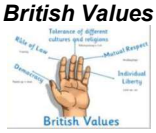
Whole School Curriculum Map Nursery – Year 6
Ages 2-11

Pinhoe CE VA Primary School

Curriculum Statement; Our Pledge

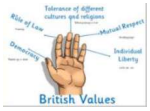
At Pinhoe CE VA Primary School the curriculum, underpinned by our Christian foundation, will prepare you for a constantly changing world, providing you with the necessary skills to contribute to society and lead happy, healthy lives. Our Core Values of respect, love, thankfulness, honesty, perseverance and forgiveness permeate all that we do.
We promise that your learning will be exciting and creative; a magical adventure with infinite possibilities!

NURSERY	***Autumn 1***	***Autumn 2***	***Spring 1***	***Spring 2***	***Summer 1***	***Summer 2***
Our topics encourage the children to make links with their own lives at a variety of different levels. We build on prior learning to help the children understand their role as a pupil, friend and family member within the local community and the wider world *Our curriculum is planned with 'ME' in the middle!*						
	Imagination and Me	Feelings and Me	Pets and Me	Food and My Body	Growth and Change	Journeys and Me
Topic ***Key Question***	**Imagination and Me** ***Who am I? What can I do?***	**Feelings and Me** ***What are my feelings?***	**Pets and Me** **What animals can be pets?**	**Food and My Body** **What food can we eat?**	***Growth and Change*** ***How do living things grow and change?***	***Journeys and Me*** ***How can I travel around the world?***
Planning is **flexible** and will be **adapted** to follow **children's interests**. Possible direction that the children could take their learning	Whatever Next (x3) Astro Girl (x3) Dental Health (4days) Imagination Can children challenge themselves	Fireworks and Diwali (x1) Bedtime for Monsters (x3) A Great Big Cuddle (x2) Christmas Story (x1)	Oh No George! (x3) Joy (x3) Exploring pets we have and what we can have as pets	Biscuit Bear (x3) A New House for Mouse (x2) The Easter Story (x1)	The Very Hungry Caterpillar (X)2 Caterpillars to grow Growing Like Me (x2.3) Seeds to plant	Zeki goes to the park (x3) Pizza Pirate (x4) Make Pizzas
Parent/community engagement and/or trips	Parents Open Evening Family Home Learning	Theatre Trip at Christmas Christmas craft mornings Family Home Learning	Family Home Learning	Family Home Learning Easter	Family Home Learning	Home Learning Rainbow leavers presentation-parents invited
PRIME AREA ***Communication and Language***	Communication is at the heart of our curriculum. The development of children's language underpins all seven areas of learning and development. We have high expectations, exposing children to subject specific vocabulary which is carefully planned through progression maps, topic outcomes, children's need and interest. Children are encouraged to speak to their peers and adults in full sentences. We provide opportunities in small groups, whole class and one to one to develop the confidence and skills to use different tenses, ask questions and extend vocabulary through shared conversations. Continuous provision is planned to encourage children to use language to reenact and retell stories in their play as well as communicate with their peers about their interests, ideas and opinions. We use a total communication approach to language to give lal children the tools they need to communicate their needs at a personal,social and learning level. All adults consistently use the approach to provide all learners with tools to communicate with one another.					
Key Texts Red = reading spine texts	What happens within our family? Happy Birthday Maisy So Much - The oxford treasury of nursery rhymes- Karen King, Sarah Williams You Choose-Pippa Goodhart So Much – Trish Cook (Using as core text too)	What can be a friend to me? Aaragh Spider What The Ladybird Heard Christmas Story - Stickman-Julia Donaldson Giraffes can't dance-Giles Andreae	Why do animals live in other countries? Handa's Surprise Giraffes Can't Dance - Jaspers Beanstalk Each Peach Pear Plum-Ahlberg	What do animals do to help me? The Gigantic Turnip Oliver's Milkshake Easter Story - Down by the Station-Jess Stockham Mister Magnolia-Quentin Blake The Train Ride-June Crebbin	How do living things grow and change? The Very Hungry Caterpillar Growing Like Me - The Hungry Caterpillar- Eric Carle (Using as core text too) Dinosaur Roar-Henrietta Strickland The Hospital Dog-Julia Donaldson	What colours can we see at the beach? Billy's Bucket Hooray for Fish - Shark in the park-Nick Sharratt Dear zoo- Rod Campbell
Key Nursery Rhymes and songs in Acorns	Hey Diddle Diddle Flying to the moon Twinkle Twinkle little star Zoom zoom going to the moon 5 Little men in a flying saucer In a rocket song recap all previous nursery rhymes learnt this term	I				
Core Values	***Respect Forgiveness Perseverance Thankfulness Love Honesty***					
PRIME AREA	*Throughout the year we focus on building strong and positive relationship through a safe and nurturing environment. We set high expectations of all children through consistent routines and celebrating individuals' successes and next steps.* *Through a range of opportunities both planned and in the moment, children are supported to manage their feelings and share their ideas with others. Daily carpet sessions reflect the needs of the children and embed high expectations for all children. Teaching class commiments,*					

Personal, Social and Emotional Development	*routines, boundaries and ways to show and share our emotions. We begin introducing learning heros to develop children's positive attitudes to learning as they start their journey in Nursery.* *We ensure our children grow up to understand the Christian core values of respect, thankfulness, perseverance, honesty, forgiveness and love and have the opportunity to explore these ideas through continuous provision ans discrete carpet reflections.* *In Nursery, we teach the children to become independent through self registration, self service snack and encouraging children to dress themselves appropriately to access outdoor areas. They collaborate together to complete these tasks and our class 'helping hands' are exceptional role models who also support their peers.*					
PSHE – Jigsaw	*Relationships*	*Celebrating Difference*	*Dreams and Goals*	*Being me in my world*	*Healthy Me*	*Changing Me*
British Values 	British values are taught discretely weekly through 'Jigsaw', a comprehensive Programme, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. We teach these lessons discretely once a week alongside opportunities in Continuous Provision which encourage children to exercise these values. For example; voting systems at story time and snack times. ***Democracy*** ***Rule of Law*** ***Individual Liberty*** ***Mutual respect*** ***Tolerance of different cultures and religions***					
	Knowledge and understanding ***Identity and diversity*** *Uniqueness and value of every person* *Similarities and differences between self and others* ***Sustainable Development*** *Living things and their needs* *How to take care of their immediate environment* *Possibility of change in the future* *(Plus wider world link with rainforests.)* ***Power and Governance*** *Rules in class and school* *How rules can help us* ***Commitment to social justice and equity*** *Willingness to take turns and share*	**Skills** ***Ability to manage complexity and uncertainty*** *Ask for help if unsure what to do* ***Creative and critical Thinking*** *Ask questions* *Wonder about ideas* ***Informed and reflective action*** *Support others in group or class*	**Attitudes** ***Sense of identity and self-esteem*** *Awareness of self and own uniqueness* *Sense of self worth and worth of others* ***Concern for the environment and commitment to sustainable development*** *Appreciation of, and care for, living things and own environment* *Sense of wonder and curiosity about the world* *Starting to value resources* ***Belief that people can bring around change*** *Belief that everyone can do things to improve surroundings and support others*	**Knowledge and understanding** ***Globalisation and interdependence*** *Immediate and local environment and simple links with other places (eg through food)* ***Human Rights*** *Basic needs for human rights (link to food)*	**Skills** ***Creative and critical Thinking*** *Ask questions* *Wonder about ideas* ***Communication*** *Listen to others* *Take turns to express a view*	**Attitudes** ***Concern for the environment and commitment to sustainable development*** *Appreciation of, and care for, living things and own environment* *Sense of wonder and curiosity about the world* *Starting to value resources*	**Knowledge and understanding** ***Social Justice and equity*** *What is fair and unfair?* *Importance of caring and sharing (PSHE links)* ***Peace and Conflict*** *How actions have consequences* *Some basic ways to avoid, manage and resolve conflict (pshe)*	**Skills** ***Empathy*** *Show sensitivity to people's feelings and needs (relationships)* ***Self-awareness and reflection*** *Recognise, name and deal with feelings in a positive way* *Notice effects of own actions on others* *Identify how people are feeling (relationships PSHE)* ***Creative and critical Thinking*** *Ask questions* *Wonder about ideas*	**Attitudes** ***Respect for people and human rights*** *Starting to think of others* ***Value diversity*** *Positive attitude towards difference and diversity* *Willingness to listen to the ideas of others (PSHE relationships)* ***Commitment to participation and inclusion*** *Willingness to play fairly and inclusively with others*
PRIME AREA ***Physical Development***	*We provide a safe and stimulating environment that allows children to carefully manage and take risks in their physical environment. Daily free flow opportunities give the children access to loose parts, modes of physical transport and resources that promote both gross and fine motor development.hand eye coordination and focus.* *We carefully plan for progression in skills that encourage independence and promote a healthy lifestyle. These skills are planned to develop both fine motor and gross motor skills and will be adapted to meet the needs of the cohort.*					
Progression of Fine Motor and Gross Motor Skills	**Health** -Toileting routines and hygiene – promoting independence Developing independence during key transition points – arrival, lunch and home Introduction of healthy snack choices and hand washing routines **Fine Motor** To use tools to manipulate materials Safely makes snips in paper Joins larger construction resources together with ease and confidence **Gross Motor** Developing independence to put coats on, may require support for zips/buttons Managing risks in the outdoor space and negotiating space to stay safe Dance sessions to promote gross motor control, circles and zigzags	**Health** Dressing independently for outdoor learning Taking responsibility for their belongings Eating a balanced diet, identifying fruit/veg they like and dislike and trying something new Using the toilet with minimal support **Fine Motor** Planned tools to encourage mark making appropriate to indiviudals pencil grip Join smaller constructions pieces together with ease and can make alterations Holds scissors between thumb and finger with support Holds writing tools to form small shapes **Gross Motor** Carries out daily activities independently Collaborates with peers to move large resources Controlled movements with upper body and arms Uses bikes and tricycles safely negotiating space	**Health** Uses the toilet independently Keeping safe in the sun Balanced diets and a healthy body **Fine Motor** Copies letter shapes from name with control and some from memory Activities to promote pencil grip 3 **Gross Motor** Uses own skills to support other in daily routines Confidently move around the environment using modes of transport Steady and controlled when using balancing equipment and sets own challenges				
SPECIFIC AREA Literacy ***Phonics/Reading***	*Children in the Acorns start with learning simple nursery rhymes, slowly building a strong repertoire of songs and rhymes from memory. Children are taught actions, use props and vocabulary is explored with the children. This vocabulary is carefully planned on their vocabulary volcano's and children are encouraged to use this high level vocabulary in the provision.* *As children move to Saplings, carpet sessions and provision is planned and delivered through the use of key texts. Children are given the opportunity to retell stories, act these out with props and create their own stories using story maps.* *Story time is a key part of our day, with children having ample of opportunity to access stories in the various book areas both inside and out.*					

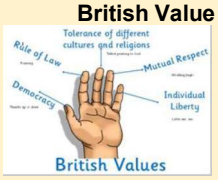
	The Nursery introduces the SfA scheme early on to the children, teaching the alphabet chant and exploring letter sounds with the children. We also engage children through planned and spontaneous listening activities to promote these early reading skills.					
Literacy ***Progression of Writing Skills***	*Makes marks and talk about what these mean*	*Follows shapes to develop fluency of writing* *Pre-writing skills formation shapes*	*Creates enclosed shapes to resemble letters*	*Creates smaller defined shapes to resemble letters*	*Writes some letters from their name in their independent learning*	*Copies all letters in their name to make a recognisable attempt*
SPECIFIC AREA ***Maths***	Children are taught about the number system through planned, adult led sessions on a daily basis. They are given the opportunity to apply the knowledge and skills they are taught through a range of guided group activities and during independent play. Continuous provision is enhanced with specific mathematical resources both inside and outside. We ensure children have exposure to real life objects in the classroom to encourage application of skills in real life context. They are encouraged to problem solve, take challenges and use their knowledge in a range of practical ways. In the Nursery, we teach numbers through stories and familiarise the children with numberland. The children are taught to play and explore these numbers using real life objects, whilst being exposed to mathematical resources such as numicon.					
Numberland *Number blocks*	Simple daily routines Understanding the cardinal value of a number Composition of 1 using Numberland 2D Shape – Circle 3D - Sphere	Now and next time Composition of 2 using Numberland Exploration of marks to represent number and quantity Shape – Semi Circle 3D - Hemisphere	Subitize upto three Composition of 3 Shape – Triangle 3D - Pyramid	Subitise upto 4 Composition of 4 Shape – square and rectangle 3D - Cube	Subitise upto 5 Composition of 5 Shape – Pentagon 3D – Prism	Repeating patterns Comparisons between length, distance and size Describes familiar routes
SPECIFIC AREA ***Understanding the World***	Space and what you mind find in space Awareness of myself and my imagination	Awareness of what different people celebrate and why Awareness of traditions in christian celebrations	Understanding that only some animals can be pets Developing an awareness of animals in the world Observations of the change in seasons	Looking at food around us What can we eat Learning about what we can grow	Growth and change Basic knowledge of how to care and grow living things How do we grow and develop over time	Observation of different transport Looking at how we can travel around our environment and the world.
RWV *– religious festivals*	*Harvest Festival - 5th October*	*Bonfire Night - 5th Nov* *Diwali -20th October*	*Chinese New year - January 29th 2025* *Shrove Tuesday 4th March*	*Easter Sunday - 20th April*	*Eid – 30/31st March*	
SPECIFIC AREA ***Expressive Arts and Design***	Introduction of new songs and rhymes from the box Role play - expressing themselves through own experiences using their imagination	Consolidation of songs and rhymes Making Chrstmas crafts using a range of materials	Exploring textures when looking at pets Acting our scenarios being pets Movement of animals and our bodies	Easter cards - Exploring textures of food Using natural materials to combine materials to make art	*Printing shape with fruit* *Observational drawing of plants* *New songs and rhymes in the box*	Consolidation of songs and rhymes Role play - transitions to school/teachers Acting out journeys with resources

Reception	***Autumn 1***	***Autumn 2***	***Spring 1***	***Spring 2***	***Summer 1***	***Summer 2***
Topic ***Key Question***	Me in my world How do you feel today?	Our World What can you see today?	*Superheroes* *What is s superhero?*	Change What do living things need to grow?	Fantasy Journeys Where will you end up next?	Celebrating Friendships
Parent/community engagement and/or trips	Phonics workshops	Theatre Trip?	Introduce stay and read sessions on a Friday?	Chick egg hatching experience again? Butterfly farm?		
PRIME AREA ***Communication and Language***	Communication is at the heart of our curriculum. The development of children's language underpins all seven areas of learning and development. We have high expectations, exposing children to subject specific vocabulary which is carefully planned through progression maps, topic outcomes, children's need and interest. Children are encouraged to speak to their peers and adults in full sentences. We provide opportunities in small groups, whole class and one to one to develop the confidence and skills to use different tenses, ask questions and extend vocabulary through shared conversations.					
Key Texts Red = reading spine texts	The Colour Monster 'How do you feel today?' Traditional tales: The Gingerbread man 'How will you change your story?'	Look Up! 'What happens in Space?' Nativity	Super Milly and the super school day. 'What is a Superhero?' A superhero like you. 'What is a Superhero?'	The Extraordinary Gardener. 'What do living things need to grow?' Life Cycles - Non-Fiction	The Night Pirates. 'Where will you end up next?'	And Tango makes three. 'Who is special in your life?' The Growing Story 'Who will you become?'
Core Values	***Respect Forgiveness Perseverance Thankfulness Love Honesty***					
PRIME AREA *Personal, Social and Emotional Development*	*Throughout the year we focus on building strong and positive relationship through a safe and nurturing environment. We set high expectations of all children through consistent routines and celebrating individuals' successes and next steps.* *Through a range of opportunities both planned and in the moment, children are supported to manage their feelings and share their ideas with others. Interventions run to specifically meet the needs of individuals who need further support to manage and regulate their behaviour and how to recognise emotions in themselves and one another. Groups continue to remain fluid all year round.* *We ensure our children grow up to understand the Christian core values of respect, thankfulness, perseverance, honesty, forgiveness and love.*					

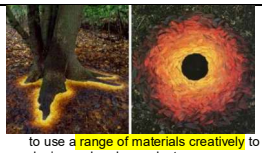
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	Knowledge and understanding ***Identity and diversity*** *Uniqueness and value of every person* *Similarities and differences between self and others* ***Power and Governance*** *Rules in class and school* *How rules can help us* ***Commitment to social justice and equity*** *Willingness to take turns and share*	**Skills** ***Ability to manage complexity and uncertainty*** *Ask for help if unsure what to do* ***Creative and critical Thinking*** *Ask questions* *Wonder about ideas* ***Informed and reflective action*** *Support others in group or class*	**Attitudes** ***Sense of identity and self-esteem*** *Awareness of self and own uniqueness* *Sense of self worth and worth of others* ***Concern for the environment and commitment to sustainable development*** *Appreciation of, and care for, living things and own environment* *Sense of wonder and curiosity about the world* *Starting to value resources* ***Belief that people can bring around change*** *Belief that everyone can do things to improve surroundings and support others*	**Knowledge and understanding** ***Globalisation and interdependence*** *Immediate and local environment and simple links with other places (eg through food)* ***Human Rights*** *Basic needs for human rights (link to food)*	**Skills** ***Creative and critical Thinking*** *Ask questions* *Wonder about ideas* ***Communication*** *Listen to others* *Take turns to express a view*	**Attitudes** ***Concern for the environment and commitment to sustainable development*** *Appreciation of, and care for, living things and own environment* *Sense of wonder and curiosity about the world* *Starting to value resources*	**Knowledge and understanding** ***Social Justice and equity*** *What is fair and unfair?* *Importance of caring and sharing (PSHE links)* ***Peace and Conflict*** *How actions have consequences* *Some basic ways to avoid, manage and resolve conflict (pshe)*	**Skills** ***Empathy*** *Show sensitivity to people's feelings and needs (relationships)* ***Self-awareness and reflection*** *Recognise, name and deal with feelings in a positive way* *Notice effects of own actions on others* *Identify how people are feeling (relationships PSHE)* ***Creative and critical Thinking*** *Ask questions* *Wonder about ideas*	**Attitudes** ***Respect for people and human rights*** *Starting to think of others* ***Value diversity*** *Positive attitude towards difference and diversity* *Willingness to listen to the ideas of others (PSHE relationships)* ***Commitment to participation and inclusion*** *Willingness to play fairly and inclusively with others*
PRIME AREA ***Physical Development***	*We provide a safe and stimulating environment that allows children to carefully manage and take risks in their physical environment. Daily free flow opportunities gives the children access to purpose built climbing equipment aswell as moveable objects, modes of physical transport and resources that develop hand eye coordination and focus.* *The children engage in weekly adult led PE lessons which teaches them the skills and attitudes needed to develop physically and mentally. Each half term we follow the 'REAL PE' scheme.* *We carefully plan for progression in skills that encourage independence and promotes a healthy lifestyle. These skills are planned to develop both fine motor and gross motor skills.*					
Progression of Fine Motor and Gross Motor Skills	**Fine Motor** To securely use pencil grip 3 and beyond To use a pincer grip and tweezers to develop small movement and concentration **Gross Motor** Developing independence in school routines Revise and refine the fundamental movement skills : Rolling, walking, running, skipping, crawling, jumping, hopping, climbing **Health** Introduction of healthy snack choices and routines in school Toileting routines and hygiene		**Fine Motor** Accurate letter formation using resources to support accuracy Finger gym to progress from pencil grip 3 to 4 **Gross Motor** Carries out daily activities independently **Health** Dressing well at school to keep safe e.g wellies, coats, hats Eating a balanced diet – trying a variety of snacks across a week Professions to look after us – have you visited a dentist/doctor/optician		**Fine Motor** Accurate letter formation at speed To securely use pencil grip 4 Tools are used accurately; scissors, garden tools, pens and pencils Safely use cutlery when eating at dinner time **Gross Motor** Uses own skills to support other in daily routines Shows accuracy in ball skills **Health** Oral health Keeping safe in the sun Balanced diets and a healthy body	
SPECIFIC AREA ***Literacy*** ***Phonics/Reading***	*Success for All Phonics offers opportunities for spoken language, exposure to high quality vocabulary, strong routines and high expectations for pupil engagement and our Cooperative Learning approach ensures that children are fully engaged and interact for the whole lesson.* *Phonics is taught daily and Children's groups remain fluid to allow children to make progress and be taught their next steps at a speed that is appropriate for them. Summative assessment happens daily and changes to be made are shared with the reading lead. All children are assessed half termly using a formative assessment.*					
Literacy ***Progression of Writing Skills***	Talks about marks on paper Copies letters from their names Writes initial sounds of letters learnt so far	Writes initial sounds consistently and beginning to write CVC words Writes their name	Writes CVC words correctly and applies knowledge to write simple captions to retell part of a story. Finger spaces are used with support	Writes phonetically plausible captions most of these have progressed to simple sentences. Finger spaces being used and some awareness of capital letters and full stops Ideas are generated together before writing	Writes a sentence phonetically and can read sentences aloud. 'Red words' and key words spelt correctly Sentences are generated by the children's own thoughts and ideas Children use finger spaces consistently	Writes interesting sentences which can be read aloud by others. All key skills are applied consistently; red words key vocab simple punctuation
SPECIFIC AREA ***Maths***	Children are taught about the number system through planned, adult led sessions on a daily basis. They are given the opportunity to apply the knowledge and skills they are taught through a range of guided group activities and during independent play. Continuous provision is enhanced with specific mathematical resources both inside and outside. We ensure children have exposure to real life objects in the classroom to encourage application of skills in real life context. They are encouraged to problem solve, take challenges and use their knowledge in a range of practical ways.					
White Rose Units Coverage	Getting to Know you Just Like Me	It's Me 1,2,3 Light and Dark	Alive in 5 Growing 6,7,8	Building 9, 10	To 20 and beyond First Then and Now	Find My Pattern On the Move

				Consolidation of knowledge and skills		
SPECIFIC AREA ***Understanding the World***	*Explore the immediate environment, learning and taking responsibility for their indoor and outdoor learning environment *To develop awareness of the school community -teachers -LSA -breakfast/ after school club -Support staff *Celebration of the Harvest festival and where food comes from	*Explore similarities and differences between festivals, Diwali and Bonfire Night. *Talk about our own family traditions and celebrations at Christmas Make links between our Christian faith/church role and Christmas Awareness of space, different from local area by visible by all Language of SPACE Recognise environments that are different to the one in which they live.	Use of language to notice changes in their immediate environment Which includes changing in seasons to winter Composition of materials	Past, present and future – What does our outdoors look like What would we like it to look like in the future How could we develop it? Recognising occupations, people who help us and how they can help	Past and present What could we do when we were 3-4 yrs What can we do now at 4-5yrs What would we like to do as an adult Knowledge about properties and materials in water - floating/sinking	Prepare for changes to school (transition), bodies changing, environments and animals
RWV *& religious festivals*	F4 Being special: where do we belong? *Harvest Festival - 5th October*	F2 Why is Christmas special for Christians? *Bonfire Night - 5th Nov* *Diwali -20th October*	F1 Why is the word 'God' so important to Christians? *Chinese New year - January 29th 2025* *Shrove Tuesday 4th March*	F3 Why is Easter special to Christians? *Easter Sunday - 20th April*	F5 What places are special and why? *Eid – 30/31st March*	F6 What times/stories are special and why?
SPECIFIC AREA ***Expressive Arts and Design*** *Follow Charranga units for music from Spring term*	Whole class circle times Learning new rhymes and songs through the use of objects and actions - Nursery rhymes Introduce key skills of how to use tools.	*Christmas Cards* Use role play to explore other cultures and how they celebrate festivals Role play – Going to the moon, being on the moon, astronauts Modelling with junk to create rockets and resources	*Easter Cards* Express own preferences through selection of materials to create an Easter card.	Combine materials to design, build and review the process used. Adapt learning and reflect on outcomes	Actively seeks out opportunities to use any resources both indoor/out to express themselves	Join in to express themselves in a clear and systematic way.

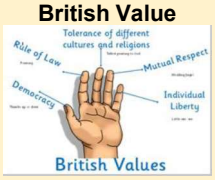
Year 1	**Autumn**	**Spring**	**Summer**
Topic **Key Question** **National Curriculum Objective**	**All about Pinhoe** **What is my local area like?** *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas* *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical*	**Explorers** **Which explorer was most significant?** *Lives of significant individuals that have contributed to national and international achievements some should be used to compare aspects of life in different periods Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee,*	**Seasides** **What can you see at the seaside?** **How have seasides changed?** **History** *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life* *significant historical events, people and places in their own locality*

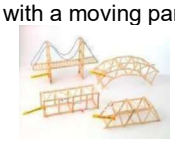
	features; devise a simple map; and use and construct basic symbols in a key *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.*	*Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]* ***Sir Francis Drake, Sacagawea, Matthew Henson and Ibn Battuta***	***Human and physical geography*** *use basic geographical vocabulary to refer to:* *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather* *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* ***Geographical skills and fieldwork*** • *use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map* • *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*
Golden Threads	Human Settlements Physical World Location	Society Invasion and Settlement Beliefs and Values Discoveries and Invention Hierarchy and Power	Invasion and Settlement Discoveries and Invention Society *Sustainability* *Human Settlements* *Physical World* *Location* *Changing Environments*
Learning Hero	**David Attenborough**	**Grace O'Malley**	**Sir William Hillary (RNLI founder)**
Diversity across the curriculum	**Darren Edwards (explorer)**	**A range of explorers covered**	**Ali Abdelghany (Egyptian Marine Biologist)**
Trip/Field work opportunities	**Local walk- Geography (Science), Urban and rural (geography, team building (PSHE), sensory**	**Paignton Zoo - Science Link Animals2U visit**	**Exmouth - Lifeboat visit, Fieldwork**
Relational Learning:	**Knowledge and understanding:** **Human Rights** *rights in class and school - the need to respect the rights of others – PSHE* ***Power and Governance*** *How to take part in making and changing rules in class / school - PSHE* **Skills: Informed and reflective Action** *Contribute actively and constructively to the life of own class and school – PSHE (general behaviour)* **Attitudes:** ***Value Diversity*** *Valuing others as equal and different PSHE and general behaviour* ***Commitment to participation and inclusion*** *Willingness to participate in activities both inside and outside of the classroom*	**Knowledge and understanding** **Globalisation and interdependence** *Similarities and differences between places in various parts of the world, including own setting – Geog & Science* **Skills** **Ability to Manage complexity and uncertainty** *Describe feelings about changes in own life and locality- GEOG/SCI* **Attitudes** **Sense of Identity and Self-esteem** *Awareness of, and pride in, own individuality - PSHE*	**Knowledge and understanding** **Sustainable Development** *Positive and negative impacts of people's actions (including own personal choices) on others and the environment. How people can damage or improve the environment - GEOG* **Skills** **Cooperation and conflict resolution** *Play and work cooperatively Help to ensure everyone in own group is included Begin to show tact and diplomacy - PSHE* **Attitudes** **Concern for the environment and commitment to sustainable development** *Concern about the local environment and willingness to care for it Taking care of resources and not wasting them – GEOG (Changes due to global warming)*
British Value 	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in both Jigsaw topics for Autumn**	Democracy Individual Liberty Mutual respect Tolerance of different cultures and religions Democracy **Dreams and Goals** Rule of Law	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **Relationships**

			Individual Liberty Mutual respect Tolerance of different cultures and religions **Healthy Me**		Individual Liberty Mutual respect Tolerance of different cultures and religions **Changing Me**	
Core Values	**Respect Forgiveness Perseverance Thankfulness Love Honesty**					
PSHE - Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
English: texts linked to writing teaching sequences.	Naughty Bus by Jan Oke	WHOLE SCHOOL UNIT - The Polar Express Billy and the Beast Nadia Shireen	The Magic Bed by John Burningham	WHOLE SCHOOL UNIT - Journey The Odd Egg by Emily Gravett	Lost and Found by Oliver Jeffers Beegu by Alexis Deaco	WHOLE SCHOOL UNIT - Flooded The Midnight Panther by Poonam Mistry The Sea Saw by Tom Percival
Reading (see Reading Progression Map)	Read aloud texts (see Framework for Reading Aloud)					
	Shared readers from FFT's Success for All Phonics					
	Individual reading: decodable Success for All Phonics books Library book selection					
Maths White Rose Hub	Place value 0 – 10 Addition and subtractions	Shape Place value 11 – 20	Addition and Subtraction Place value within 50	Length and height Weight and volume	Multiplication and division Fractions	Geometry Place Value Measure - Money
RWV	1.10 What does it mean to belong to a faith or belief community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? Part 1	1.6 Who is a Muslim and how do they live? Part 1	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Science TAPS (WS)	**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* TAPS –Describing Materials TAPS - materials for a boat **Seasonal Changes** • *observe changes across the 4 seasons* • *observe and describe weather associated with the seasons and how day length varies* TAPS - Seasonal Change Welly Walk		**Herbivores/carnivores/omnivores** **Animals, including Humans** • *Identify & compare common animals (fish, amphibians, reptiles, birds and mammals)* • *Identify & name basic body parts of creatures – link to each sense* • *Identify and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals inc pets)* TAPS- Animal Sorting TAPS – Animal group sorting		**Plants** *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees* • *identify and describe the basic structure of a variety of common flowering plants, including trees.* TAPS - Drawing leaves TAPS – Flower Model	
ART	**Andy Goldsworthy - Land Artist** *Create clay tiles with imprints of flora and fauna found of their 'Welly Walks', inspired by Goldsworthy's patterns* 		**Marc Quinn, Eva Rothschild, Michelle Reader** *Create sculptures using different materials, inspired by different key artists* - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities			

	 - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	between different practices and disciplines, and making links to their own work.	
DT	**DT** - Textiles - Autumn Outfit *Design purposeful, functional, appealing products for themselves and other users based on design criteria* **Design** an appropriate outfit for an Autumn's day **Make** the designed outfit to fit an action figure size. **Evaluate** how successful it has been through pictures and orally. **PARENT INVOLVEMENT**		**DT –** Food and Nutrition **–** prepare a healthy dish for a picnic *Use the basic principles of a healthy and varied diet to prepare dishes* **Design** a lunch that meets the variety of food needed in a healthy diet. **Make** this lunch hygienically and safely. **Evaluate** using food vocabulary, including understanding where the food comes from.
Music Charranga Scheme of work	Hey You! In the Groove	Round and Round Your Imagination	**YEAR A Ocarinas** **YEAR B Nuvo Recorders**
Outdoor Learning	Sowing seeds, bulb planting for Spring. Welly walk/Outdoor learning day Autumn senses walk	Spring walk **–** seasonal changes Minibeast hunt Chickens/guinea pigs	Whittling
PE	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor
Computing Teach Computing Project Evolve (Online safety)	Computing systems and networks **–** Technology around us. Project Evolve (Self-image and identity) Creating media **–** Digital painting Project Evolve (Online Relationships)	Programming A- Moving a robot Project Evolve (Online Reputation & Health well-being and lifestyle) Data and information - Grouping data Project Evolve (Online Bullying)	Creating media **–** Digital writing Project Evolve (Managing Online information) Programming B **–** Programming animations Project Evolve (Privacy and Security)

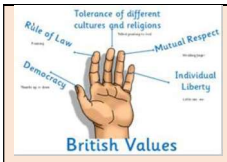
Year 2	Autumn		Spring		Summer				
Topic **Key Question** **National Curriculum Objective**	**GEOGRAPHY: 7** ***Exploring the World*** ***"How is the UK different to Kenya?"*** ***Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and*** ***physical geography*** ***Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans*** ***studied at this key stage*** ***Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and*** ***right], to describe the location of features and routes on a map Geography***		**HISTORY: 2-3 BC / AC 4** ***The Great Fire of London*** **What impact did the Great Fire of London have?** ***events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]***	**HISTORY: 3 + 3** ***Brunel*** **How did Brunel change the South West?** *♣ significant historical events, people and places in their own locality.* ***(South West of England – Brunel)***		**GEOGRAPHY: 6** ***Changing Climates*** ***"Why do we talk about weather so much?"*** ***Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and*** ***South Poles*** ***Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its*** ***surrounding environment.*** ***(changes in our school)***				
Golden Threads	Human Settlements Physical World Location		Society Beliefs and Values Hierarchy and Power		Society Invasion and Settlement Discoveries and Invention			Location Sustainability Physical World Changing Environments	
Learning Hero	**Wangari Maathai**		**Samuel Pepys**		**Isambard Kingdom Brunel**			**Dr Warren Washington**	
Diversity in the Curriculum	**Zara Mohammed (RE link)**		**Different points of view of the handling of the fire**		**Thomas Bethune**			**June Bacon-Bercey**	
Trip/Field work opportunities	**Forest Visit**		**Great Fire of London Workshop**		**Coldharbour Mill / Bicton Gardens**				
Relational Learning:	**Knowledge and understanding** **Human Rights** *rights in class and school - the need to respect the rights of others – PSHE* ***Power and Governance*** *How to take part in making and changing rules in class / school - PSHE*	**Skills** ***Communication*** *Participate in discussions about issues that affect self, others and the wider world* *State opinions and start to give reasons for these* *Listen carefully to others – HISTORY (Link to Fire safety)*	**Attitudes** ***Value Diversity*** *Valuing others as equal and different PSHE and general behaviour* ***Commitment to participation and inclusion*** *Willingness to participate in activities both inside and outside of the classroom – General Behaviour Exp*	**Knowledge and understanding** **Sustainable Development** *Positive and negative impacts of people's actions (including own personal choices) on others and the environment.* *How people can damage or improve the environment - GEOG*	**Skills** **Critical and Creative Thinking** *Ask relevant questions* *Consider merits of different viewpoints* *Use different approaches to solve problems – GEOG – global warming impact on the environment discussions*	**Attitudes** **Concern for the environment and commitment to sustainable development** *Concern about the local environment and willingness to care for it* *Taking care of resources and not wasting them – GEOG (Changes due to global warming)*	**Knowledge and understanding** **Globalisation and Interdependence** *Links between local and community and wider world – History – Brunel and how travel opened up the world for so many*	**Skills** **Critical and Creative Thinking** *Ask relevant questions* *Consider merits of different viewpoints* *Use different approaches to solve problems – Link to DT and History – engineering / making bridges*	**Attitudes** **Respect for People and Human Rights** *Respect for other people's feelings and ideas – PSHE Relationships and General Behaviour*

British Value 	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in both Jigsaw topics for Autumn**		Democracy Individual Liberty Mutual respect Tolerance of different cultures and religions **Dreams and Goals** Rule of Law Individual Liberty Mutual respect **Healthy Me**		Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in Relationships** Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **Changing Me**	
Core Values	**Respect Forgiveness Perseverance Thankfulness Love Honesty**					
PSHE - Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
English: texts linked to writing teaching sequences.	Wolves by Emily Gravett Dear Earth by Isabel Otter & Clara Anganuzzi	WHOLE SCHOOL UNIT - The Polar Express Writing Based on Autumn Term Trip	The Great Fire of London by Emma Adams Outdoor Wonderland by Josie Jeffery	WHOLE SCHOOL UNIT - Journey If All the World Were… by Joseph Coelho	Toys in Space Mini Grey Rosie Revere Engineer by Andrea Beaty	WHOLE SCHOOL UNIT - Flooded The Bear and the Piano by David Litchfield
Reading (see Reading Progression Map)	Read aloud (see Framework for Reading Aloud)					
	Guided reading texts from FFT's Routes to Reading (see Reading Progression doc for regular updates)					
	Individual reading: decodable books for those still on phonics scheme; book banded books to practise fluency after phonics scheme. Opportunity to take home a library book home in addition.					
Maths White Rose Hub	Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics Shape	Fractions Measures – length and height	Position and direction Revision **SATS**	Measures Time Mass, capacity and temperature
RWV	1.7 Who is Jewish and how do they live? Part 2 (part 1 taught in Y1)	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2 (part 1 taught in Y1)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Science	**Uses of 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.* TAPS – Waterproof Materials		**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)* *• describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.* TAPS - Handspans **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 micro-habitats* *• 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.* TAPS – Nature Spotters		**Plants** *• observe and describe how seeds and bulbs grow into mature plants* *• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.* TAPS – Plants Growth	

ART	**Magdelene Odundo - Kenyan Potter** *Create a pot inspired by Kenyan cooking pots and decorate with patterns inspired by African textiles.*   - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		**Claude Monet - Bridges** *Sketch and paint a Brunel bridge in the style of Monet.*   - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT		DT - Structures – Tudor Houses  *Build structures, exploring how they can be made stronger, stiffer and more stable* **Design** a structure suitable for a Tudor family and the Tudor era. **Make** this structure thinking about how to make it stronger and more stable. **Evaluate** the different materials used and how successful the project has been.	DT - Mechanisms – Make bridges with a moving part  *Explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products.* **Design** a bridge with a moving mechanism. **Make** using woodwork tools including hacksaws and bench hooks. **Evaluate** different mechanisms to be used and their effectiveness.
Music Charanga Scheme of Work	Hands, feet, heart Christmas performance Songs	Zootime Friendship Song	**YEAR A Ocarinas** **YEAR B Nuvo Recorders**
Outdoor Learning	Forest School – Fires and Dens	Forest School Day Caring for the animals	Forest School Den Building (leaning against a tree and tepees)
PE	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor
Computing Teach Computing Project Evolve (Online safety)	Computing systems and networks –IT around us. Project Evolve (Self-image and identity) Creating media – Digital photography Project Evolve (Online Relationships)	Programming A – Robot algorithms. Project Evolve (Online Reputation & Health well-being and lifestyle) Data and information – Pictograms Project Evolve (Online Bullying)	Creating media – Digital media Project Evolve (Managing Online information) Programming B – Programming quizzes. Project Evolve (Privacy and Security)

Year 3	Autumn		Spring	Summer
Topic **Key Question** **National Curriculum Objective**	**GEOGRAPHY:** **Delightful Devon** **Where does Devon fit into the World?** ***name and locate counties and cities of the United Kingdom, geographical regions and their***	**HISTORY** **Stone Age to Iron Age** **Who was here before me?**	**HISTORY:** ***Ancient Egypt*** ***How did the Ancient Egyptians shape the world for us today?***	**GEOGRAPHY:** **Water, water everywhere** **"Can life survive without water?"** ***Physical geography,*** ***including: climate zones, biomes and***

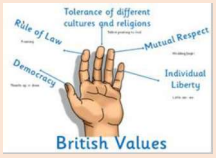
	identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Changes in Britain from the Stone Age to the Iron Age (This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture)	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	vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Golden Threads	Human Settlements Physical World Location Changing Environments	Invasion and Settlement Discoveries and Invention	Society Beliefs and Values hierarchy and Power Discoveries and Invention	Sustainability Human Settlements Physical World Location Changing Environment
Learning Hero	**Sir Francis Drake**	**Mary Anning**	**Moses**	**Peter Morgan**
Diversity in the Curriculum	**Different cultures**	**Mary Anning**	**Focus on the lives of current egyptians**	**Sunita Nurain**
Trip/Field work opportunities	**Farm Visit**	**Kents Cavern**	**Ancient Egypt Workshop**	**Quay - Fieldwork**
Relational Learning	**Knowledge and understanding** **Identity and Diversity** *Diversities of cultures and societies within and beyond own experience* *Contributions of different cultures to our lives – HISTORY LINK*	**Skills** ***Link to PSHE Units***	**Attitudes** **Concern for the environment and commitment to sustainable development** *Sense of responsibility for the environment and the use of resources* *Commitment to taking action to protect the environment and quality of life for people locally and globally – GEOG Link*	**Knowledge and understanding** **Sustainable Development** *Basics of climate change (causes and effects) – GEOG Link – how human and physical features have changed* **Self-awareness and Reflection** *Identify connections between personal decisions and issues affecting people locally and globally – GEOG link – basic environmental changes*	**Skills** **Link to PSHE Units**	**Attitudes** **Link to PHSE Units**	**Knowledge and understanding** **Identity and Diversity** *Diversities of cultures and societies within and beyond own experience* *Contributions of different cultures to our lives – HISTORY LINK*	**Skills** **Links to PSHE Units**	**Attitudes** **Links to PSHE Units**
British Value	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions			Individual Liberty Mutual respect Tolerance of different cultures and religions **Dreams and Goals**			Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions		

	**All in both Jigsaw topics for Autumn**		Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **Healthy Me**		**All in Relationships** Individual Liberty Mutual respect Tolerance of different cultures and religions **Changing Me**	
Core Values	**Respect Forgiveness Perseverance Thankfulness Love Honesty**					
PSHE - Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships SRE	Changing Me
English: texts linked to writing teaching sequences.	Leon and the Place Between by Angela McAllister The First Drawing by Mordicai Gerstein	WHOLE SCHOOL UNIT - The Polar Express The Barnabus Project by The Fan Brothers	The Tin Forest by Helen Ward The Last Garden by Rachel Ip	WHOLE SCHOOL UNIT - Journey Black Dog by Levi Pinfold	How to Live Forever by Colin Thompson Flotsam by David Wiesner	WHOLE SCHOOL UNIT - Flooded Jim, A Cautionary Tale by Hilaire Belloc
Reading (see Reading Progression Map)	Read aloud texts (see Framework for Reading Aloud)					
	Guided reading texts from year group reading selection of Re-think Reading and supplementary texts (see Reading Progression doc for regular updates)					
	Individual reading books selected based on AR range. Teachers monitor through AR reports. Opportunity to take home a library book in addition to AR book.					
Maths White Rose Hub	Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Money Statistics	Length and Perimeter Fractions	Fractions Time	Geometry – properties of shape Mass and Capacity
RWV	L2.1 What do Christians learn from the Creation story?	L2.8 What does it mean to be Hindu in Britain today?	L2.13: How do people from religious and non-religious communities celebrate key festivals?		L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Science	**Rocks and Forces** ***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.* TAPS – Reporting on rocks TAPS - Rocks water test ***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.*		**Plants and animals** ***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.* TAPS – Celery – How water travels TAPS – Am I a square? ***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.* TAPS - Skeletons		**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 a solid object* • *find patterns in the way that the size of shadows change.* TAPS – Making Shadows	

ART	**Hokusai - Printmaker** *Create layered prints with the theme of water, combining textures, colours and patterns.*   - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.		**Tanya Heidrich - Pattern Muralist** *Design and make an Egyptian collar with patterns inspired by hieroglyphics, using collage, fabrics and material and paper mache.*   - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.
DT		DT – Shadow Puppets  ***Design*** *♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* ***Make*** *♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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*** *♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*	
Music Charranga Scheme of Work	Let your Spirit Fly Three Little Birds Carol Concert	**YEAR A Mini Steel Pans** **YEAR B Toots (mini flutes)**	Dragon Song Bringing us together
Outdoor Learning	Looking at plants in the school environment and describing the functions	Iron Age mud houses 'Fair Fires' - Stone Age link	Drills and Bow saws – Make regal jewellery
PE	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor

Computing Teach Computing Project Evolve (Online safety)	Computing systems and networks – Connecting computers Project Evolve (Self-image and identity) Creating media – Stop-frame animation Project Evolve (Online Relationships)	Programming A – Sequencing sounds Project Evolve (Online Reputation & Health well-being and lifestyle) Data and information – Branching databases. Project Evolve (Online Bullying)	Creating media – Desktop publishing Project Evolve (Managing Online information) Programming B – Events and actions in programs. Project Evolve (Privacy and Security)
MfL 'Language Angels – Spanish'	Phonetics 1 (in 'Core Vocabulary & Extras') & I'm Learning Spanish Seasons	Musical Instruments Fruits or Vegetables	Ice-Creams Ancient Britain

Year 4	**Autumn**		**Spring**		**Summer**
Topic **Key Question** **National Curriculum Objective**	**GEOGRAPHY** **Cities around the World** **What makes somewhere a city?** *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics,* *countries, and major cities* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography* *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian* *and time zones (including day and night)* *Use the eight points of a compass, four*	**HISTORY** **The Romans** **What impact did Romans have on life in Britain?** *The Roman Empire and its impact on Britain* *(This could include: ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity)* *A local history study* **(a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - ROMAN EXETER)**	**HISTORY** ***Ancient Greece*** ***Who were the Ancient Greeks and what did they do for us?*** ***Ancient Greece** – a study of Greek life and achievements and their influence on the western world*	**HISTORY** **Moving tectonic plates** **"How is our World landscape shaped by moving tectonic plates?"** *Physical geography,* *including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle* *Use maps, atlases, globes and digital/computer mapping to locate countries and* *describe features studied*

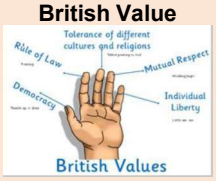
	and six-figure grid references, symbols and key (including the use of Ordnance *Survey maps) to build their knowledge of the United Kingdom and the wider world* *Use fieldwork to observe, measure, record and present the human and physical* *features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*			
Golden Threads	Sustainability Human Settlements Physical World Location	Society Invasion and Settlement Hierarchy and Power Discoveries and Invention	Society Beliefs and Values Discoveries and Invention Hierarchy and Power	Human Settlements Physical World Location Changing Environments
Learning Hero	**Tom Daley (Plymouth link)**	**Emperor Trajan**	**Heracles**	**Katharine Cashman (Volcanologist)**
Diversity in the Curriculum	**People and culture differences**	**First African settlement in UK**	**Links between Africa and Ancient Greece**	**Tenzing Norgay**
Trip/Field work opportunities	**Plymouth: The Box (STEAM workshop)**	**Town Centre - Roman walls**	**Ancient Greece Workshop**	**Killerton - Orienteering and Art Sketching**
Relational Learning	**Knowledge and understanding** **Power and Governance** *The need for rules in own school and wider society and how people can take part in making and changing them Basics of how own country and region is governed (and was) ROMANS – History link* **Peace and Conflict** *Examples of conflicts past and present in own society and others – HISTORY link* **Skills** ***Link to PSHE Units and British Values*** **Attitudes** ***Link to PSHE Units and British Values***	**Knowledge and understanding** **Identity & Diversity** *Diversity of cultures & societies within and beyond own experience* *Contributions of different cultures to our lives – GEOG Link* **Sustainable Development** *Basics of climate change (causes and effects) – GEOG Link – how human and physical features have changed across the world – which has had the bigger impact?* **Skills** **Self-awareness and Reflection** *Identify connections between personal decisions and issues affecting people locally and globally – GEOG link – basic environmental changes* **Attitudes** **Concern for the environment and commitment to sustainable development** *Sense of responsibility for the environment and the use of resources Commitment to taking action to protect the environment and quality of life for people locally and globally – GEOG Link* **Value Diversity:** *Valuing difference and recognising the benefits of differences – GEOG Link – people / cultures*	**Knowledge and understanding** **Identity and Diversity** *Diversities of cultures and societies within and beyond own experience Contributions of different cultures to our lives – HISTORY LINK* **Skills** ***Link to PSHE Units and British Values*** **Attitudes** ***Link to PSHE Units and British Values***
British Value 	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in both Jigsaw topics for Autumn**	Democracy Individual Liberty Mutual respect Tolerance of different cultures and religions **Dreams and Goals** Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in Healthy Me**	Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **Relationships** Democracy Individual Liberty Mutual respect Tolerance of different cultures and religions **Changing Me**
Core Values	**Respect Forgiveness Perseverance Thankfulness Love Honesty**			

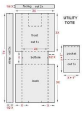
PSHE - Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships SRE	Changing Me SRE
English: texts linked to writing teaching sequences.	The Matchbox Diary by Paul Fleischman The Iron Man by Ted Hughes	WHOLE SCHOOL UNIT - The Polar Express The Lion, the Witch and the Wardrobe by C.S.Lewis	Tar Beach by Faith Ringgold Granny Came Here on the Windrush by Patrice Lawrence	WHOLE SCHOOL UNIT - Journey Varmints by Helen Ward	Baker by the Sea by Paula White Shackleton's Journey by William Grill	WHOLE SCHOOL UNIT - Flooded Until I Met Dudley by Roger McGough and Chris Riddell The Lighthouse Literacy Shed Animation
Reading (see Reading Progression Map)	Read aloud texts (see Framework for Reading Aloud)					
	Guided reading texts from year group reading selection of Re-think Reading and supplementary texts (see Reading Progression doc for regular updates)					
	Individual reading books selected based on AR range. Teachers monitor through AR reports. Opportunity to take home a library book in addition to AR book.					
Maths White Rose Hub	Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area	Fractions and Decimals	Decimals Money Time	Statistics Properties of shapes Position and Direction
RWV	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.2 What is it like for someone to follow God?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Science	**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, and measure or research the temperature at which this happens in degrees Celsius (°C)* • *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature* TAPS – Materials drying TAPS – Dunking biscuits		**Sound and Electricity** ***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.* TAPS – String Telephone ***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* TAPS – Exploring switches		**Animals including humans** **Living things and their habitat** ***Animals inc 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.* • *construct and interpret a variety of food chains, identifying producers, predators and prey* TAPS - Teeth ***Living things..*** • *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.* TAPS – Local Environment Study	
ART	-		**Vincent Van Gogh - Pointillism** *Be inspired by Roman mosaic and pointillist pieces of art to create self portraits as a Roman Soldier*		**Albert Gleizes - Cubist Landscaper** *Sketch Ancient Greek monuments and transform their images into versions of cubist landscape paintings.*	

		incorporating a range of materials and 3D elements.   - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	  - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.
DT	DT – Food and Nutrition -Traditional sweet and savoury dishes from UK, European and South American country *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* **Design** a savoury dish using a range of cooking techniques. **Make** a healthy, savoury dish using a range of ingredients and techniques and following recipes. **Evaluate** different foods using sensory vocabulary, explore seasonality and link with Geography		**DT - Mechanisms - Catapults**  *Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages* **Design** a catapult including a complex moving part. **Make** a catapult using efficient woodworking skills and incorporating a complex mechanism (gears, pulleys, cams etc.). **Evaluate** the effectiveness of different mechanisms.
Music Charranga Scheme of Work	Mamma Mia Stop! Carol Concert	**YEAR A Mini Steel Pans** **YEAR B Toots (mini Flutes)**	Lean on Me Blackbird
Outdoor Learning	*Demonstrating tectonic plates and states of matter exploring*	*Orienteering – as Roman Soldiers, using maps and symbols to navigate*	*Planting a variety of seeds and vegetables*
PE	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor
Computing Teach Computing Project Evolve (Online safety)	Computing systems and networks Project Evolve (Self-image and identity) Creating Media – Audio production Project Evolve (Online Relationships)	Programming A – Repetition in shapes Project Evolve (Online Reputation & Health well-being and lifestyle) Data and information – Data logging Project Evolve (Online Bullying)	Creating media – Photo editing Project Evolve (Managing Online information) Programming B – Repetition in games Project Evolve (Privacy and Security)

MfL 'Language Angels – Spanish'	Phonetics 2 (in 'Core Vocabulary & Extras') & Presenting Myself ('Intermediate Language Teaching') Family	My Home Classroom	Habitats Tudors

Year 5	Autumn		Spring	Summer	
Topic **Key Question** **National Curriculum Objective**	**GEOGRAPHY** *Rainforests* ***Why do we need to save our rainforests?*** *Physical geography, including: climate zones, biomes and vegetation belts, rivers,* *mountains, volcanoes and earthquakes, and the water cycle* *Use maps, atlases, globes and digital/computer mapping to locate countries and* *describe features studied* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world*	**HISTORY** **The Maya** **How were the Maya forward thinkers?** ***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.***	**HISTORY** **Anglo-Saxons, Scots and Vikings** **How did the Anglo-Saxons, Scots and Vikings impact life in Britain?** ***Britain's settlement by Anglo-Saxons and Scots*** ***The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor***	**SCIENCE** *Earth & Space* ***How does learning about space affect life on Earth?*** *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.*	**GEOGRAPHY** **Living sustainably** **How can globalisation help people live sustainably?** ***Human geography, including: types of settlement and land use, economic activity including trade links, and*** ***the distribution of natural resources including energy, food, minerals and water*** ***Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world***
Golden Threads	Sustainability Human Settlements Location Changing Environments	Society Beliefs and Values Invasion and Settlement Hierarchy and Powe	Discoveries and Invention Beliefs and Values		Sustainability Physical World Location Changing Environments
Learning Hero	**Hugh Fernley-Whittingstall**	**Alfred the Great**	**Pakel the Great**	**Katherine Johnson**	**Percy Fawcet**
Diversity across the curriculum	**Costa Rica - World leading country in sustainability**	**Explore lack of diversity in archaeology**	**Explore lack of diversity in archaeology**	**NASA African American women 'computers' Stephen Hawking**	**Different tribes in different rainforests**
Trip/Field work opportunities	**MET office link for fieldwork**	**Anglo-Saxon Workshop**		**We are the Curious Science Museum**	**Eden Project**
Relational Learning	**Knowledge and understanding** **Peace and Conflict** *Wider causes and effects of conflict at all levels Importance of resolving conflict fairly – HISTORY LINK*	**Skills** **Informed and reflective Action** *Challenge viewpoints which perpetuate inequality and injustice – HISTORY link (Forced power / tale over)*	**Attitudes** **Belief that people can bring around change** *Belief that people can often make a greater difference when they take collective*	**Knowledge and understanding** **Globalisation and Interdependence** *Impacts of decisions made at local, national and global levels on people and the*	**Skills** **Critical and Creative Thinking** *Evaluate media and other sources for bias, stereotypes and range of voices and perspectives*	**Attitudes** **Belief that people can bring around change** *Willingness to take an informed stand on global*	**Knowledge and understanding** **Sustainable development** *Differing views about development and quality of life and their measurements – Science link –*	**Skills** **Critical and Creative Thinking** *Evaluate media and other sources for bias, stereotypes and range of voices and perspectives Analyse own and others' assumptions about people and issues*	**Attitudes** **Belief that people can bring around change** *Willingness to take an informed stand on global issues – space exploration*

	(Forced power / tale over) **Power and Governance** *How a lack of power and representation can result in discrimination and exclusion* *The power of collective action – HISTORY link (Forced power / tale over)*		*action – HISTORY (Links to BV – Rule of Law)*	*environment across national boundaries – History/Geography link* **Sustainable Development** *Differing views about development and quality of life and their measurement* *UN Sustainable Development Goals and progress against them* *Importance of biodiversity wider causes and implications of climate change – Geog link*	*Analyse own and others' assumptions about people and issues* *Keep mind open to new ideas – environment* **Ability to manage complexity and uncertainty** *Explore multiple perspectives and alternative visions of the future – Environment link*	*issues- Environment* **Concern for the environment and commitment to sustainable development** *Appreciation of interdependence between people and planet* *Concern about the effects of lifestyles and consumer choices on people and their environment – Environment link*	*impact of space exploration* **Globalisation and Interdependence** *Impacts of decisions made at local, national or global levels on people and the environment across national boundaries – Impact of space exploration*	*Keep mind open to new ideas – Space exploration*	
British Value  	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in both Jigsaw topics for Autumn**			Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in both Jigsaw topics for Spring**			Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in Relationships** Individual Liberty Mutual respect Tolerance of different cultures and religions **Changing Me**		
Core Values	**Respect Forgiveness Perseverance Thankfulness Love Honesty**								
PSHE - Jigsaw	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships SRE	Changing Me			
English: texts linked to writing teaching sequences.	The Lost Thing by Shaun Tan The Man Who Walked Between the Towers by Mordicai Gerstein	WHOLE SCHOOL UNIT - The Polar Express Robot Girl Malorie Blackman	Kasper, Prince of Cats Michael Morpurgo The Island Armin Greder	WHOLE SCHOOL UNIT - Journey Hidden Figures by Margot Lee Shetterly	Curiosity by Markus Motum Alte Zachen: Old Things by Cigalle Hanaor	WHOLE SCHOOL UNIT - Flooded The Lost Happy Endings by Carol Ann Duffy			
Reading (see Reading Progression Map)	Read aloud texts chosen from the reading spine for each year group (see Framework for Reading Aloud)								
	Guided reading texts from year group reading selection of Re-think Reading and supplementary texts (see Reading Progression doc for regular updates)								
	Individual reading books selected based on AR range. Teachers monitor through AR reports. Opportunity to take home a library book in addition to AR book.								
Maths White Rose Hub	Place Value Addition and Subtraction Statistics	Multiplication and Division Perimeter and area	Multiplication and division	Fractions Decimals and Percentages	Decimals Properties of shape	Position and Direction Converting Units Measures - Volumes			
RWV	NEW U2.14: Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)			

Science	**Properties and changes of materials** ***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.* TAPS – Nappies investigation TAPS – Dissolving TAPS – Insulation layers		**Animals including humans** **Living things and their habitats** **Living things..** *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 inc humans** • *describe the changes as humans develop to old age* TAPS - Life Cycle Research task TAPS – Aquadynamics		**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 that 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.* TAPS - Bottle Rockets TAPS - Space Crater (Gravity) **SRE**	
ART			**Anna Bregman - Pencil Viking Portraits** *Sketch themselves as a Viking, using appropriate techniques to create a realistic image.*  - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.		**Adrian Chesterman - Hyper Realism** *Create a paper sculpture with space as inspiration, using pastels and chalks to create perspective and shape.*   - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.	
DT	**DT –** Textiles - Tote Bags / Pouch      *Select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately.*					

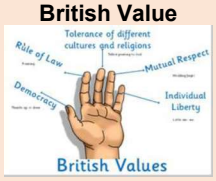
	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Design** a tote bag through careful design steps - including making an initial design using a computer. **Make** the bag using a wide range of tools and methods. **Evaluate** different existing products and consider designers who create in this field.		
Music Charranga Scheme of Work	**YEAR A - Nuvo jSaxes** **YEAR B Djembes**	Living on a prayer Classroom Jazz 1	Make you Feel my Love Fresh Prince of Bel Air
Outdoor Learning	5 minute fires	Tarp Shelters and knot tying	Field Work – Plastic Clean Up Environmental impact – review of local area
PE	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor	Indoor Dance ad Gym Outdoor
Computing Teach Computing Project Evolve (Online safety)	Computing systems and networks – Systems and searching. Project Evolve (Self-image and identity) Creating media – Video production Project Evolve (Online Relationships)	Programming A – Selection in physical computing Project Evolve (Online Reputation & Health well-being and lifestyle) Data and information – Flat-file databases. Project Evolve (Online Bullying)	Creating media – Introduction to vector graphics Project Evolve (Managing Online information) Programming B – Selection in quizzes Project Evolve (Privacy and Security)

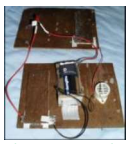
MfL 'Language Angels – Spanish'	Phonetics 1-3 (in 'Core Vocabulary & Extras') & Do You Have a Pet? ('Intermediate Language Teaching') What is the date?	The Weather Presenting Myself	Clothes Olympic

Year 6	**Autumn**		**Spring**	**Summer**
Topic **Key Question** **National Curriculum Objective**	**GEOGRAPHY** **Changing World** **Why are we in a global crisis?** ***Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and*** ***the water cycle*** ***Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of*** ***natural resources including energy, food, minerals and water***	**HISTORY** ***Devon Railways (Local Study)*** ***How did*** ***the railways change life in Devon?*** ***♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066*** ***Local History Study ♣ a depth study linked to one of the British areas of***	**HISTORY** ***WW2*** ***How did the Blitz impact life in Britain?*** *a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain)* ***a local history study*** *(Examples (non-statutory) ♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)*	**GEOGRAPHY** ***Trade*** ***Why is trade so important to understand human geography?*** *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*

	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *Use maps, atlases, globes and digital/computer mapping to locate countries and* *describe features studied* *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the* *United Kingdom and the wider world*	*study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a* ***study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality****.*		
Golden Threads	Sustainability Human Settlements Physical World Location Changing Environments	Society Discoveries and Invention Beliefs and Values	Society Discoveries and Invention Hierarchy and Power Invasion and Settlement	Sustainability Human Settlements Location Changing Environments
Learning Hero	**Greta Thumberg**	**George Stevenson**	**Winston Churchill**	**Michael Gidney (Fair Trade CEO)**
Diversity across the curriculum	**Explore a range of conservationists from across the World**	**Michael Caines (Modern Exmouth)**	**Fighters across the empire**	**Fair Trade farmers** **Returning disabled fighters (British Legion)**
Trip/Field work opportunities	**Killerton - how they are utilising and adapting land use**		**WW2 Workshop**	**Residential - London** **Field Work: Fair Trade investigation at Supermarkets** **Crealy**

Relational Learning	**Knowledge and understanding** **Globalisation and interdependence** *Impacts of decisions made at a local, national or lobal level on people and the environment - Development or railways*	**Skills** ***Link to PSHE Units and British Values***	**Attitudes** ***Link to PSHE Units and British Values***	**Knowledge and understanding** **Sustainable Development** *Importance of biodiversity, wider causes and implications of climate change – natural disaters cause and effect*	**Skills** **Critical and Creative thinking** *Evaluate media and other sources for bias, stereotypes and range of voices and perspectives – cause and effect of natural disaters*	**Attitudes** **Belief that people can bring about change** *To take an infomred stand on global issues* *Cause and effect of natural diasters*	**Knowledge and understanding** **Social Justice and equity** *Inequalities within and between societies and how these change wider causes and effects of poverty, inequality and exclusion – WW2* **Identity and Diversity** *Impacts of stereotyping, prejudice and discrimination and how to challenge these – WW2* **Peace and Conflict**	**Skills** **Informed and Reflective Action** *Challenge Viewpoints which perpetuate inequality and injustice – WW2 discussions*	**Attitudes** **Commitment to social justice and equity** *Active concern at injustice, exploitation and denial of human rights – WW2*

							Wider causes and effects of conflict at all levels **Human Rights** *Universal declaration of Human Rights* *Importance of government defending people's human rights* *Historical human rights issues – WW2* *Contributions of different cultures to our lives – HISTORY LINK*		
British Value 	Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in both Jigsaw topics for Autumn**			Democracy Individual Liberty Mutual respect Tolerance of different cultures and religions **Dreams and Goals** Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **Healthy Me**			Democracy Rule of Law Individual Liberty Mutual respect Tolerance of different cultures and religions **All in Relationships** Individual Liberty Mutual respect Tolerance of different cultures and religions **Changing Me**		
Core Values	**Respect Forgiveness Perseverance Thankfulness Love Honesty**								
PSHE – Jigsaw	Being me in my world	Celebrating Difference		Dreams and Goals	Healthy Me		Relationships	Changing Me	
English: texts linked to writing teaching sequences.	The Arrival Shaun Tan	WHOLE SCHOOL UNIT - The Polar Express Can We Save the Tiger by Martin Jenkins How the Grinch Stole Christmas by Dr. Seuss		Suffragette: The Battle for Equality by David Roberts Derby Day Historical Clip	WHOLE SCHOOL UNIT - Journey The Promise by Nicola Davies		Beyond the Lines Literacy Shed Animation	WHOLE SCHOOL UNIT - Flooded Alma Literacy Shed Animation	
Reading (see Reading Progression Map)	Read aloud texts chosen from the reading spine for each year group (see Framework for Reading Aloud)								
	Guided reading texts from year group reading selection of Re-think Reading and supplementary texts (see Reading Progression doc for regular updates)								
	<u>Autumn 1</u> Drove of the Bullocks The Viewer The Arrival (Linked to Literacy Text)	<u>Autumn 2</u> Way Home House of Air How to Live Forever	<u>Spring 1</u> Mr WS Plays The Stranger Guess	<u>Spring 2</u> Work and Play Mysteries of Catalhoyuk - Not available anymore The Snow Queen	<u>Summer 1</u> Someone Like The Snow Queen Rose Blanche The Greatest Show on Earth	<u>Summer 2</u> Black and British Future Hopes Mushrooms			
	Individual reading books selected based on AR range. Teachers monitor through AR reports. Opportunity to take home a library book in addition to AR book.								
Maths White Rose Hub	Place Value Four Operations	Fractions Position and Direction		Decimals Percentages Algebra	Converting Units Perimeter, Area and Volume Ratio		Properties of Shape Statistics **SATS**	Consolidation	
RWV	U2.2 Creation and science: conflicting or complementary?	U2.11 What does it mean to be a Humanist in Britain today? (NR)		U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?		U2.13: What can be done to reduce racism? Can religion help?	U2.12 How does faith help people when life gets hard?	
Science	**Light**			**Living things and their habitats**			**Animals including humans**		

	• 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. TAPS – Investigating shadows **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. TAPS - Conductive Dough Bulb Brightness	• describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics TAPS – Outdoor Keys TAPS – Invertebrate Research	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans TAPS – Heartrate Headstands **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 TAPS – Egg Strength, Fossil Habitats and Invertebrate Research
ART	**Banksy - Environmental Street Art** *Design a piece of street art with a message that supports protecting our environment.*  - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history.		**END OF YEAR 6 ART PROJECT** **'All About Me'** *Children to create a piece of work that represents 'them'. Use a combination of the skills accessed in their time at Pinhoe.*
DT	DT - Structures - Modern Building using Fair Trade materials *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures* **Design** a building for trade use that is focused upon using fair trade materials. **Make** the structure using different techniques and materials, ensuring it is strong and stable. **Evaluate** the use of fair trade materials and stability.	**DT** - Food and Nutrition - Afternoon Tea *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* **Design** a healthy afternoon tea. **Make** scones and other savoury items using different cooking techniques. **Evaluate** the items already available and the effectiveness of their own work.	**DT –** Mechanisms - Morse Code Machines   *Understand and use electrical systems in their products e.g. series circuits incorporating switches, bulbs, buzzers and motors.* *Apply their understanding of computing to program, monitor and control their products.* **Design** a morse code machine ensuring it includes electrical parts. **Make** the device and ensure it can be programmed and controlled. **Evaluate** the effectiveness of the electrical system.
Music Charranga Scheme of Work	**YEAR A - Nuvo jSaxes** **YEAR B Djembes**	A New Year Carol Happy	Classroom Jazz 2 You've got a Friend
Outdoor Learning	Shelters Tarp and knot tying Anderson Shelters	Tool Use - Knives	Create a woodwork item
PE	Indoor Dance and Gym Outdoor	Indoor Dance and Gym Outdoor	Indoor Dance ad Gym Outdoor

Computing Teach Computing Project Evolve (Online safety)	Computing systems and networks – Communication and collaboration. Project Evolve (Self-image and identity) Creating media – Web page creation Project Evolve (Online Relationships)	Programming A – Variables in games Project Evolve (Online Reputation & Health well-being and lifestyle) Data and information – Introduction to spreadsheets Project Evolve (Online Bullying)	Creating media – 3D Modelling Project Evolve (Managing Online information) Programming B – Sensing movement Project Evolve (Privacy and Security)

MfL 'Language Angels – Spanish'	Phonetics 3 to 4 (in 'Core Vocabulary & Extras') & At School ('Intermediate Language Teaching') My House	Weather The Weekend	Me in the World World War II