. finding a compromise.	**Going For Goals** Play co-operatively, taking turns with each other.	**Good To Be Me** Take account of one another's ideas about how to organise their activity.	**Relationships** Show sensitivity to other's needs and feelings.	**Changes** Form positive relationships with adults and other children.
PSED-Self-Confidence and Self-Awareness	Is more outgoing towards unfamiliar people and more confident in new social situations. Can describe self in positive terms.	Confident to speak to others about needs, wants, interests and opinions.	Confident to try new activities and say why they like some activities more than others.	Confident to speak in a familiar group, will talk about their ideas.	Choose the resources they need for their chosen activity.	Say when they do or don't need help.
PSED-Managing Feelings and Behaviour	Can usually adapt behaviour to different events, social situations and changes in routine.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Work as part of a group or class and understand and follow the rules.	Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.	Talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.	Adjust their behaviour to different situations, and take changes of routine in their stride.
Physical Development	**MOVING AND HANDLING**					
	Experiments with different ways of moving. Jumps off an object and lands appropriately. Shows a preference for a dominant hand. Begins to form recognisable letters.	Begins to use anticlockwise movement and retrace vertical lines. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Use simple tools safely to effect changes to materials. Travels with confidence and skill around, under, over and through balancing and climbing equipment. They manage their own basic hygiene needs.	Handle equipment and tools effectively. Negotiates space successfully when playing racing and chasing games adjusting speed or changing direction to avoid obstacles.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Show good control in large and small movements. Move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	HEALTH AND SELF-CARE					
	Eats a healthy range of foodstuffs and	Practices some appropriate safety	Shows understanding of the need for safety when	Shows some understanding that good practices with	Children know the importance for good health	Children know the importance for good health

	understands the need for variety in food. Usually dry and clean during the day.	measures without direct supervision. Shows an understanding of how to transport and store equipment safely.	tackling new challenges and considers and manages some risks.	regard to exercise, eating, sleeping and hygiene can contribute to good health.	of exercise and a healthy diet. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	of exercise and a healthy diet. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Communication and Language	**LISTENING AND ATTENTION**					
	Focusing attention – still listen or do, but can shift own attention. Listens to others one to one or in small groups, when conversation interests them.	Children give two-channelled attention, able to listen and do for a short span. Is able to follow directions.	Listen to stories, accurately anticipating key events and respond with relevant comments, questions and actions.	Maintains attention, concentration and sits quietly during appropriate activity.	Listen attentively in a range of situations.	Give their attention to what others say and respond appropriately.
	UNDERSTANDING					
	Shows understanding of prepositions such as 'under', 'on',etc by carrying out an action or selecting correct picture.	Responds to simple instructions.	Able to follow a story without pictures or prompts.	Responds to instructions involving a two-part sequence.	Follow instructions involving several ideas or actions.	Answer 'how' and 'why' questions about their experiences and in response to stories.
	SPEAKING					
	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play.	Uses language to imagine and recreate roles and experiences in play situations.	Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.	Use past, present and future forms accurately when talking about events.	Express themselves effectively showing awareness of listeners' needs.	Develop their own narratives and explanations by connecting ideas and events.
Literacy	**WRITING**					
	Give meaning to marks they make as they draw, write and paint. Writes own name.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.	Use phonic knowledge to write words in ways which match their spoken sounds. Attempt to write short sentences in meaningful contexts.	Write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

		Writes own name and other things such as labels, captions.				
	READING					
	Listens to stories with increasing attention and recall. Recognises familiar words and signs such as own name.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.	Read words and simple sentences. Know that information can be retrieved from books and computers.	Read words and simple sentences. Know that information can be retrieved from books and computers.	Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read.	Read and understand simple sentences. Demonstrate understanding when talking with others about what they have read.
	PHONICS					
	Continues a rhyming string. Hears and says the initial sound in words. **Phase 1/Phase 2**	Hears and says the initial sound in words. **Phase 2**	Link sounds to letters, naming and sounding the letters of the alphabet. **Phase 3**	Segment the sounds in simple words and blend them together and knows which letters represent them. **Phase 3**	Use phonic knowledge to decode regular words and read them aloud accurately. **Phase 3/4**	Use phonic knowledge to read common irregular words. **Phase 4/5**
Mathematics	**NUMBER** Recognises some numerals of personal significance. Counts objects or actions that cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to 10 objects. **ADDITION/ SUBTRACTION** Finds the total number of items in two groups by counting them all.	**NUMBER** Selects the correct numeral to represent 1-5/ 1-10/1-20 Estimates how many objects they can see and checks. Uses language of more or fewer. **ADDITION/ SUBTRACTION** Finds the total number of items in two groups by counting them all. Finds one more/one less from a group of objects.	**NUMBER** Selects the correct numeral to represent 1-5/ 1-10/1-20 Count reliably with numbers 1-20/20+, place in order and say which number is one more or one less than a given number. **ADDITION/ SUBTRACTION** In practical activities and discussion, begin to use the vocabulary involved in addition and subtraction. Records using marks that they can interpret/explain.	**NUMBER** Count reliably with numbers 1-20/20+, place in order and say which number is one more or one less than a given number. **ADDITION/ SUBTRACTION** In practical activities and discussion, begin to use the vocabulary involved in addition and subtraction. Records using marks that they can interpret/explain. **MULTIPLICATION** Solve problems involving doubling, halving and sharing.	**NUMBER** Count reliably with numbers 1-20/20+, place in order and say which number is one more or one less than a given number. **ADDITION/ SUBTRACTION** Using quantities and objects, add and subtract two single digit numbers and count on or back to find and answer. **MULTIPLICATION** Solve problems involving doubling, halving and sharing.	**NUMBER** Count reliably with numbers 1-20/20+, place in order and say which number is one more or one less than a given number. **ADDITION/ SUBTRACTION** Using quantities and objects, add and subtract two single digit numbers and count on or back to find and answer. **MULTIPLICATION** Solve problems involving doubling, halving & sharing.

	SHAPE, SPACE & MEASURES Shows an interest in shapes in the environment. Selects a particular named shape. To explore characteristics of everyday objects and shapes and use mathematical language to describe them.	**SHAPE, SPACE & MEASURES** Begin to use mathematical names for 3-D and 2-D shapes and use mathematical terms to describe shapes. Recognise and create patterns.	**SHAPE, SPACE & MEASURES** Order and sequence familiar events. Use everyday language related to time. Measure short periods of time in simple ways.	**SHAPE, SPACE & MEASURES** Uses familiar objects and common shapes to create and recreate patterns and build models. Describe relative position. Orders objects by length or height.	**SHAPE, SPACE & MEASURES** Order items by weight and capacity. Use everyday language to talk about size, capacity, position, distance to compare and solve problems.	**SHAPE, SPACE & MEASURES** Begin to use everyday language related to money. Use everyday language to talk about time and money to compare and solve problems.
Understanding The World: People and Communities	Talk about past and present events in their own lives and in the lives of family members.	Recognises and describes special times, enjoys joining in with family customs.	They know about similarities and differences between themselves and others.	Know some of the things that make them unique and can talk about some of the similarities and differences in relation to family and friends.	They know that other children don't always enjoy the same things and are sensitive to this.	They know about similarities and differences between themselves and others.
Understanding The World: The World	Knows about similarities and differences in relation to places and objects. Develop an understanding of growth.	Look closely at patterns. Talk about why things happen and how things work.	Knows about similarities and differences in relation to materials and objects. Can talk about changes. Develop an understanding of growth.	Knows about similarities and differences in relation to materials and objects. Can talk about changes.	They talk about features of their own environment and how environments vary.	They make observations of animals and plants and explain why some things occur and change.
Understanding The World: Technology	E-Safety Knows how to operate simple equipment. Programming.	E-Safety Completes a simple program on the computer. Programming.	E-Safety Uses ICT hardware to interact with age-appropriate computer software.	E-Safety Children recognise that a range of technology is used in places such as homes and schools.	E-Safety Children select and use technology for particular purposes.	E-Safety Children select and use technology for particular purposes.
Expressive Arts and Design: Media and Materials	Explore what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources.	Explore what happens when they mix colours. Manipulate material to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources	Children sing songs, make music and dance and experiment with ways to change them. Selects tools and techniques to explore design, form and function.	They safely use and explore a variety of materials, tools and techniques to explore design, form and function.	Children sing songs, make music and dance and experiment with ways to change them.	They safely use and explore a variety of materials, tools and techniques to explore design, colour, texture and function.
Expressive Arts and Design: Being Imaginative	Create simple representations of events, people and places.	Chooses particular colours to use for a purpose.	Plays cooperatively as part of a group to develop and act out a narrative.	Use what they have learnt about media and materials in an original way, thinking about uses and purposes.	They represent their own ideas, thoughts and feelings through design and technology, art, music,	They represent their own ideas, thoughts and feelings through design and technology, art, music,

	Plays alongside other children who are engaged in the same activity.		Use what they have learnt about media and materials in an original way.		dance, role-play and stories.	dance, role-play and stories.
Role Play	Doctor's surgery/ Rainforest explorers	Igloo/ Santa's workshop	The Three Bear's Cottage	Castle – Kings and Queens	Garden Centre	TBC
Religious Education	Courage/Thankfulness Creation Why is the word God so important?	Respect/Compassion Incarnation Why does Christmas matter to Christians?	Perseverence/Friendship Special People What makes people special? Chrisianity/Judaism	Forgiveness/Justice Salvation Why do Christians put a cross in the Easter garden?	Truthfulness Stories What can we learn from stories? All religions	Trust/Generosity Special Places What makes places special? All religions
WOW Moments	Macmillan Coffee Morning Sustainable Day House challenge	Nursery Rhyme Day Diwali Week Bonfire Day Remembrance Day Christmas performance Christmas Fayre Christmas Carol service	Chinese New Year Fairy Tale Day Christingle	Book Week Easter Service	Summer Fayre	Sports Week
Visits/ Visitors			Perform Drama Worksop – Fairy Tales			KS1 Trip

Maths –

To teach maths within our school we use two main schemes of work. The first, No Nonsesne Number Facts, focuses on developing understanding and fluency in key number facts such as number bonds to 10. It is a daily lesson by lesson scheme that deepens each child's thinking by asking probing questions. Each lesson is set to last fifteen to twenty minutes.

Year 1	**Year 2**
Block 1: Understanding and using one more and one less **Block 2:** Additive composition of numbers up to five **Block 3:** Additive composition of ten **Block 4:** Additive composition of six, seven, eight and nine **Block 5:** Understanding and using addition and subtraction facts for numbers to twenty **Block 6:** Early multiplicative understanding	**Block 1:** Understanding and using addition and subtraction facts for numbers to twenty **Block 2:** Using understanding of addition and subtraction facts **Block 3:** Using understanding of place value to add and subtract with two-digit numbers **Block 4:** Multiplicative understanding: twos and tens **Block 5:** Using understanding of addition and subtraction facts with two-digit numbers **Block 6:** Multiplicative understanding: twos, fives and tens
Year 3	**Year 4**
Block 1: Using understanding of addition and subtraction facts to add and subtract with two-digit numbers **Block 2:** Multiplicative understanding including using understanding of place value: twos, fives and tens **Block 3:** Using understanding of place value to add and subtract with three-digit numbers **Block 4:** Multiplicative understanding including using understanding of place value: twos, fours and eights **Block 5:** Using understanding of addition and subtraction facts with three-digit numbers **Block 6:** Multiplicative understanding including using understanding of place value: twos, threes, fours, fives, eights and tens	**Block 1:** Using understanding of addition and subtraction facts to add and subtract with three-digit numbers **Block 2:** Multiplicative understanding including using understanding of threes and fives for sixes and understanding of tens for nines, elevens and twelves **Block 3:** Using understanding of place value to add and subtract with four-digit numbers **Block 4:** Multiplicative understanding including factor pairs **Block 5:** Using understanding of addition and subtraction facts with four-digit numbers **Block 6:** Multiplicative understanding including using understanding of place value and multiplying three single-digit numbers

Year 5	Year 6
Block 1: Using understanding of addition and subtraction facts to add and subtract with four-digit numbers **Block 2:** Multiplicative understanding including using understanding of place value **Block 3:** Using understanding of place value to add and subtract with decimal numbers **Block 4:** Using understanding of the multiplicative structure of the number system: whole numbers and decimals **Block 5:** Using understanding of addition and subtraction facts with decimal numbers **Block 6:** Understanding the multiplicative composition of numbers	**Block 1:** Using understanding of addition and subtraction facts with whole and decimal numbers **Block 2:** Using multiplicative understanding and understanding of the order of operations **Block 3:** Using understanding of place value to add and subtract with large numbers and decimal numbers **Block 4:** Understanding and using equivalence between fractions, decimals and percentages of numbers and quantities **Block 5:** Using understanding of addition and subtraction facts with decimal numbers **Block 6:** Understanding the multiplicative composition of numbers

For full maths lessons we have recently moved to using the Whiterose Scheme of work for maths. This enables us to develop each child's fluency, reasoning and problem solve to help them become confident mathematicians. On the following pages are outlines for the areas covered. More detailed (objective specific content) can be found in the more detailed long-term plan for each year group. The detailed long term planning links to Whiterose's Small Step Progressions which guide the teacher in the rough order topics should be taught.

Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement: money	Measurement: Time		Consolidation

Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	
Spring	Number: Multiplication and Division		Statistics		Geometry: Properties of Shape			Number: Fractions			Measurement: length and height	Consolidation
Summer	Geometry: Position and direction			Problem Solving and Efficient Methods		Measurement: Time			Measurement: Mass, Capacity and Temperature		Investigations	

Year 3 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction					Number – Multiplication and Division			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry: Properties of Shapes		Measurement: Mass and Capacity			Consolidation

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement: Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement: Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation

Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction		Statistics		Number – Multiplication and Division		Measurement: Perimeter and Area		Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.
Spring	Number – Multiplication and Division			Number – Fractions						Number – Decimals & Percentages		
Summer	Number – Decimals				Geometry: Properties of Shapes			Geometry: Position and Direction	Measurement: Converting Units		Measurement: Volume	

Year 6 – Yearly Overview

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

English – Writing

The table below outlines the genres (types) of writing that each class covers. This is progressive, and children study different texts that the teacher chooses. These texts can link to topics but can also be standalone. When the genres are taught is down to the individual class teacher and is outlined in their long-term planning.

Year R	Poetry	Traditional Tales				Stories with Predictable Endings and Patterned Language				Instructions			
Year 1	Poetry	Traditional Tales		Stories with Predictable Endings and Patterned Language		Character and Setting Description		Instructions		Letters		Recounts	Persuasive Writing
Year 2	Poetry	Traditional Stories	Different Stories by the Same Author (focus)	Stories from Other Cultures		Character and Setting Descriptions		Reports	Information Texts	Letters		Recounts	Instructions	Invitations
Year 3	Poetry	Myths and Legends	Adventure and Mystery Stories	Dialogue and Plays		Character and Setting Descriptions		Informal Letters	Information Texts	Instructions		Chronological Reports	Recounts	Balanced Arguments	Newspaper Reports
Year 4	Poetry	Stories with Historical Settings	Stories which Raise Issues or Dilemmas	Stories from Other Cultures	Suspense Writing	Character and Setting Descriptions		Diary Entries	Information Texts	Newspaper Reports		Persuasive Leaflets	Formal Letters	Recount	Non-Chronological Reports
Year 5	Poetry	Fables, Myths and Legends	Dual Narratives	Dialogue and Plays	Stories Set in Imaginary Worlds	Twisted Tales		Diary Entries	Newspaper Reports	Biographies		Reports	Recount	Persuasive Writing	Letters	Book Review
Year 6	Poetry	Flashbacks	Dual Narratives	Stories Written in The Style of a Specific Author	Twisted Tales	Suspense / Horror		Diary Entries	Autobiographies/ Biographies	Newspaper Reports		Recounts	Letters	Persuasive Writing	Balanced Arguments	Book Review

English – Reading

	Term 1				Term 2			Term 3			Term 4				Term 5			Term 6			
Year 1	Meg and Mog by Helen Nicoll	Owl Babies by Martin Waddell	Can't You Sleep Little Bear? By Martin Waddell	Peace At Last by Jill Murphy	Snow by Walter de le Mare	Dogger by Shirley Hughes	Lost and Found by Oliver Jeffers	The Three Little Pigs by Paul Galdone	The Gigantic Turnip by Aleksei Tolstoy	Cinnamon by Neil Gaiman	Rainbow Fish by Marcus Pfister	Avocado Baby by John Burningham	Cops and Robbers by Janet and Allan Ahlberg	The Bad-Tempered Ladybird by Eric Carle	Hairy Maclary from Donaldson's Dairy by Lynley Dodd	Amazing Grace by Mary Hoffman	Stone Girl Bone Girl by Laurence Anholt	The Tiny Seed by Eric Carle	Katie Morag's Island Stories by Mairi Hedderwick	Stanley's Stick by John Hegley	Little Mouse's Big Book of Feats by Emily Gravett
Year 2	The Tin Forest by Helen Ward and Wayne Anderson				The Flower by John Light			Meerkat Mail by Emily Gravett			Fantastic Mr Fox by Roald Dahl				The Little Mermaid by Hans Christian Anderson			Diary of a Killer Cat by Anne Fine			
Year 3	James and the Giant Peach by Roald Dahl				The Butterfly Lion by Michael Murpurgo			Flat Stanley by Jeff Brown			How to Train Your Dragon by Cressida Cowell				Stig of the Dump by Clive King			The Lion, the Witch and the Wardrobe by C.S Lewis			

Year 4	Bill's New Frock by Anne Fine	The Firework Maker's Daughter by Philip Pullman	Danny the Champion of the World by Roald Dahl	The Ironman by Ted Hughes	The Demon Headmaster by Gillian Cross	Charlotte's Web by E.B White
Year 5	Holes by Louis Sachar	Street Child by Berlie Doherty	Beowulf by Michael Murpurgo	The Boy in the Tower by Polly Ho-Yen	Cosmic by Frank Cotterill-Boyce	Kick by Mitchell Johnson
Year 6	Skellig by David Almond	A Christmas Carol by Charles Dickens	Boy in the Striped Pyjamas by John Boyne	Cogheart by Peter Bunzl	Clockwork by Philip Pullman	I am David by Anne Holm

PE –

Our PE curriculum is worked in association with PE teachers from our lead secondary school (Kingdown). To give our children the best opportunity, one session a week (minimum) is taught by a specialist. We are also entered in to termly competitions via the Acorn Education Trust.

Year/Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Lime Class	Class Teacher Getting to know you games, parachute, listening games, negotiates space	Class Teacher Gymnastics (Winchester University scheme)	Class Teacher The PE Suite – Dance Cinderella	Class Teacher Gymnastics (Winchester University scheme)	Class Teacher Dance – Under the Sea based on The Little Mermaid	Class Teacher Gymnastics (Winchester University scheme)
	PE Teacher The PE Suite - Fundamental movement skills – various activities to develop balance, agility and coordination, basic throwing and catching, games	PE Teacher Fundamental movement skills (objects from 'Development Matters')	PE Teacher The PE Suite - Multiskills – fundamental movement skills – various activities to develop balance, agility and coordination	PE Teacher Athletics *Academy tournament*	PE Teacher The PE Suite - Athletics: Introduce basic running technique, throwing underarm different objects, jumping 1 - 1, 2 – 2, 2 – 1, 1-2	PE Teacher Sports Day skills *Academy tournament*

Year 1 Cherry Class	Class Teacher The PE Suite - Dance: Superheroes. Introduce basic steps, practice group motif and whole class motif.	Class Teacher The PE Suite – Games Unit: Basic Ballskills- controlling the ball, Sending and receiving with a partner, piggy in the middle, (sending and receiving with hands and feet)	Class Teacher The PE Suite – Dance – Pop star theme - one direction - teaching different style, responding to rhythm, repeating patterns, adding their own choreography	Class Teacher The PE Suite - Dance: Bear Hunt (link to journeys topic) – free movement, gestures, exploring dynamics	Class Teacher The PE Suite - Gymnastics: Rhythmic gymnastics: basic techniques, partner work, working in a group of 4	Class Teacher The PE Suite - Games Unit: Striking and fielding - review sending and receiving with hands, basic striking technique introduce skipping rope game, working in groups of 4 and groups of 6
	PE Teacher The PE Suite - Gymnastics: Basic Balances, basic sequence with a partner	PE Teacher The PE Suite - Gymnastics: Apparatus – Review basic balances within a sequence on the floor, Using a bench to practice a basic sequence with a partner, introduce mirrored balances	PE Teacher The PE Suite - Multiskills – fundamental movement skills – various activities to develop balance, agility and coordination	PE Teacher Athletics *Academy tournament*	PE Teacher Multi-skills *Academy tournament*	PE Teacher Sports Day skills *Academy tournament*
Year 2 Ash Class	Class Teacher The PE Suite - Games Unit: Basic ball skills- controlling the ball, sending and receiving with a partner, piggy in the middle, (sending and receiving with hands and feet)	Class Teacher The PE Suite – Dance: Pirates: Introduce basic steps, practice group motif and whole class motif	Class Teacher The PE Suite - Multiskills – fundamental movement skills – various activities to develop balance, agility and coordination	Class Teacher The PE Suite – Dance: cultural dance) Indian Dance – introduce hand gestures, basic rhythmic techniques, basic motif, group motif	Class Teacher The PE Suite - Gymnastics: Rhythmic gymnastics: basic moves, different techniques, partner work, working in a group of 4, adding own choreography, class performance	Class Teacher The PE Suite - Athletics: Introduce competition – mini Olympics

	PE Teacher The PE Suite - Gymnastics: Basic and intermediate balances, sequencing with a partner, applying sequences to basic apparatus.	PE Teacher The PE Suite - Gymnastics: Apparatus – Review basic and intermediate balances within a sequence on the floor, using a bench and small tables to practice a basic sequence with a partner. Teach children how to review each other's work with good vocabulary	PE Teacher The PE Suite – Dance – Pop star theme - Justin Timberlake teaching different style, responding to rhythm, repeating patterns, adding their own choreography (one direction)	PE Teacher Athletics *Academy tournament*	PE Teacher Multi-skills *Academy tournament*	PE Teacher Sports Day skills *Academy tournament*
Year 3 Willow Class	Class Teacher The PE Suite - Dance: Curriculum focus: Stone age dance: stimulus = a story. Introduce basic stone age movements create basic motifs with group choreography, add levels, direction	Class Teacher The PE Suite – Dance: Bounce dancefit junior style – eg Justin Timberlake can't stop the feeling, uptown funk	Class Teacher The PE Suite - Gymnastics: Review basic and intermediate balances, introduce partner balances, paired sequences on the floor, sequences on basic apparatus, jumps	Class Teacher The PE Suite - Gymnastics: Rhythmic Gymnastics – review basic and intermediate movements. Apply to high level and low level gymnastics balances, apply to a paired and individual sequence	Class Teacher The PE Suite - Athletics: Review basic running technique, throwing underarm different objects, introduce overarm throw with different objects, review standing long jump, relay technique	Class Teacher The PE Suite - Games: Focus sport: Cricket: Striking and fielding: review bowling technique, basic striking technique, fielding techniques, apply in small sided games
	PE Teacher Football *Academy tournament*	PE Teacher The PE Suite – Basic ball skills: sending and receiving, basic offense and defence, small sided	PE Teacher The PE Suite - Invasion Games: Focus sport: netball or basketball - Sending and receiving, adding defence (2 v1), (3	PE Teacher Athletics *Academy tournament*	PE Teacher The PE Suite – Net and wall games: Focus Tennis: basic sending and receiving with no racket (leapord pads) Sending and	PE Teacher Sports Day skills *Academy tournament*

		games, (2v2, 3v3, 4v4)	v2), small sided games (2v2, 3v3, 4v4) scoring, defending the scoring		receiving with no net, with a net, basic ballskills, basic games	
Year 4 Chestnut Class	Class Teacher The PE Suite - Dance: (*VIKINGS*) Cultural (Indian or Brazilian) Introduce basic dance movements, learn the style of rhythm, learn origins of dance, create basic group motif.	Class Teacher The PE Suite - Dance: Curriculum focus: Space dance – Stimulus = videos of rockets and music. introduce abstract style, respond to stimulus of music, group choreography using different levels, direction	Class Teacher The PE Suite - Gymnastics: Review basic intermediate and partner balances, introduce counter tension and counter balances, create paired and individual sequences on the floor, sequences on basic apparatus, jumps	Class Teacher Swimming	Class Teacher The PE Suite - Gymnastics: Wallbars: Review basic and intermediate balances using wallbars, (At the same time review apparatus and paired sequences in rotation of stations)	Class Teacher The PE Suite - Games: Focus sport: Rounders striking and fielding: review bowling technique, basic striking technique (using tennis rackets and rounders bats), fielding techniques, apply in small sided games
	PE Teacher Football *Academy tournament*	PE Teacher The PE Suite - Multiskills – fundamental movement skills – various activities to develop balance, agility and coordination	PE Teacher Tag rugby *Academy tournament*	PE Teacher Athletics *Academy tournament*	PE Teacher The PE Suite - Sending and receiving whilst stationary and whilst moving, offense and defensive techniques (tagging and evading), small sided games (2v2, 3v3, 4v4) scoring, defending the scoring	PE Teacher Cricket Academy tournament
Year 5 Beech Class	Class Teacher The PE Suite - Gymnastics: Review	Class Teacher The PE Suite - Gymnastics:	Class Teacher The PE Suite –	Class Teacher The PE Suite - Dance: Bounce	Class Teacher The PE Suite - Athletics: Review	Class Teacher The PE Suite - Striking and fielding:

	basic intermediate and partner balances, counter tension and counter balances, create paired and individual sequences on the floor, create group sequences on the floor and sequences on basic apparatus, jumps	Rhythmic Gymnastics – review basic and intermediate movements. Apply to high level and low level gymnastics balances, apply to a paired, individual and group sequence, build up to whole class sequence	Dance: Curriculum focus =Egyptians (link to Rivers- River Nile). video introduce basic choreography, review movements with children, add levels, canon, direction, create whole class performance	dancefit junior style – eg Christina Aguilera style, uptown funk (advanced version)	basic running technique, practice running over a range of distances (up to 80m for sprints) throwing underarm and overarm different objects, improve standing long jump, relay technique, develop technique in peer review to improve performance, introduce individual and peer competition to improve times and distances over the week	review bowling technique, basic striking technique, fielding techniques, apply in small sided games, introduce bucket rounders and full rounders (competition)
	PE Teacher Football *Academy tournament*	PE Teacher Netball *Academy tournament*	PE Teacher Tag rugby *Academy tournament*	PE Teacher Athletics *Academy tournament*	PE Teacher The PE Suite – Net and wall games: Focus Tennis: Ball skills with a racket, relay races with a racket, Sending and receiving with no net, with a net, basic games	PE Teacher Cricket Academy tournament

Year 6 Oak Class	Class Teacher The PE Suite – Gymnastics: Review basic intermediate and partner balances, counter tension and counter balances, create paired and individual sequences on the floor, create group sequences on the floor and sequences on basic apparatus, jumps	Class Teacher The PE Suite – Gymnastics: Wallbars: Review basic and intermediate balances using wallbars, (At the same time review apparatus and paired sequences in rotation of stations)	Class Teacher The PE Suite – Dance: Samba: create dance moves to fit words, create basic motif, create group sequence	Class Teacher The PE Suite - Dance: Focus = street dance. Introduce basic techniques: popping and locking, body wave, learn basic motif, add to group sequence, class performance	Class Teacher The PE Suite - Athletics: Review basic running technique, practice running over a range of distances (up to 80m for sprints) throwing underarm and overarm different objects (including discus and hammer if able) improve standing long jump, relay technique, develop technique in peer review to improve performance, introduce individual and peer competition to improve times and distances over the week	Class Teacher Free choice Top up swimming sessions
	PE Teacher Football *Academy tournament*	PE Teacher Netball *Academy tournament*	PE Teacher Tag rugby *Academy tournament*	PE Teacher Athletics *Academy tournament*	PE Teacher The PE Suite – Net and wall games: Tennis: Ballskills with a racket, relay races with a racket, Sending and receiving with no net, with a net, basic games	PE Teacher Cricket Academy tournament

Science and The Humanities –

In the humanities subjects the following focus area are taught. Teachers have the flexibility to teach these areas when they feel it best fits within the academic year. Each year group has a more detailed long-term plan that looks at the key objectives being covered.

	Science	History	Geography
Year 1	Plants Animals including humans Everyday Materials Seasonal Change		
Year 2	Plants Animals including Humans Living Things and Habitats Everyday Materials		
Year 3	Plants Animals including Humans Rocks Light Forces and Magnets		
Year 4	Animals and Humans Living Things and Habitats States of Matter Sound Electricity		
Year 5	Animals including Humans Living Things and Habitats Properties and change of materials Forces and Magnets Earth and Space		
Year 6	Electricity Evolution and Inheritance Living Things and Habitats Animals including Humans Light		

Science –

	Working Scientifically (throughout each unit elements shown below MUST weave throughout) • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions
1	**Plants** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (art – observational drawings) • identify and describe the basic structure of a variety of common flowering plants, including trees. (measuring lengths/heights) **Animals including humans** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (sorting groups linked to maths) (Links to ENG Rainbow Fish and sharks) • identify and name a variety of common animals that are carnivores, herbivores and omnivores. • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (PE links during warm up sessions) **Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies

2	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions **Living things and their habitats** • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (links to PSHE and healthy eating) **Plants** • observe and describe how seeds and bulbs grow into mature plants (tables in matsh to record plant growth) • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Eng story endings Jack and the Beanstalk) **Animals including humans** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Science/Africa Topic) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (PE links) **Everyday Materials** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

	• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Tally chart suitable materials)
3	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings **Plants** • 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. **Animals including humans** • 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 and some other animals have skeletons and muscles for support, protection and movement. (links to PE) **Rocks** • 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

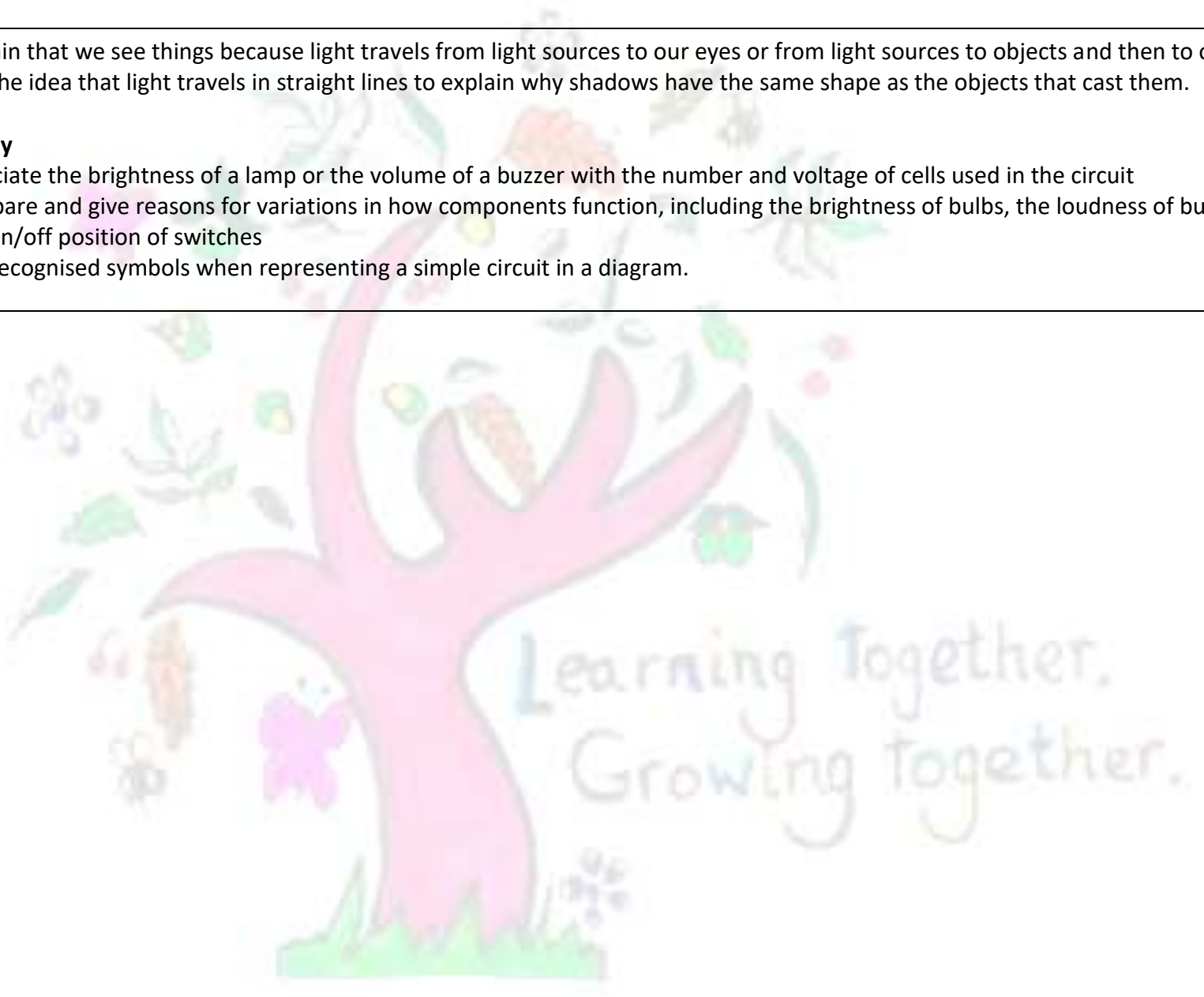
	Light • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change (Maths – patterns and angles) **Forces and Magnets** • 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.
4	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings **Living things and their habitats** • 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 • recognise that environments can change and that this can sometimes pose dangers to living things.

	Animals Including Humans • 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 (links to PE) • construct and interpret a variety of food chains, identifying producers, predators and prey. **States of Matter** • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled **Sound** • 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 **Electricity** • 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 • 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 • 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.
5	**Working Scientifically** • 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. **Living Things and their habitats** • 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. **Animals including humans** • describe the changes as humans develop to old age (link to SRE) (Link to PSHE and PE) **Properties and Changes in materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • 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 materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Earth and Space** • 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 the 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 the apparent movement of the sun across the sky **Forces** • 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

6	**Working Scientifically** • 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. **Living things and their habitats** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. **Animals including humans** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (PE links) • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (PSHE and PE links) • describe the ways in which nutrients and water are transported within animals, including humans. • SRE **Evolution and Inheritance** • 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 normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light** • recognise that light appears to travel in straight lines • 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 light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.



History –

Connected History: National Curriculum Key Stage 1 Overview

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
What does it take to be a great explorer?	Why is Ranulph Fiennes in the *Guinness World Records*? How do Amy Johnson's achievements compare with those of Ranulph? Why did Christopher Columbus sail across an unknown ocean? What was Neil Armstrong's small step also a 'great leap' forward? Are you the kind of person who could become a Mars explorer?	Pupils should be taught about: • changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
How do we know so much about where Sappho used to live?	Who was Sappho and where did she live (Pompeii)? Why was Pompeii part of the Roman Empire? What happened to Pompeii on August 24th AD 79? What evidence exists of what happened at Pompeii at August 24th AD 79? Why do we know so much about where Sappho used to live? How did the archaeologists know that people had been buried under the ash?	Pupils should be taught about: • events beyond living memory that are significant nationally or globally.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
Why is the history of my locality significant? (a model enquiry focusing on significant events, people and places in Devon providing a framework for teachers to adapt to their own local area)	Why was one of Britain's largest prisons built in the middle of Devon? What did Arthur find in 1927 and why is it amazing? Why do we remember the achievements of two men named Francis? How did the First World War affect the lives of people where I live?	Pupils should be taught about: • changes within living memory • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements • significant historical events, people and places in their own locality.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting
How do our favourite toys and games compare with those of children in the 1960s?	Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about the 1960s?	Pupils should be taught about: • changes within living memory – where appropriate, these should be used to reveal aspects of change in national life • the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
Who is the greatest history maker?	What does it mean for someone to 'make history'? (Guy Fawkes) Which of these people was the greatest history maker? 1. Malala (Malala Yousafzai, Pakistani human rights activist) 2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom) 3. Hatshepsut (first woman of Ancient Egypt to become a pharaoh) 4. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects) 5. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter) 6. Elizabeth (Elizabeth I Queen of England) How would you like to be remembered as a history maker?	Pupils should be taught about: • the lives of significant individuals in the past who have contributed to national and international achievements • events beyond living memory that are significant nationally or globally.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
Why was Charles sent to prison?	What did Charles do wrong? Why were messenger pigeons so important during the First World War? Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during The First World War? How did other animals contribute to the war effort?	Pupils should be taught about: • events beyond living memory that are significant nationally or globally.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

Connected History: National Curriculum Key Stage 2 (Years 3 and 4) Overview

Key Question	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
How did the lives of ancient Britons change during the Stone Age?	How do people often imagine the Stone Age to be like? Who left their footprints on the beach and what were they doing there? What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? Why did Stone Age Britons spend most of their time living in camps rather than in caves? Why was the Red Lady of Paviland so important? How were people living in Britain at the end of the Stone Age compared with the beginning?	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
What is the secret of the standing stones? (Bronze Age Britain)	Why did the Stone Age come to an end about six thousand years ago? Why was the Amesbury Archer so important? Why do people build monuments? Why did Bronze Age people build monuments at Merrivale? Who was buried in the cist at Merrivale?	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

Key Question	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
How do artefacts help us understand the lives of people in Iron Age Briton?	How can we recognise Iron Age hill forts today? What might hill forts have looked like when they were first built? How do we know that life wasn't always very peaceful in the Iron Age? What were staters and how did Iron Age people use them? Why have so many wonderful Iron Age artefacts been found underwater?	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
How did the arrival of the Romans change Britain?	Why did Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? (War with Boudica) Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall) How do we know so much about the towns the Romans built in Britain? Why did the Romans organise gladiatorial games?	Pupils should be taught about: • the Roman Empire and its impact on Britain	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

Key Question	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Who were the Anglo-Saxons and how do we know what was important to them?	Why did the Romans leave Britain? Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? How did the lives of Anglo-Saxons change after Ethelbert met Augustine? (Conversion to Christianity) How did converting to Christianity change the lives of people in Britain? What does Sutton Hoo tell us about the Anglo-Saxon world?	Pupils should be taught about: • Britain's settlement by Anglo-Saxons and Scots	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions
What did the Vikings want and how did Alfred help to stop them getting it?	What was the 'terror' that appeared in Britain on June 8th 793? Why was the design of their longships so important to the Vikings? What were the two treasures that most Viking Norsemen wanted from Britain? Viking horned helmets – historical fact or myth? Why is Alfred the only King or Queen of England to have 'the Great' after their name?	Pupils should be taught about: • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions

Connected History: National Curriculum Key Stage 2 (Years 5 and 6) Overview

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Why did the ancient Maya change the way they lived?	Who are the Maya and where do they live? What are the main occupations of Maya people today? What did John and Frederick rediscover in 1839? What do the ruins of Chichen Itza tell us about the lives of ancient Maya? Why do historians know so much about ancient Maya society? Why was pok-a-tok more than just a ball game? Why did the ancient Maya leave their jungle cities?	Pupils should be taught about: • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900–1300.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Why was winning the Battle of Britain in 1940 so important?	How serious was the risk of invasion by Nazi Germany in June 1940? What did Hitler need to achieve if an invasion was going to succeed? Why did Britain win the Battle of Britain?	Pupils should be taught about: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
What did King George VI mean when he said 'The history of York is the history of England'? (a model enquiry which teachers can use as a framework for designing their own local historical study based on a nearby town or city)	What were head pots and why have so many been found at York? Who was Oshere and why didn't he come back for his helmet? How was the money raised to pay for the building of York Minster? Why do we remember what happened to a dog at the battle of Marston Moor? How did the coming of the industrial age change York?	Pupils should be taught about: • **A local history study**: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
How did a pile of dragon bones help to solve an Ancient Chinese mystery?	What was odd about the dragon bones that Wang Yirong bought? What do the engraved bones tell us about the beliefs of the Shang? Why do we know so much about how some people lived at the time of the Shang and hardly anything about others? Rise and fall – How did the reign of King Cheng Tang compare with that of King Di Xin? What made Fu Hao stand out from the crowd?	Pupils should be taught about: • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; **The Shang Dynasty of Ancient China**	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
The story of The Trojan Horse: historical fact, legend or classical myth?	What exactly is the story of The Trojan Horse? What evidence exists to authenticate the story of The Trojan Horse? What other explanations could there be for the origin of the story of The Trojan Horse?	Pupils should be taught about: • Ancient Greece – a study of Greek life and achievements and their influence on the western world	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Why did Britain once rule the largest empire the world has ever seen?	Why was it said that the sun never set on The British Empire? Why did Britain build an empire around the world? What happened to The British Empire? What happened in Britain between 2 April and 14 June 1982, and why?	Pupils should be taught about: • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgments Evaluating Critiquing Empathising Hypothesising

Geography –

Connected Geography: National Curriculum Key Stage 1 Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
What is the geography of where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom	Small area of the United Kingdom	Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing
Why do we love being beside the seaside so much?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Art and Design Design and Technology
How does the weather affect our lives?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing History Art and Design Design and Technology Music

Connected Geography: National Curriculum Key Stage 1 Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
Why don't penguins need to fly?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs Plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Design and Technology Art and Design
Why does it matter where our food comes from?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles United Kingdom		Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
How does Kampong Ayer compare with where I live?	Continents and Oceans Lines of latitude and longitude Equator North and South Poles	Small area in a contrasting non-European country	Weather Seasons Hot and cold areas Physical and human features Basic subject vocabulary	World maps Atlases and globes Compass directions Aerial photographs and plans Fieldwork	Language and literacy Numeracy and Mathematics Computing Science Art and Design Design and Technology

Connected Geography: National Curriculum Key Stage 2 (Years 3 and 4) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
Why do some earthquakes cause more damage than others?	South America Latitude and longitude Northern and Southern Hemisphere and time zones		Volcanoes and earthquakes	Maps, atlases, globes and digital/computer mapping Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
Beyond the Magic Kingdom: what is the Sunshine State really like?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere and time zones	Region within North or South America	Climate zones Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science History
Why do so many people live in megacities?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping	Language and literacy Numeracy and Mathematics Computing History

Connected Geography: National Curriculum Key Stage 2 (Years 3 and 4) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
How and why is my local environment changing?	United Kingdom		Settlement and land use	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science History
How can we live more sustainably?	United Kingdom		Natural Resources	Maps, atlases, globes and digital/computer mapping Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science Design and Technology
Why are jungles so wet and deserts so dry?	South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Biomes and vegetation belts	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science

Connected Geography: National Curriculum Key Stage 2 (Years 5 and 6) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
How do volcanoes affect the lives of people on Hiemaey?	Europe including Russia Latitude and longitude Northern and Southern Hemisphere and time zones	A region in a European country	Climate zones Volcanoes and earthquakes Settlement and land use Economic activity and trade	Maps, atlases, globes and digital/computer mapping Eight points of compass Map symbols and key	Language and literacy Numeracy and Mathematics Computing History
What is a river?	Europe including Russia United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Rivers and the water cycle Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps Fieldwork – observe, measure, record and present	Language and literacy Numeracy and Mathematics Computing Science History Music
Why are mountains so important?	Europe including Russia North America South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Mountains Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing Science History

Connected Geography: National Curriculum Key Stage 2 (Years 5 and 6) Overview

Key Question	Locational knowledge	Place knowledge	Human and physical	Skills and fieldwork	Cross curricular links
How is climate change affecting the world?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Biomes and vegetation belts Types of settlement and land use Natural resources	Maps, atlases, globes and digital/computer mapping Map symbols and key	Language and literacy Numeracy and Mathematics Computing Science
Why is fair trade fair?	Europe including Russia South America United Kingdom Latitude and longitude Northern and Southern Hemisphere		Climate zones Economic activity and trade Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing History
Who are Britain's National Parks for?	North America United Kingdom Latitude and longitude Northern and Southern Hemisphere	A region of the United Kingdom	Mountains Types of settlement and land use Economic activity Natural resources	Maps, atlases, globes and digital/computer mapping Eight points of compass Four and six figure grid references Map symbols and key and the use of Ordnance Survey maps	Language and literacy Numeracy and Mathematics Computing Science History Art and Design

RE –

RE is taught through a mixture of units based on Understanding Christianity (UC) and Discovery RE (DRE).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage Choose relevant theme for terms 1,3,5,6	Creation- Why is the word God so important to Christians? Special People- What makes people special? Christianity/Judaism Stories- What can we learn from stories? All Religions. Special Places- What makes places special? All Religions	Incarnation Why do Christians perform the nativity play?	Creation- Why is the word God so important to Christians? Special People- What makes people special? Christianity/Judaism Stories- What can we learn from stories? All Religions. Special Places- What makes places special? All Religions	Salvation Why do Christians put a cross in the Easter Garden?	Creation- Why is the word God so important to Christians? Special People- What makes people special? Christianity/Judaism Stories- What can we learn from stories? All Religions. Special Places- What makes places special? All Religions	Creation- Why is the word God so important to Christians? Special People- What makes people special? Christianity/Judaism Stories- What can we learn from stories? All Religions. Special Places- What makes places special? All Religions
Year 1	Creation Who Made The World? UC	Incarnation Why does Christmas Matter to Christians? UC	Jesus As A Friend Was It Always Easy for Jesus to Show Friendship? UC	Salvation Why Does Easter Matter to You? UC	Judaism Shabbat Is Shabbat Important to Jewish Children? DRE	Judaism Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur Important to Jewish Children? DRE

Year 2	What Did Jesus Teach? Is it Possible to Be Kind all of the Time? DRE	Incarnation Why does Christmas Matter to Christians? Digging Deeper UC	God- What is the Good News that Jesus Brings? UC	Salvation Why Does Easter Matter to You? UC	Judaism Passover How Important is it for Jewish People to do as God asks? DRE	Judaism The Covenant How Special is the relationship that Jews have with God? DRE
Year 3	Creation What do Christians Learn From The Creation Story? UC	Incarnation What is the Trinity? UC	Divali-Hinduism Would celebrating Divali at home and in the community, bring a feeling of belonging to a Hindu Child? DRE	Salvation Why do Christians call the day Jesus died Good Friday? UC	Hindu Beliefs How can Brahman be everywhere and in everything? DRE	Gospel What kind of world did Jesus want? UC
Year 4	People of God What is it like for Christians to Follow God? UC	Incarnation What is the Trinity? Digging Deeper UC	Buddha's Teachings Is it possible for Everyone to be Happy? DRE	Salvation Is Forgiveness always possible for Christians? UC	Buddhism The 8 fold path What is the best ways for a Buddhist to lead a good life? DRE	Kingdom of God When Jesus left, what was the impact of Pentecost? UC
Year 5	Creation Creation and Science: conflicting or complimentary? UC	Incarnation Was Jesus the Messiah? UC	Belief in Action Sikhism How far would a Sikh go for his/her religion? DRE	Salvation What do Christians belief? UC	Sikhism Prayer and Worship What is the best ways for a Sikh to show commitment to God? DRE	God What does it mean if God is holy and loving? UC
Year 6	Creation Creation and Science: conflicting or complimentary? Digging Deeper UC	Incarnation How Significant is it that Mary was Jesus' Mother? UC	Beliefs and Practices Islam What is the best way for a Muslim to show commitment? DRE	Salvation What differences does the resurrection make for Christians? UC	Islam Beliefs and Morals Does belief in Akhirah help Muslims lead good lives? DRE	Kingdom of God What kind of king is Jesus? UC

Art-

	Year 1	Year 2
To develop ideas	Respond to ideas and starting points Explore different methods as ideas develop.	Explore ideas and collect visual information. Explore different methods and materials as ideas develop.
Painting	Use thick and thin brushes. Mix primary colours to make secondary.	Add white to colours to make tints and black to make tones. Create colour wheels.
Collage	Use a combination of materials that are cut, torn and glued.	Sort and arrange own materials. Mix materials to create texture.
Sculpture	Use a combination of shapes. Include lines and texture. Use techniques such as rolling and moulding.	Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as cutting and carving.
Drawing	Draw lines of different sizes and thickness. Colour neatly following the lines.	Show pattern and texture by adding dots and lines. Use charcoal to shade and contrast. Show different tones by using coloured pencils.
Print	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers)	Use objects to create prints (e.g. fruits, vegetables, string or sponges). Press, roll, rub and stamp to make prints.
Textiles	Use weaving to create a pattern. Join materials using glue and/or a stitch.	Use plaiting. Use dip dye techniques.
Digital media	Use a wide range of tools to create different textures and lines.	Use a wide range of tools to create tones, colours and shapes.
Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.	Reflect on, analyse and critically evaluate their own work and that of others.
To take inspiration from the greats	Describe the work of notable artists, artisans and designers.	Use some of the ideas of artists studied to create own pieces.

	Year 3	Year 4
To develop ideas	To develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress. Comment on artworks using visual language.	Collect information, sketches and resources to enhance own ideas. Explore ideas in a variety of ways. Comment on artwork with a developing grasp of visual language.
Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.	Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.
Collage	Select and arrange materials for a striking effect. Ensure work is precise. Use mosaics.	Ensure work is precise. Use coiling and overlapping.
Sculpture	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)	Include texture that conveys feelings or movement. Use clay and other mouldable materials. Add materials to provide interesting detail.
Drawing	Use different grades of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas.	Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.
Print	Use layers of two or more colours. Replicate patterns observed in natural or built environments.	Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns.
Textiles	Shape and stitch materials. Use basic cross stitch and backstitch.	Colour fabric. Create weavings.
Digital media	Create images and explain why they were created.	Create videos and sound recordings and explain why they were created.
Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.	Reflect on, analyse and critically evaluate their own work and that of others.
To take inspiration from the greats	Replicate some of the techniques used by notable artists, artisans and designers.	Create original pieces that are influenced by studies of others.

	Year 5	Year 6
To develop ideas	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources to inspire. Use the qualities of materials to enhance ideas. Comment on artwork with a grasp of visual language..	Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
Painting	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create interesting pieces.	Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
Collage	Mix textures (rough and smooth, plain and patterned. Use tessellation and montage.	Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
Sculpture	Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern.	Combine visual and tactile qualities. Use frameworks (such as wire moulds) to provide stability and form with Modroc.
Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection.	Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) Use lines to represent movement. Add 3D representations.
Print	Build up layers of colours. Create an accurate pattern showing fine detail.	Use a range of visual elements to reflect the purpose of the work.
Textiles	Quilt, pad and gather fabric. Show precision in techniques. Choose from a range of stitching techniques.	Combine previously learned techniques to create pieces.
Digital media	Enhance digital media by editing (including sound and video)	Enhance digital media by editing (including animation, still images and installations)
Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.	Reflect on, analyse and critically evaluate their own work and that of others.
To take inspiration from the greats	Give details (including own sketches) about the style of some artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.	Create original pieces that show a range of influences and styles. Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods.

DT –

Year Group	Objectives
Year 1	DESIGN • design purposeful, functional, appealing products for themselves • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology MAKE • use tools and equipment to perform practical tasks • use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics EVALUATE • explore a range of existing products • evaluate their ideas and products TECHNICAL KNOWLEDGE • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms in their products. COOKING AND NUTRITION • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.

Year 2	DESIGN • design purposeful, functional, appealing products for other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology MAKE • select from and use a range of tools and equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics EVALUATE • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria TECHNICAL KNOWLEDGE • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms in their products. COOKING AND NUTRITION
Year 3	DESIGN • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion and annotated sketches MAKE • use a wider range of tools and equipment to perform practical tasks • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities EVALUATE • analyse a range of existing products • evaluate their ideas and products against their own design criteria TECHNICAL KNOWLEDGE • apply their understanding of how to strengthen, stiffen and reinforce structures • understand and use mechanical systems in their products COOKING AND NUTRITION • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes • know where and how a variety of ingredients are grown, reared, caught and processed.

Year 4	DESIGN • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional / exploded diagrams MAKE • select from and use a wider range of tools and equipment to perform practical tasks • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities EVALUATE • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others TECHNICAL KNOWLEDGE • apply their understanding of how to strengthen, stiffen and reinforce structures • understand and use electrical systems in their products • COOKING AND NUTRITION • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Year 5	DESIGN • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional / exploded diagrams including prototypes MAKE • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities EVALUATE • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key individuals in design and technology have helped shape the world TECHNICAL KNOWLEDGE • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products COOKING AND NUTRITION • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Year 6	DESIGN • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional / exploded diagrams, prototypes and pattern pieces MAKE select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities EVALUATE • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world TECHNICAL KNOWLEDGE • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in their products • apply their understanding of computing to program, monitor and control their products COOKING AND NUTRITION • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Computing –

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 1	• I can keep my password private. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules.	• I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program.	• I can talk about the different ways in which information can be shown. • I can use technology to collect information, including photos, video and sound. • I can sort different kinds of information and present it to others. • I can add information to a pictograph and talk to you about what I have found out.	• I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again.	• I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology.

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 2	• I can explain why I need to keep my password and personal information private. • I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet.	• I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it.	• I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question.	• I can use technology to organise and present my ideas in different ways. • I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use. •	• I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world.

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 3	• I can talk about what makes a secure password and why they are important. • I can protect my personal information when I do different things online. • I can use the safety features of websites as well as reporting concerns to an adult. • I can recognise websites and games appropriate for my age. • I can make good choices about how long I spend online. • I ask an adult before downloading files and games from the Internet. • I can post positive comments online.	• I can break an open-ended problem up into smaller parts. • I can put programming commands into a sequence to achieve a specific outcome. • I keep testing my program and can recognise when I need to debug it. • I can use repeat commands. • I can describe the algorithm I will need for a simple task. • I can detect a problem in an algorithm which could result in unsuccessful programming.	• I can talk about the different ways data can be organised. • I can search a ready-made database to answer questions. • I can collect data help me answer a question. • I can add to a database. • I can make a branching database. • I can use a data logger to monitor changes and can talk about the information collected.	• I can create different effects with different technology tools. • I can combine a mixture of text, graphics and sound to share my ideas and learning. • I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. • I can evaluate my work and improve its effectiveness. • I can use an appropriate tool to share my work online.	• I can save and retrieve work on the Internet, the school network or my own device. • I can talk about the parts of a computer. • I can tell you ways to communicate with others online. • I can describe the World Wide Web as the part of the Internet that contains websites. • I can use search tools to find and use an appropriate website. • I think about whether I can use images that I find online in my own work.

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 4	• I choose a secure password and an appropriate screen name when I am using a website. • I can talk about the ways I can protect myself and my friends from harm online. • I use the safety features of websites as well as reporting concerns to an adult. • I know that anything I share online can be seen by others. • I choose websites, apps and games that are appropriate for my age. • I can help my friends make good choices about the time they spend online. • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. • I comment positively and respectfully online and through text messages.	• I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs. • I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.	• I can organise data in different ways. • I can collect data and identify where it could be inaccurate. • I can plan, create and search a database to answer questions. • I can choose the best way to present data to my friends. • I can use a data logger to record and share my readings with my friends.	• I can use photos, video and sound to create an atmosphere when presenting to different audiences. • I am confident to explore new media to extend what I can achieve. • I can change the appearance of text to increase its effectiveness. • I can create, modify and present documents for a particular purpose. • I can use a keyboard confidently and make use of a spellchecker to write and review my work. • I can use an appropriate tool to share my work and collaborate online. • I can give constructive feedback to my friends to help them improve their work and refine my own work.	• I can tell you whether a resource I am using is on the Internet, the school network or my own device. • I can identify key words to use when searching safely on the World Wide Web. • I think about the reliability of information I read on the World Wide Web. • I can tell you how to check who owns photos, text and clipart. • I can create a hyperlink to a resource on the World Wide Web. • I can recognise that websites use different methods to advertise products.

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 5	• I can choose a secure password and screen name. • I protect my password and other personal information. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. • I know that anything I post online can be seen, used and may affect others. • I can talk about the dangers of spending too long online or playing a game. • I can explain the importance of communicating kindly and respectfully. • I can discuss the importance of choosing an age-appropriate website, app or game. • I can explain why I need to protect my computer or device from harm.	• I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. • I can refine a procedure using repeat commands to improve a program. • I can use a variable to increase programming possibilities. • I can change an input to a program to achieve a different output. • I can use 'if' and 'then' commands to select an action. • I can talk about how a computer model can provide information about a physical system. • I can use logical reasoning to detect and debug mistakes in a program. • I use logical thinking, imagination and creativity to extend a program.	• I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data.. • I can present data in an appropriate way. • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked.	• I can use text, photo, sound and video editing tools to refine my work. • I can use the skills I have already developed to create content using unfamiliar technology. • I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. • I can select an appropriate online or offline tool to create and share ideas. • I can review and improve my own work and support others to improve their work.	• I can describe different parts of the Internet. • I can use different online communication tools for different purposes. • I can use a search engine to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web. • I can describe the different parts of a webpage. • I can find out who the information on a webpage belongs to. • I know which resources on the Internet I can download and use. • I can describe the ways in which websites advertise their products to me.

	e-Safety	Programming	Handling Data	Multimedia	Technology in our Lives
Year 6	• I protect my password and other personal information. • I can explain the consequences of sharing too much about myself online. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. • I can explain the consequences of spending too much time online or on a game. • I can explain the consequences to myself and others of not communicating kindly and respectfully. • I protect my computer or device from harm on the Internet.	• I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. • I can explain and program each of the steps in my algorithm. • I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. • I can recognise when I need to use a variable to achieve a required output. • I can use a variable and operators to stop a program. • I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. • I can use logical reasoning to detect and correct errors in a algorithms and programs.	• I can plan the process needed to investigate the world around me. • I can select the most effective tool to collect data for my investigation. • I can check the data I collect for accuracy and plausibility. • I can interpret the data I collect. • I can present the data I collect in an appropriate way. • I use the skills I have developed to interrogate a database.	• I can talk about audience, atmosphere and structure when planning a particular outcome. • I can confidently identify the potential of unfamiliar technology to increase my creativity. • I can combine a range of media, recognising the contribution of each to achieve a particular outcome. • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others.	• I can tell you the Internet services I need to use for different purposes. • I can describe how information is transported on the Internet. • I can select an appropriate tool to communicate and collaborate online. • I can talk about the way search results are selected and ranked. • I can check the reliability of a website. • I can tell you about copyright and acknowledge the sources of information that I find online. • I know that websites can use my data to make money and target their advertising .

PSHE –

For PSHE the school follows the Learn for Life curriculum supplied by Wiltshire County Council. These objectives are listed in the detailed long-term planning, but overviews are given on the following pages.

LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 1/Year A Outline content	This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.	This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.	This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles	This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.
Year 1/Year A Assessment outcomes	I know why we have rules in school I can tell you how I am the same and different from my friends I have thought about how to talk about my feelings	I know how to be careful when walking on the pavement I can listen well to other people when they are talking I have thought about how to keep myself safe	I can tell you about the different types of work people do I can tell you some of my strengths as a learner I have thought about how I learn and how I can achieve a goal	I know who my friends and family are I can make people I care about happy I have thought about people who are important to me and how I feel about them	I know that exercise keeps me fit and healthy I know not to touch medicines and that substances in the house can be dangerous I can tell you something that makes me feel proud I have thought about different ways to keep myself healthy	I know my friends can help me and I can help them in times of change I know that some changes are natural and "happen by themselves" I have thought about working with other people to overcome obstacles.
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 2/Year B Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week.	This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.
Year 2/Year B Assessment outcomes	I know how I can help make my classroom a safe and happy place I can welcome someone into my class I have thought about how my behaviour can affect others	I know about stranger danger including meeting strangers online I can work well in a group I have thought about what I should do if I meet dangerous situations	I know that you can choose to spend or save money I can choose between my ideas and give reasons I have thought about the best way to use money	I know the stages of a life cycle I can identify some of the people who care for me I have thought about ways of keeping my teeth healthy	I know why I should eat 5 portions of fruit and veg a day I know what makes me feel relaxed and what makes me feel stressed I have thought about the importance of a balanced diet	I know how to cope with changes that can be exciting or worrying I can plan to overcome obstacles that might get in the way I have thought about how to make sensible choices
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 3/Year A Outline content	This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety .	This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.	This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.
Year 3/Year A Assessment outcomes	I know something about everyone in my class I can work in a cooperative way with others I have thought about how everyone has to live by rules	I know how to take turns when talking I can spot dangers in the home including dangers online I have thought about how to stay safe	I know some enterprising ways I can support a charity I know how others can help me achieve my goals and how I can help others I have thought about the importance of teamwork	I know that families can be different from one another I can say no to peer pressure I have thought about the importance of caring for myself and keeping myself clean	I know that eating too much salt, sugar and fat is bad for me I can recognise when I find something difficult and do something about it or cope with how that makes me feel I have thought about how to keep my body healthy	I know some people who I can turn to for help at difficult times I know that everybody goes through many sorts of change all the time I have thought about ways of keeping myself safe including how to contact Childline
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues.	In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.	This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices.	This unit explores change, where and how to get help, eg when playing outdoors, as well as e-safety and keeping personal information safe.
Year 4/Year B Assessment outcomes	I know what it feels like to be unwelcome I can work with others to achieve a shared goal I have thought about how to develop and maintain a positive learning environment	I know how to enjoy fireworks safely I can use peaceful problem solving to sort out difficulties I have thought about ways to manage difficult feelings	I know what can influence how people spend or save I know I am responsible for my own learning and behaviour I have thought about why people spend and save	I know the names for male and female body parts I can take responsibility for what I choose to do I have thought about how and why my body will change	I know I am responsible for taking exercise to look after my body I know how to say no, if offered a cigarette I can stop and think before I act I have thought about how to make sensible choices	I know some ways of dealing with changes that make me feel uncomfortable I know some ways of dealing with the feelings that arise from changes I have thought about ways to keep myself safe when I am out with my friends
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 5/Year A Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed.	This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.	This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.
Year 5/Year A Assessment outcomes	I know that I am valued at school I can identify my strengths and how I can contribute to a group I have thought about the importance of rules and keeping them	I know that different ways of behaving are appropriate in different types of relationships I can protect my personal safety I have thought about how stereotyping can affect people in different ways	I can explain how people manage their money I know the skills and attributes of a successful learner I have thought about how to save up for an item, and how to restrict my other spending to do so	I know some things to do when I feel embarrassed I can describe some of the physical changes of puberty I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings	I know that alcohol is a drug I can describe the Eat Well plate and a balanced diet I can stand up for what I think after listening to others and making my own choice I have thought about how I can have a healthy mind and body by.....	I know how people often respond to difficult changes I can take responsibility for my own safety I have thought about how to deal with difficult feelings to do with loss
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk.	This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'.
Year 6/Year B Assessment outcomes	I know how to work well in a group I can listen to and show respect for other people's views when working in a group I have thought about what makes a group function well so that we can learn together	I know how to protect myself on-line I can use my skills for solving problems peacefully to help other people resolve conflict I have thought about strategies I can use to stay safe when faced with risky situations	I can help organize an enterprise activity I know it is up to me to get things done by taking the first step I have thought about how money affects the way I live	I know some of the feelings that people have when someone close dies or leaves I can recognise and challenge stereotyping and discrimination I have thought about how the media can influence the way we think and feel about people and situations	I know why I should exercise I know what addiction means I understand that sometimes the feeling part of my brain takes over and I might make mistakes I have thought what I can do when I feel pressured such as…	I know that sometimes there can be positive outcomes from changes that we didn't welcome initially I can look for the positives in big changes I am facing I have thought about the positive aspects of moving on to secondary school
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

French –

French is taught by a specialist Modern Foreign Languages Teacher teacher. At Dilton Marsh we teach the French language from EYFS to give the children a wide-ranging experience.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	To De Decided	Introducing yourself	Numbers 1 - 10	Colours	Parts of The Body	Ca va? Basic Q & A
Year 1	Where I Live (town, GB/F)	Rev. Colours & European Countries	Numbers 1- 20, age	My School Bag (j'ai…)	Basic Food & Drink (snacks)	Farm Animals, Plurals
Year 2	Pets (j'ai and je n'ai pas)	Brothers and Sisters (J'ai)	Fruit & Days, "Hungry Caterpillar"	Numbers 1-31, Months, Birthdays	Body Parts & Illnesses	Sports & Opinions
Year 3	Hobbies & Opinions	French Breakfast& Opinions	Zoo animals, "Dear Zoo"	My House (il y a & rooms)	Shopping (je voudrais, number 1-69)	Transport (je vais…)
Year 4	Countries & Their Flags	My Family (il& elle s'appelle)	The Weather	"ours brun" Story (Position of adj.)	Places in Town (il y a)	Directions (allez, tournez)
Year 5	Food & Drink (un/healthy)	At The Restaurant (Roleplay)	Numbers 1- 100, Telling the time 24h	Self-Description, (hair eyes size)	Clothes, Colours & Adj. Endings.	C'est moi, (revision)
Year 6	School Subjects (Opinions)	Daily Routine (Rev of Time)	My Room (with prepositions)	Er- Verbs & Endings (rev hobbies)	Une Personne Celebre (in 3rd person)	All About Myself (revision)

Music –

Throughout Dilton Marsh, Music is taught by a specialist Music teacher (Mrs Lawrence). She is an experience secondary teacher, who also runs our choir. She enables our children to participate in a wide variety of other extra-curricular activities such as singing with The Military Wives Choir and also singing to the public outside of Bath Abbey. The music curriculum follows a whole school approach with regards to its termly musical focus and assessment objective (although children are assessed during each music session where appropriate, building up evidence each week). The order of the units within each year can be flexible in order to best fit with the whole school topics. Similarly, there is a degree of flexibility regarding the Time and Place Units, again to fit in with whole school topics. All units have scope to incorporate the use of music technology, whether through recording performances for evidence and assessment, using software programmes to create opportunities for digital editing or using online programmes/games to consolidate the responding and understanding aspects of the curriculum. These opportunities are dependent upon access to the necessary equipment and are therefore implemented when possible.

	WHOLE SCHOOL FOCUS	MAIN ASSESSMENT	NATIONAL CURRICULUM
Autumn 1	Musical Elements	Responding & Understanding	All musical focuses offer children opportunities to: • use their voices expressively and creatively • play tuned and untuned instruments • listen with concentration and understanding to a wide variety of music • listen with attention to detail and recall sounds to increase their aural memory • experiment with, create, select and combine sounds focussing on the importance of the interrelated dimensions of music • use and understand a variety of musical notations When children demonstrate readiness, they are also encouraged to: • play and perform in solo and ensemble contexts using voices and instruments • improvise and compose music for a range of purposes • appreciate and understand a wide range of music drawn from different traditions, times and places including great composers and musicians
Autumn 2	Notation	Responding & Understanding	
Spring 1	Rhythm	Performing & Communicating	
Spring 2	Time	Exploring & Creating	
Summer 1	Place	Exploring & Creating	
Summer 2	Performance	Performing & Communicating	

BREAKDOWN OF WHOLE SCHOOL MUSICAL FOCUSES BY Year GROUP

	Autumn 1 MUSICAL ELEMENTS	Autumn 2 NOTATION	Spring 1 RHYTHM	Spring 2 TIME	Summer 1 PLACE	Summer 2 PERFORMANCE
R	Finding our voices	Making Sounds	Ostinato	Old and New (Ten Pieces)	Topic Based	Singing and Performing
1	Tempo & Dynamics Repetition Contrast	Grid notation	Call and response	Horn Concerto Short Ride…	Samba 1	Singing and Performing skills
2	Pitch, Tempo, & Dynamics Call and Response Beginning, middle end	Graphic grid notation	Polyrhythm	Beethoven Mars	Africa	Multi resourced class performance
3	6 Elements Rhythmic binary	Graphic Scores 1	Singing Games	Zadok Mountain King	Samba 2	Body percussion
4	6 Elements Melodic binary	Traditional rhythm notation	Stomp	Storm Firebird	Gamelan	Graphic scores 2
5	6 elements Ternary Retrograde	Traditional staff notation 1	Beatboxing	Bare Mountain Connect It	Pentatonic	Songwriting 1
6	6 Elements AABA Theme & Variations	Traditional staff notation 2	Cup Songs	Film music	Leitmotif	Songwriting 2: Leavers' Song

EYFS

Autumn 1 MUSICAL ELEMENTS: FINDING OUR VOICES	Autumn 2 NOTATION: FOLLOWING OUR HEARTS	Spring 1 RHYTHM: PERCUSSION	Spring 2 TIME: OLD AND NEW	Summer 1 PLACE: (TOPIC BASED)	Summer 2 PERFORMANCE: PERFORMING SKILLS
I can use my voice in different ways I can create different pitches, tempos and dynamics I can recognise changes in pitch, tempo and dynamics	I can perform music that is written down I can create music using a grid I can turn grid notation symbols into sounds	I can copy sounds that I hear using instruments and voices I can create sounds for other people to copy I can hear the difference between a rhythm and a beat	I can sing songs that were written a long time ago I can sing modern songs I can spot the differences between old and modern songs	I can use sounds to tell a story I can use words to describe sounds I can use the words pitch and tempo to describe music that I hear	I can make and change sounds I can combine sounds together I can talk about music that I hear

Year 1

Autumn 1 MUSICAL ELEMENTS: 1	Autumn 2 NOTATION: GRID NOTATION	Spring 1 RHYTHM: CALL & RESPONSE	Spring 2 TIME: TEN PIECES 1	Summer 1 PLACE: SAMBA 1	Summer 2 PERFORMANCE: PERFORMING 1
I can use my voice in different ways I can take my turn in music I can recognise and describe different sounds	I can copy a beat I can use tempo to change the beat I can create my own beat	I can make music using percussion instruments I can choose instruments to create the sound I need I can describe how music is the same and different	I can sing songs that have a chorus I can hear when music is repeated and when old ideas return (rondo) I can create a repeating pattern (ostinato)	I can perform music that is from other parts of the world I can keep in time with other people I can create rhythms in time with a beat I can use words to help me perform rhythms	I can make and change sounds using pitch and tempo I can combine sounds together I can talk about music that I hear

Year 2

Autumn 1 MUSICAL ELEMENTS: 2	Autumn 2 NOTATION: GRAPHIC GRID NOTATION	Spring 1 RHYTHM: POLYRHYTHM	Spring 2 TIME: TEN PIECES 2	Summer 1 PLACE: AFRICA	Summer 2 PERFORMANCE: PERFORMING 2 (CLASS)
I can use my voice and instruments in different ways I can create music which has a clear beginning, middle and end I can explain structure and recognise small changes in pitch, tempo and dynamics	I can perform music that is written down I can create music using graphic notation I can interpret graphic grid notation in different ways and explain my choices	I can perform my own part in a piece of music I can create rhythms which can be layered I can recognise polyrhythms in music that I hear	I can perform the opening to Beethoven's 5th Symphony using tuned percussion I can create my own 8 note introduction using tuned percussion I can recognise musical themes in long pieces of music	I can perform music from other parts of the world I can create African style music using appropriate instruments and rhythms I can describe the features of traditional African music	I can make and change sounds using pitch, tempo and dynamics I can combine instrumental and vocal sounds together I can form opinions about music that I hear

Year 3

Autumn 1 MUSICAL ELEMENTS: 3	Autumn 2 NOTATION: GRAPHIC SCORES	Spring 1 RHYTHM: SINGING GAMES	Spring 2 TIME: TEN PIECES 3	Summer 1 PLACE: SAMBA 2	Summer 2 PERFORMANCE: PERFORMING 3 BODY PERCUSSION
I can use my voice and instruments in different ways I can create rhythmic music in binary form I can explain binary structure I can recognise and describe the 6 elements of music	I can perform music that is written down I can create music using free graphic notation I can interpret free graphic notation in different ways and explain my choices	I can perform using my voice and body percussion at the same time I can create a rhythmic pattern with a strong beat I can explain the historical context of singing games I can recognise a regular beat	I can perform my own part in a group I can create music that tells a story I can describe the purpose of programme music I can hear different moods and atmospheres in classical music	I can perform music from other parts of the world I can lead a call and response section I can create polyrhythms in time with a beat I can explain where Samba music originates and the features it has	I can perform a piece of music that is both aural and visual I can create music which combines music and movement I can explain why music and movement are closely linked

Year 4

Autumn 1 MUSICAL ELEMENTS: 4	Autumn 2 NOTATION: RHYTHMIC NOTATION	Spring 1 RHYTHM: STOMP	Spring 2 TIME: TEN PIECES 4	Summer 1 PLACE: GAMELAN	Summer 2 PERFORMANCE: PERFORMING 4 SEQUENZA
I can perform using different instruments I can create melodic music in binary form I can use A and B to explain binary structure I can describe changes in the 6 elements of music	I can perform music that is written down in traditional rhythmic notation I can create music and write it down using traditional rhythmic notation I can explain and demonstrate the meanings of traditional musical symbols	I can perform music without using my voice or instruments I can create a rhythmic pattern with a strong beat and write it down I can recognise regular and irregular beats	I can perform my own part in a group I can perform a musical theme from notation I can create music that tells a story I can describe how different moods and atmospheres are created in classical music	I can perform music from other parts of the world I can lead a call and response section I can create different musical layers in time with a beat I can explain where Gamelan originates and its features	I can perform a piece of music from notation I can interpret written down music and create a performance I can explain my musical decisions to others I can improve my ideas

Year 5

Autumn 1 MUSICAL ELEMENTS: 5	Autumn 2 NOTATION: MELODIC NOTATION 1	Spring 1 RHYTHM: BEATBOXING	Spring 2 TIME: TEN PIECES 5	Summer 1 PLACE: PENTATONIC	Summer 2 PERFORMANCE: SONGWRITING 1
I can perform using different instruments I can create melodic music in ternary and retrograde form I can use A and B to explain ternary structure I can create the retrograde	I can perform music that is written down in traditional notation I can create music and write it down using traditional notation I can explain and demonstrate the meaning of the stave	I can perform percussive music without using any instruments I can create a rhythmic pattern with a strong beat and write it down I can recognise regular and irregular beats	I can perform my own part in a group I can perform a musical theme from notation I can create music that gives us a time and place context I can describe how music can give a sense of time and place	I can perform music from other parts of the world I can perform pentatonic music I can create music which uses a pentatonic scale I can explain where pentatonic music originates and its features	I can perform a piece of music which I have helped create I can create music which draws on my own experiences I can edit and make improvements to my ideas

Year 6

Autumn 1 MUSICAL ELEMENTS: 6	Autumn 2 NOTATION: MELODIC NOTATION 2	Spring 1 RHYTHM: CUP SONGS	Spring 2 TIME: TEN PIECES 6	Summer 1 PLACE: LEITMOTIF	Summer 2 PERFORMANCE: SONGWRITING 2
I can perform using different idioms I can create melodic music in AABA and theme and variations form I can explain and demonstrate different ways to create variations on a theme	I can perform music that is written down in traditional notation I can create music and write it down using traditional notation I can explain and demonstrate the meaning of the stave and new notation symbols	I can perform without using instruments or voices I can create a coordinated performance I can create a visually stimulating rhythmic pattern I can record my ideas appropriately	I can perform a variety of film themes I can create music that gives us a time and place context I can describe how film music can give a sense of time and place and purpose	I can perform music which creates strong associations I can create music which people would associate with me I can explain why leitmotifs are successful at their purpose	I can perform a piece of music which I have helped create I can create structured music which draws on my own experiences I can edit and make improvements to my own and others' ideas