

# Our Curriculum:

Intent

Implementation

Impact

*2021 - 2022*



**STAVERTON**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL



# Leadership Teams

## Curriculum

Areas of responsibility:  
Curriculum Design  
Subject Leadership  
Pupil Premium  
Assessment, attainment and progress

The Team:  
Claire Allen  
Edward Powe

## English and MFL

Areas of responsibility:  
Reading  
Writing  
Speaking and Listening  
MFL

The Team:  
Jo Gurr  
Claire Allen  
Claire Billingham  
Annalie Ibison  
Zoe Donaldson  
Cath Knight  
Helen Clarke  
Dannielle Plumpton

## Maths and Computing

Areas of responsibility:  
Mathematics  
Computing

The Team:  
Katie Hart  
Claire Allen  
Emma Otway  
Cath Knight  
Clare Adams  
Zoe Donaldson

## Humanities

Areas of responsibility:  
Science  
History  
Geography  
DT  
PE

The Team:  
Katie Jefferys  
Debbie Moore  
Claire Allen  
Beth Jones

# The Arts

## Areas of responsibility:

Art  
Music

## The Team:

Jo Bishop  
Jo Gurr  
Claire Billingham  
Katie Jefferys  
Annalie Ibison  
Lorraine Barham  
Manda Cafferkey  
Mick Hunt  
Dannielle Plumpton  
Yvette Williams

# RE and SMSC

## Areas of responsibility:

RE  
Collective Worship  
SMSC  
PSHE  
Well-being

## The Team:

Edward Powe  
Laura Arlett  
Emily Butterfield  
Jo Gurr  
Debbie Moore

# EYFS and Outdoor Learning

## Areas of responsibility:

EYFS  
Outdoor Learning

## The Team:

Emily Butterfield  
Jo Bishop  
Beth Jones  
Lorraine Barham  
Yvette Williams  
Katie Hart  
Danielle Plumpton  
Emma Otway

# Inclusion

Areas of responsibility:

SEND  
LAC

The Team:

Louise Parsons  
Laura Arlett  
Noreen Roberts  
Clare Adams  
Yvette Williams  
Manda Cafferkey  
Jo Sykes  
Zoe Donaldson  
Lorraine Barham  
Helen Clark

# Wider Curriculum

Areas of responsibility:

Extra-curricular activities  
Educational visits  
Wider opportunities  
Community

The Team:

Jo Sykes  
Edward Powe  
Sarah Nevers  
Mick Hunt

# Premises

Areas of responsibility:

Premises  
Health and safety  
Maintenance

The Team:

Vin Dobbin  
Edward Powe  
Noreen Roberts  
Helen Clarke  
Mick Hunt

# English and MFL

Team Leader:  
Jo Gurr

## INTENT

### Reading:

- Foster an innate love of reading where pupils choose to read.
- Provide engaging reading opportunities for all pupils.

### Writing:

- To enable children to use the written word in order to communicate purposefully with others.

### MFL:

- To provide opportunities for children to extend their understanding of how language works.

## IMPLEMENTATION

- Development of new library.
- All children to regularly visit Trowbridge Library and become members.
- Secure a variety of reading materials for new library and class books corners.
- Develop shared and paired writing between classes across the school.
- Secure structured spelling scheme to be used in KS2.
- Secure handwriting scheme to be used across the school.
- Develop CPD for phonics for all staff.
- Train all staff to use software designed to support SEND children e.g. Clicker and Widget.
- Develop video content to assist parents with supporting phonics development at home.
- Choose focus language for the school and secure scheme of learning.

## IMPACT

### Reading:

- New school library will be open and used by children.
- Library and book corners will have a wide range of books and reading material.
- Children will choose to read.
- All children will have a library card for Trowbridge Library.
- Time tabled sessions will be in place to allow children in different classes to share books.

### Writing:

- Spelling scheme will be in place and spelling in written work will be improved.
- Handwriting scheme will be in place and presentation in all books will be improved.
- All staff will be trained in phonics and can deliver teaching and interventions as needed.
- Parents will be better able to support children in KS1 with their phonic learning.
- Phonics results at the end of Year 1 will be in line or above national averages.
- Writing results at the end of KS1 and KS2 will be in line with National Averages and demonstrate a rise from previous years.

### MFL:

- A new scheme of learning will be in place and MFL will be taught regularly across KS2.
- There will be a clear progression of skills in MFL across KS2.

# Maths and Computing

Team Leader:  
Katie Hart

## INTENT

We use mathematics every day: from telling the time to handling money to reading timetables and so much more. It is vital to be numerate to participate fully in our community and in our world. Therefore, at Staverton school we aim to make sure every child has a rich and meaningful maths education. Through our teaching and learning of mathematics we aim to develop:

### Positive Attitudes

We would like every child to have a love for and enjoyment of mathematics and, as educators, have high expectations of all learners and a belief that everybody can have success in mathematics. We aim to provide a challenge and sense of achievement for all pupils. We wish to create a positive learning environment where children can take risks and learn from their mistakes and will promote independence of thought, action and problem solving.

### Fluency

It is important that all children at Staverton school become fluent in the fundamentals of mathematics, through varied and frequent practice. Every child should develop a conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

### Reasoning

Children should be encouraged to explain, justify, question and prove when completing mathematics activities. They need to explore patterns, follow a line of enquiry, describe relationships, make generalisations and develop an argument. Teachers should promote the use of the correct mathematical vocabulary to enable mathematical talk. STEM sentences should be promoted in all key stages to help children grasp new mathematical language.

### Problem Solving

Children should be confident in solving problems by efficiently applying mathematics to a variety of problems and be able to think logically and systematically.

### Mastery

The school aims to cultivate a deep understanding of a range of mathematical skills and knowledge which can be used to explore, interpret, predict, explain and understand the world. We also aim to create opportunities for mathematics across all areas of the curriculum to make it meaningful, inspire creative thinking and allow opportunities for the application of skills and knowledge.

### Computing

As a school we aim to provide a computing programme that educates and informs all our children in order for them to be computer literate. It is vital that all children learn life-skills that enable them to embrace and utilise new technology in a socially responsible and safe way.

## IMPLEMENTATION

- Ensure that all children have access to equipment and resources that will enable them to make progress and understand basic concepts.
- Develop a calculation policy so that all basic maths skills are taught consistently across the school.
- Establish a new computing scheme of work and make sure children have access to good quality technology.
- Promote the teaching of basic mathematical skills so that children have a good level of understanding and are able to make progress and enjoy mathematics

## IMPACT

- All children will have an improved understanding and recall of basic skills.
- All teachers will be confident with delivering a daily basic skills section into their maths lessons. This will be quick, efficient and enjoyable for children.
- All classrooms will have access to quality mathematics resources.
- Children will be able to independently select resources which will help them complete their maths.
- Quality resources will help children to visualise and understand maths concepts and improve motivation and enjoyment of the subject.
- All teachers will be clear in how to teach the four main calculations (addition, subtraction, multiplication and division). This will be clear and consistent across the school.
- Parents will have an increased understanding of how the four main calculations are taught in school.
- Children have access to good quality and up to date technology.
- Computing will be taught regularly in all classes following an easily accessible scheme of work.
- Important subjects such as e-safety are covered regularly and children are aware of the positives and negatives of using the internet.

# Humanities

Team Leader:  
Katie Jeffereys

## INTENT

- Ensure all children develop and progress their knowledge and skills in Science, History, Geography and DT.
- Ensure all children have the opportunity to have practical, hands-on learning experiences within Science, History, Geography and DT.
- Make connections between our local communities within our curriculum making the learning relevant and relatable to all children.
- Embed an ambitious two-year rolling curriculum for Science, History, Geography and DT ensuring there is clear, logical progression throughout.

## IMPLEMENTATION

- Ensure we have up-to-date, working and relevant resources
- Update/change curriculum maps focussing on progression and coverage within the 2-year rolling cycle
- Make the humanity subjects more visible around the school
- Find out staffs and students' opinions about the humanity subjects currently
- Create links within our local communities

## IMPACT

- All children will have had multiple practical, hands-on learning experiences throughout the year across Science, History, Geography and DT.
- All children will have the opportunity to use up-to-date, working, relevant resources.
- Staff will know what resources are available, where to find these and how to use them.
- Children will be able to differentiate between the subjects and identify topics and activities within each subject.
- The subjects will be visible around school.
- There will be clear progression in knowledge and skills within all subjects. This will be visible in books, displays and discussions with staff and children.
- Pupils and staff are positive about humanity subjects.
- Staff and pupils' opinions will be listened to and acted on.
- New curriculum maps used and lots of opportunities for feedback and refinement through communication with staff.

# The Arts

Team Leader:  
Jo Bishop

## INTENT

### MUSIC

- To develop singing- choirs and whole school singing in assemblies.
- To increase the opportunities for ALL children to learn a musical instrument.
- To provide opportunities for children to perform- in class, in school, to parents and in the community.
- To provide more opportunities for children to get involved in projects with professional musicians.
- To provide children with opportunities to enjoy live music.
- To ensure that children are given opportunities to broaden their musical education by having access to Music apps and websites (eg Chrome Lab)

### DRAMA

- To continue the tradition of Christmas nativity plays and an end of the year 5/6 play.
- To provide opportunities for children to become involved in extra-curricular drama eg a drama club.

### PE

- To introduce a new PE scheme of work.
- To increase confidence amongst staff for teaching a range of PE activities
- To provide a range of sports clubs.
- To ensure that teams from Staverton are able to take part in local tournaments.
- To organise a Sports Day.
- To develop Wake and Shake and A Mile a Day.
- To organise PE resources

### ART

- To ensure that children develop skills over the course of a year and are exposed to a range of techniques.
- To create a whole school art gallery (annually)
- To create an annual Arts Week
- To create an area where art resources can be stored in an organised way.

## IMPLEMENTATION

- MUSIC, ART and PE-To have organised resources which are easy to access and clearly labelled.
- PE- To ensure that all staff are familiar with the new scheme that has been introduced in PE.
- MUSIC-To provide some in-house CPD to ensure that staff are confident about the Charanga scheme and are utilising it to its full potential.
- To introduce staff to various music composition apps and websites.
- ART-To find and develop a scheme of work for Art to ensure that children are developing their skills over time so that there is very clear progression and 'joined-up thinking' amongst staff.
- MUSIC- To provide all children with opportunities to receive music tuition on an instrument
- PE- to encourage all children to become involved in daily/ weekly exercise.
- PE- To encourage children to become involved in extra-curricular sport activities.
- Drama-To encourage children to take part in spoken word competitions and to have the opportunity to perform and to enjoy theatre.
- The Arts- To ensure that there are opportunities in the year for The Arts to be celebrated and for children to take part in collaborative events

## IMPACT

- Children receiving instrumental lessons and making progress with the ukulele in particular. Also performing in concerts.
- Children composing their own music and becoming familiar with composition apps and websites.
- Children feeling positive about exercise and enjoying collaborative activities like Wake and Shake
- High quality art being displayed around school
- Children taking part in a variety of concerts, competitions locally and nationally
- Children developing their skills in all areas by having access to quality tuition from experts
- Organised cupboards with resources clearly labelled and easily accessible.
- Children taking part in local tournaments and enjoying success
- The school being spoken about positively in the local community in relation to The Arts.

# RE and SMSC

Team Leader:  
Edward Powe

## INTENT

- Establish and embed a clear and agreed vision for the school that's widely understood by all, involving all stakeholders.
- Provide children with a high-quality and well-sequenced RE and PSHE curriculum
- Forge a close connection with the community: The Benefice; local authority; outside agencies
- Develop Spiritual, moral, social and cultural maturity in pupils, staff and parents

## IMPLEMENTATION

- Formulate and embed an agreed vision
- Provide a high-quality RE and PSHE curriculum
- Provide thoughtful and well-planned daily collective worship
- Provide opportunities for children to develop socially, culturally and emotionally
- Provide high-quality literature for collective worship, PSHE and RE
- Create a culture of staff and pupil wellbeing

## IMPACT

- Staff feel able to be open, honest and transparent
- Children and adults are able to articulate and explain the school's vision
- The school's vision is apparent when walking around the school
- Work in books demonstrates high quality RE learning
- Pupils speak positively about collective worship and are able to actively participate
- More opportunities for the whole school community to partake in collective worship
- All children (including vulnerable children) feel safe and happy in school

# EYFS and Outdoor Learning

Team Leader:  
Emily Butterfield

## INTENT

- Develop a culture of writing in the EYFS where children have a will to write.
- Ensure children in the EYFS make good progress from their own individual starting point.
- Develop strong links between home and school and school and pre-school in the EYFS.
- Incorporate outdoor learning across the curriculum (EYFS, KS1 and KS2).

## IMPLEMENTATION

- Develop a culture of writing in the EYFS where children have a will to write.
- Ensure children in the EYFS make good progress from their own individual starting point.
- Develop strong links between home and school and school and pre-school in the EYFS.
- Incorporate outdoor learning across the curriculum (EYFS, KS1 and KS2).

## IMPACT

- Children in the EYFS will be encouraged to be independent learners through leading their own learning. They will show high levels of engagement.
- Children will learn about other cultures through the stories that they read.
- Children will be inspired to write through the stories they have read and learnt about – they will develop a love for reading and enjoy writing from an early age.
- Each child in the EYFS will be known intimately by their teachers – teachers will enhance their areas based on the needs and interests of the children.
- Children will feel safe and nurtured – this will inspire them to take risks in their learning and try new things/develop new skills.
- Children will follow a clear learning journey with a smooth transition from pre-school to school – parents will be fully involved in this journey.
- Pre-schools will be able to prepare children for starting in September and communicate with teachers about the children.
- New children will be familiar with their teachers prior to starting school in September.
- Children will develop a love for being outdoors in all weathers.
- Children will have a greater understanding of their local environment and community.
- Children will have an increased awareness of climate change and its effects on the natural world.
- Children's physical health will be increased – they will develop an appreciation for the outdoors including how to care for wildlife.
- Children will develop their personal and social communication skills through playing focused games at playtimes.
- Providing all learners including SEN children regular hands-on learning experiences in a natural environment will help them to achieve and develop confidence and self-esteem.
- Spending more time outdoors will enable a greater sense of connection with and belonging to nature which, combined with improved self-esteem, will contribute to a positive sense of well-being.

# Inclusion

Team Leader:  
Louise Parsons

INTENT

IMPLEMENTATION

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## IMPACT

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# Wider Curriculum

Team Leader:  
Jo Sykes

## INTENT

- Opportunities for every child
- Connecting with the wider community
- Connecting with every child and parent

## IMPLEMENTATION

- Competitions – chess
- Class sleepovers
- Visitors into school – Animals, authors,
- School trips – Cinema, Panto's, Westonbirt, Longleat, beach, Brokerswood, Braeside.
- Pancake races
- Supporting – charities e.g. Red Nose Day, Children in Need, Sports Relief and Jeans for Genes
- Bonfire night
- BBQ

## IMPACT

- Wider opportunities will be available to all children across the school
- Up take of after school clubs will increase
- Participation in school wide competitions will increase
- A list of experience the children should have by the end of their time at Staverton will be established

# Our Curriculum

Year 1/2	Year A		Year B	
<b>Science</b>	<p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>• <b>Working scientifically:</b> asking simple questions and recognising that they can be answered in different ways</li> <li>• <b>Working scientifically:</b> performing simple tests</li> <li>• <b>Working scientifically:</b> using their observations and ideas to suggest answers to questions</li> <li>• <b>Working scientifically:</b> gathering and recording data to help in answering questions</li> </ul>	<p style="text-align: center;">Materials</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>• <b>Working scientifically:</b> asking simple questions and recognising that they can be answered in different ways</li> <li>• <b>Working scientifically:</b> performing simple tests</li> <li>• <b>Working scientifically:</b> identifying and classifying</li> </ul>	<p style="text-align: center;">Animals including humans (Farm)</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>• <b>Working scientifically:</b> observing closely, using simple equipment</li> <li>• <b>Working scientifically:</b> identifying and classifying</li> <li>• <b>Working scientifically:</b> using their observations and ideas to suggest answers to questions</li> </ul>	<p style="text-align: center;">Seasonal change/Living things</p> <ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> <li>• <b>Working scientifically:</b> observing closely, using simple equipment</li> <li>• <b>Working scientifically:</b> identifying and classifying</li> <li>• <b>Working scientifically:</b> gathering and recording data to help in answering questions</li> </ul>

<p><b>Geography</b></p>	<p>UK based, Where I live, geography skills Human and physical features</p> <ul style="list-style-type: none"> <li>• <b>Locational knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• <b>Locational knowledge:</b> name and locate the world's seven continents. (Europe)</li> <li>• <b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> <li>• <b>Human and physical geography:</b> use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation</li> <li>• <b>Human and physical geography:</b> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop</li> <li>• <b>Geographical skills and fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• <b>Geographical skills and fieldwork:</b> 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</li> <li>• <b>Geographical skills and fieldwork:</b> 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.</li> </ul>	<p>Non-European country comparison Human and physical features (Australia)</p> <ul style="list-style-type: none"> <li>• <b>Locational knowledge:</b> name and locate the world's seven continents. (Recap)</li> <li>• <b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country and compare to the UK.</li> <li>• <b>Human and physical geography:</b> location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• <b>Human and physical geography:</b> use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation (Recap and compare to the UK)</li> <li>• <b>Human and physical geography:</b> use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop (Recap and compare to the UK)</li> <li>• <b>Geographical skills and fieldwork:</b> use world maps, atlases and globes to identify countries and continents</li> <li>• <b>Geographical skills and fieldwork:</b> 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</li> </ul>	<p>Seas and coasts, weather and seasons, geography skills and comparison <b>(Trip to the beach)</b></p> <ul style="list-style-type: none"> <li>• <b>Locational knowledge:</b> Name and locate the world's five oceans</li> <li>• <b>Locational knowledge:</b> Name and locate surrounding seas of the four countries in the UK.</li> <li>• <b>Human and physical geography:</b> identify seasonal and daily weather patterns in the United Kingdom</li> <li>• <b>Human and physical geography:</b> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather</li> <li>• <b>Human and physical geography:</b> use basic geographical vocabulary to refer to key human features, including: port, harbour</li> <li>• <b>Geographical skills and fieldwork:</b> use world maps, atlases and globes to identify oceans</li> <li>• <b>Geographical skills and fieldwork:</b> 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</li> </ul>
<p><b>History</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements - must include a local person (e.g. <b>Isambard Brunel</b>) <b>(Brunel – SS great Britain)</b></p>	<p>Changes in living memory (their own history)</p>	<p>Events beyond living memory that are significant nationally or globally <b>(e.g. Great Fire of London)</b></p>

<p><b>DT</b></p>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</li> <li>• Select from and use a wide range of textiles according to their characteristics and explain why they are being used.</li> <li>• Evaluate their ideas and products against design criteria.</li> <li>• Select and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</li> </ul>	<p><b>Structures</b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and, where appropriate, information and communication technology.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Select from and use a wide range of materials and components, including construction materials, according to their characteristics and explain why they are being used.</li> <li>• Evaluate and test finished products.</li> </ul>	<p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Cut food safely.</li> <li>• Understand the need for a variety of food in a diet.</li> <li>• Group familiar food groups e.g. fruit, vegetables, meat, dairy etc.</li> <li>• Measure and weigh food items – using informal methods.</li> </ul>	<p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, mock-ups and, where appropriate, information and communication technology.</li> <li>• Explore and use mechanisms e.g. levers, sliders, wheels and axles, in products.</li> <li>• Evaluate finished product and share with the intended users.</li> </ul>
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## Religious Education

Class	Term 1	Term 2 INCARNATION	Term 3	Term 4 SALVATION	Term 5	Term 6 UC UNITS
<b>FS</b>	<b>SPECIAL PEOPLE</b> What makes people special? Focus on Christianity and Judaism.	<b>DISCOVERY UNIT</b> – Christmas: Giving, Saying thank- you, The Christmas Story, The Shepherds, The Wise Men, Time to Celebrate.	<b>CELEBRATIONS</b> How do people celebrate? Focus: Islam, Judaism.	UC unit Why do Christians put a cross in an Easter garden?	<b>STORIES- What can we learn from stories?</b> Focus: Buddhism, Christianity, Islam, Hinduism, Sikhism.	UC unit: GOD/CREATION Why is the word God so important to Christians?
<b>Year 1</b>	<b>JUDAISM- SHABBAT</b> KQ-Is Shabbat important to Jewish children?	Why do Christians perform nativity plays at Christmas?	<b>JUDAISM- CHANUKAH</b> KQ- Does celebrating Chanukah make Jewish children feel close to God?	Why does Easter matter to Christians?	<b>JUDAISM- PASSOVER</b> How important is it for Jewish people to do what God asks them to do?	UC unit- GOD- What do Christians believe God is like?
<b>Year 2</b>	<b>JUDAISM- THE COVENANT</b> KQ- How special is the relationship Jews have with God?	What can be learnt about Jesus from the nativity story?	<b>JUDAISM-RITES OF PASSAGE AND GOOD WORKS</b> KQ- What is the best way for a Jew to show commitment to God?	What does the Easter story tell us about forgiveness?	<b>JUDAISM- THE SYNAGOGUE</b> KQ- What makes the synagogue such a special place of worship for Jews?	UC unit- GOSPEL What was the good news that Jesus brought to the world?
<b>Year 3</b>	<b>HINDUISM- DIVALI</b> KQ- Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	What does the visit of the magi tell Christians about Jesus?	<b>HINDUISM-Hindu Beliefs</b> KQ- How can Brahman be everywhere and in everything?	Why do Christians call the day Jesus died Good Friday?	<b>HINDUISM- PILGRIMAGE TO THE RIVER GANGES</b> KQ- Would visiting the River Ganges feel special to a non-Hindu?	UC unit- GOSPEL- What kind of world did Jesus want?
<b>Year 4</b>	<b>SIKHISM- THE AMRIT CEREMONY AND THE KHALSA</b> KQ- Does joining the Kalsa make a person a better sikh?	Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians?	<b>SIKHISM- SHARING AND COMMUNITY</b> KQ- Do Sikhs think it is important to share?	How do Christians show their beliefs about Jesus in their everyday lives- prayer, serving, sharing the message and Jesus' example.	<b>SIKHISM- PRAYER AND WORSHIP</b> KQ- What is the best way for a Sikh to show commitment to God?	UC unit- PEOPLE of GOD- What is it like to follow God?
<b>Year 5</b>	<b>ISLAM- COMMUNITY AND BELONGING</b> KQ- How does going to the Mosque give Muslims a sense of belonging?	Why are titles given to Jesus at Christmas time?	<b>ISLAM- PRAYER AT HOME</b> KQ- How does praying at regular intervals help a Muslim in his/her everyday life?	What difference does the resurrection make for Christians?	<b>ISLAM- Hajj</b> KQ- How does completing Hajj make a person a better Muslim?	UC unit- GOSPEL- What would Jesus do?
<b>Year 6</b>	<b>ISLAM- BELIEFS AND PRACTICES</b> KQ- What is the best way for a Muslim to show commitment to God?	How do different artists show what is important about the Incarnation? How do different global communities show what is important about the Incarnation?	<b>ISLAM- BELIEFS AND MORAL VALUES</b> KQ- Keeping the 5 pillars. What difference does it make to Muslims?	What did Jesus do to save human beings?	<b>ISLAM- BELIEFS AND MORAL VALUES</b> KQ- Does belief in Akhirah (life after death) help Muslims lead good lives?	UC unit- PEOPLE OF GOD How can following God bring freedom and justice?

## Languages – Italian Curriculum

	Year A			Year B		
	Year 1/2	Year 3/4	Year 5/6	Year 1/2	Year 3/4	Year 5/6
Term 1	Nursery rhyme (E)	Phonics lesson 1 & 2 I am learning Italian (E)	Phonics lesson 1 & 2 Fruits (E)	Greetings (E)	Phonics lesson 1 & 2 Shapes (E)	Phonics lesson 3 & 4 The Date (I)
Term 2		Animals (E)	Vegetables (E)		Greetings (E)	My home (I)
Term 3	Colours and numbers (E)	I can (E)	Weather (I)	Seasons (E)	Vegetables (E)	Planets (P)
Term 4		Fruits (E)	Family (I)		Musical instruments (E)	At the Weekend (P)
Term 5	Ice Cream (E)	Presenting myself (I)	Clothes (I)	Little Red Riding Hood (E)	In class (I)	Me in the World (P)
Term 6		Family (I)	At school (P)		Do you have a pet? (I)	Regular verbs (P)

<b>Key</b>	
<b>E</b>	Early language unit
<b>I</b>	Intermediate language unit
<b>P</b>	Progressive language unit

## PE

PE curriculum map – more detail on individual curriculum maps saved in PE folder						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Personal Focus 1: Coordination – footwork Focus 2: Static leg balance: one leg	Social Focus 1: Dynamic balance to agility – jumping and landing Focus 2: Static balance - seated	Cognitive Focus 1: Dynamic balance – on a line Focus 2: Static balance – stance	Creative Focus 1: Coordination – ball skills Focus 2: Counter balance – with a partner	Applying Physical Focus 1: Coordination – sending and receiving Focus 2: Agility – reaction/response	Health and Fitness Focus 1: Agility – ball chasing Focus 2: Static balance – floor work
Year 1/2	Personal Focus 1: Coordination – footwork Focus 2: Static leg balance: one leg	Social Focus 1: Dynamic balance to agility – jumping and landing Focus 2: Static balance - seated	Cognitive Focus 1: Dynamic balance – on a line Focus 2: Static balance – stance	Creative Focus 1: Coordination – ball skills Focus 2: Counter balance – with a partner	Applying Physical Focus 1: Coordination – sending and receiving Focus 2: Agility – reaction/response	Health and Fitness Focus 1: Agility – ball chasing Focus 2: Static balance – floor work
Year 3/4	Personal Focus 1: Coordination – footwork Focus 2: Static leg balance: one leg	Social Focus 1: Dynamic balance to agility – jumping and landing Focus 2: Static balance - seated	Cognitive Focus 1: Dynamic balance – on a line Focus 2: Static balance – stance	Creative Focus 1: Coordination – ball skills Focus 2: Counter balance – with a partner	Applying Physical Focus 1: Coordination – sending and receiving Focus 2: Agility – reaction/response	Health and Fitness Focus 1: Agility – ball chasing Focus 2: Static balance – floor work
Year 5/6	Cognitive Focus 1: Coordination - ball skills Focus 2: Agility – reaction/response	Creative Focus 1: Static balance – seated Focus 2: Static balance – floor work	Social Focus 1: Dynamic balance – on a line Focus 2: Counter balance – with a partner	Applying Physical Focus 1: Dynamic balance to agility – jumping and landing Focus 2: static leg balance – one leg	Health and Fitness Focus 1: Static balance – stance Focus 2: Coordination – Footwork	Personal Focus 1: Coordination – sending and receiving Focus 2: Agility – ball chasing

## Early Years

In Early Years we follow children’s interests and ideas. We endeavour to make learning active, hands on, memorable and fun. We explore seasonal changes and celebrations through stories, songs, exploration and real-life experiences.

	Term 1 (Baseline Assessment in first 6 weeks)	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme/Interest</b>	All About Me!	Once Upon a Time	People Who Help Us	Under the Sea	Rumble in the Jungle	Growth and Change
<b>Possible Key texts</b>	Texts about starting school e.g. The Colour Monster Goes to School, Molly is New etc. Owl Babies We’re Going on A Bear Hunt Non-fiction texts on families and parts of the body.	The Three Little Pigs Goldilocks and the Three Bears Hansel and Gretel The Three Billy Goats Gruff	Supertato A Superhero Like You Real Superheroes Superworm Burglar Bill Non-fiction texts on people who help us.	The Storm Whale Sharing a Shell Into the Blue The Lighthouse House Keeper’s Lunch The Fish Who Could Wish Non-fiction texts on sea creatures e.g. sharks.	Rumble in the Jungle Giraffes Can’t Dance We’re Roaming in the Rainforest The Dancing Tiger Monkey Puzzle Handa’s Surprise Non-fiction texts on rainforests.	Jack and the Beanstalk The Tiny Seed The Very Hungry Caterpillar Minibeast Bop Non-fiction texts on keeping healthy, minibeasts and plants.
<b>Areas of Learning</b>						
<b>Communication and Language</b>						
<b>NB: C&amp;L is not explicitly taught but rather underpins the entire EYFS curriculum. C&amp;L skills are linked to all aspects and areas of learning.</b>						
<b>Personal, Social, Emotional Development</b>	<b>Jigsaw – Being Me in My World</b>  Making friends and building relationships. Learning school/ class rules and routines. Trying new things. Getting dressed independently.  <b>School Value: Thankfulness</b>	<b>Jigsaw – Celebrating Differences</b>  Conflict resolution. Asking questions. Taking turns. Talking about ourselves positively. Following one-step and two-step instructions. <b>School Value: Trust</b>	<b>Jigsaw – Dreams and Goals</b>  Sharing. Explaining our ideas. Sharing ideas. Negotiating problems. Talking about our emotions.  <b>School Value: Perseverance.</b>	<b>Jigsaw – Healthy Me</b>  Sharing. Explaining our ideas. Compromising. Sensitivity to others Solving problems Working as a team.  <b>School Value: Justice</b>	<b>Jigsaw – Relationships</b>  Following instructions that involve several steps. Facing challenges. Working together.  <b>School Value: Service.</b>	<b>Jigsaw – Changing Me</b>  Preparing for Year 1.  <b>School Value: Truthfulness.</b>
<b>NB: PSED is not explicitly taught but rather underpins the entire EYFS curriculum. PSED skills are linked to all aspects and areas of learning.</b>						

<b>Physical Development</b>	<b>Real PE: Personal</b> I can work on simple tasks by myself. I can follow instructions and practise safely. I enjoy working on simple tasks with help.	<b>Real PE: Social</b> I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help.	<b>Real PE: Cognitive</b> I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions	<b>Real PE: Creative</b> I can explore and describe different movements. I can observe and copy others	<b>Real PE: Physical</b> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways	<b>Real PE: Fitness</b> I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise
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Throughout the year children will develop their fine motor skills so that they can use a range of tools competently, safely and confidently. These include pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Children will take part in daily 'Funky Fingers' activities to develop their fine motor skills. Children will take part in threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay to refine these skills.

<b>Literacy</b>	<p><b>Comprehension</b> Throughout the year, children will be taught to:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>NB: Children will take part in daily story times followed by a class discussion. New vocabulary will be introduced to children through books. Books will be readily available for children to access during the day in all areas of the classroom. Children will encounter a variety of fiction and non-fiction books throughout the year.</b></p>					
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<p><b>Word Reading</b> Throughout the year, children will be taught to:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>NB: We follow 'Read Write Inc' for teaching phonics. See separate RWI document for phonics progression).</b></p>					
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<b>Writing</b> Giving meaning to all marks. Writing own name correctly. Writing the initial sounds in words.	<b>Writing</b> Use phonic knowledge to write simple words (potentially some HF words). Begin to write sounds in a correct sequence Can write their name. Write labels and lists.	<b>Writing</b> Beginning to use phonic knowledge to write simple sentences with finger spaces (including HF words). Write labels, lists, letter, simple captions and sentences.	<b>Writing</b> Write simple sentences and spell words phonetically correct and high frequency words. Write letters, lists, recipes, descriptions, sentences, captions and simple stories.	<b>Writing</b> Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop. Write simple short stories and use key vocabulary. Understand key features of text. Write simple captions that can be read by themselves and others.	<b>Writing</b> Beginning to use key features of narrative in their writing. Write sentences using full stops, capital letters and finger spaces. Use key features of text and write for different purposes – write simple stories, descriptions, letters, recipes, lists etc. Re-reading what they have written to check it makes sense.
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					Spell high frequency words correctly and other words phonetically correct.	
<b>Mathematics (White Rose)</b>	Daily timetable/key times of the day Positional language Matching and sorting Comparing amounts Comparing size, mass and capacity Exploring pattern	Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Representing numbers to 5 One more and less Circles and Triangles Shapes with 4 sides Time Positional Language	Introducing Zero Comparing numbers to 5 Composition of 4 & 5 Comparing mass Comparing capacity 6, 7 & 8 Making pairs Combining 2 groups	Length and Height Time 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern	Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning – match, rotate, manipulate Adding more Taking away Spatial Reasoning – compose and decompose	Doubling Sharing and grouping Even and odd Spatial reasoning – visualise and build Deepening understanding Patterns and relationships Spatial Reasoning - mapping
<b>Understanding the World</b>	<b>RE: What makes people special? (Christianity and Judaism)</b>  <b>Me</b> Identify which part of the body is associated with which sense Talk about how senses help us. Experimenting with different senses. <b>My family</b> Talking about who is in our families and how families can be different. Sharing experiences from special family times such as birthdays, weddings etc. Understanding how we are all different and what makes us unique to develop our sense of self.  <b>Seasonal change: What happens during Autumn?</b>	<b>RE: Incarnation (Christianity)</b>  <b>Celebrations</b> Learning all about Bonfire Night (including firework safety) Diwali – the importance of light in Hinduism. Discussing our own Christmas traditions.  <b>Materials</b> Investigating materials/choosing materials based on their properties. e.g. is cake really a good material for a house? (Hansel and Gretel)	<b>RE: Celebrations (Islam and Judaism)</b>  <b>Occupations</b> Learning about different jobs/roles people have in society. What do your mummies and daddies do?  Key roles to explore: Emergency services -Police officers, firefighters, doctors, and nurses  Famous nurse: Florence Nightingale  <b>Maps</b> Learning the school address and our own address. Look at aerial views of the school and commenting on what we can see. Drawing simple maps.  <b>Seasonal change: What happens during Winter?</b>	<b>RE: Salvation (Christianity)</b>  <b>The Great Barrier Reef</b> - Where is it? - What lives there?  <b>Beaches</b> Discussing our own experiences of going to the beach. Exploring some local beaches through photographs. - Rockpools  <b>Sharks</b> Reading and watching videos all about sharks. a fact file all about sharks.  <b>Seasonal change: What happens during Spring?</b>	<b>RE: Stories (Buddhism, Christianity, Islam, Hinduism, Sikhism)</b>  <b>All about The Amazon Rainforest</b> - Where is it? - What is the weather like? - What animals live there? - what plants live there? Comparing the rainforest to where we live.	<b>RE: God/Creation (Christianity)</b>  <b>Minibeasts</b> What is a minibeast? Learning about different minibeasts and how to identify them. Minibeast hunt. Minibeast habitats The life cycle of a butterfly.  <b>Plants</b> Labelling parts of a plant (root, stem, flower) Planting magic beans Learning how to look after plants – what do plants need to grow?  <b>Seasonal change: What happens during Summer?</b>
<b>Expressive Arts and Design</b>	<b>Art focus:</b> Drawing (pencil, chalk, ink)  Self-portraits	<b>Art focus:</b> Colour (paint, ink, dye, pastels, pencils)  Colour mixing	<b>Art focus:</b> Texture (textiles, sand)  Collages Weaving	<b>Art focus:</b> Form (clay, Papier Mache)  Making a sculpture	<b>Art focus:</b> Printing (wood blocks, fruit/veg, press print)  Printing	<b>Art focus:</b> Pattern (paint, pencils, textiles)  Repeating patterns Symmetry

					Rubbings	
	Music (Charanga): Me!	Music (Charanga): My Stories	Music (Charanga): Everyone	Music (Charanga): Our World	Music (Charanga): Big Bear Funk	Music (Charanga): Reflect, rewind and replay
<b>Key Celebrations</b>						
	<ul style="list-style-type: none"> <li>• Black History Month</li> <li>• Harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Bonfire Night</li> <li>• Advent</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Safer Internet Day</li> <li>• Valentines</li> <li>• Lent</li> <li>• Shrove Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Red Nose Day</li> <li>• Mother's Day</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Awareness Week</li> <li>• Eid</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> <li>• Sports Day</li> </ul>
<b>Possible Enrichment Ideas/Trips</b>						
	Autumn walk	Nativity	Our local area Visitor – doctor/nurse/firefighter?	Easter Play	Bristol Zoo	Class caterpillars Teddy Bear Picnic