



CURRICULUM POLICY



INTENT

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

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

Our curriculum aims to:

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

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

IMPLEMENTATION

EARLY YEARS

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

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

The Foundation Stage is a distinct phase of education, which extends until the end of the Reception Year. At the end of the Foundation Stage most children are expected to achieve a series of Early Learning Goals across different areas. There are seven areas of learning and development which are important and inter-connected. Three areas are particularly crucial

for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the 'prime areas' are: communication and language, physical development and personal, social and emotional development. There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are literacy, mathematics, understanding the world and expressive arts and design.

Areas of Learning for the Foundation Stage

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

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

YEARS 1-6

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

Subjects are organised on a cross-curricular basis, which becomes the learning theme for that class for a half term or term, depending on the length of the topic (Appendix 2) so that pupils can see and make links between areas of learning. However, some disciplinary objectives are taught independently of the learning theme or topic, if there is not a natural link that can be made. In addition, some subjects are taught discretely, such as RE and PSHE. As a Catholic school, pupils follow a Diocesan Religions Education curriculum called 'God Matters'. This is divided into themes which follow the liturgical year and

progress from Foundation Stage to Year 6. A curriculum map is prepared for parents/ carers for each curriculum theme, so that they know what is being learnt over the forthcoming weeks. The curriculum maps are reviewed at least annually by staff and governors.

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

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

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

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

IMPACT (INCLUDING MONITORING AND REVIEW)

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

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

APPENDIX 1

Subject statements

ENGLISH

At St. Mary's Catholic Primary School, we believe that literacy develops the important skills of reading and writing, speaking and listening, discussion and reflection. The children participate in daily English lessons and use their developing skills across the curriculum.

Reading

(i) Early Reading

All children in EYFS will be taught systematic phonics daily, using Letters and Sounds. This will happen through dedicated phonic lessons and will be re-visited through other curriculum areas throughout the day. Children from Year 2 and 3 identified as needing to continue phonics will be planned for accordingly, ensuring daily interventions take place for these children. At the beginning of term, parents/ carers will be invited to learn about phonic strategies, so that they are able to support their child at home with early reading. Early readers will be supported by using selected books from a range of reading schemes, e.g. Oxford Reading Tree aligned to the phonics used in school.

(ii) Reading Curriculum Plan

We recognise that reading is the key to all learning and we therefore place a focus on this in all lessons. Developing vocabulary and understanding is also vital and we place an emphasis on this in our teaching as well. The school uses Letters and Sounds, supported in combination with other supplementary resources, such as 'Read, Write, Inc' mnemonics and rhymes to help children to learn and remember phonemes.

A reader from St. Mary's will

- Enjoy reading and read for pleasure.
- They will read across the curriculum to access information.
- They will confidently be able to use their phonic knowledge to decode.
- Children will be familiar with different reading skills and be able to use these to predict, infer and retrieve information when comprehending what they have read.
- They will be able to talk about what they have read, and what they liked about the text.
- They will know about authors and talk about a range of books.

READING FOR PLEASURE			
Intent	We encourage a culture where children are exposed to a range of high- quality texts in a variety of contexts and have opportunities to browse literature, as well as structured reading activities. We encourage them to build preferences in reading and to choose to read. They are taught to recognise authors They engage in book discussions in a range of contexts, alongside both adults and peers. They share and recommend books. Children are encouraged to take part in different reading incentives both in school and at home. Children attend storytelling festivals and events and listen to authors and story tellers bringing stories to life.		
Implementation	All the reading contexts below contribute to developing reading for pleasure.		
CURRICULUM PROVISION			
FS Class book corner Access to the library Reading at home and in school Reading to adults Reading with friends.	Y1/2 Class book corner Cosy reading Paired reading Library session Reading to adults in school and at home.	Yr 3 /4 Quiet reading sessions Paired and group reading Library sessions Learning and remembering texts.	Y5/6 Quiet reading Whole class reading 100 reads Listening to stories / excerpts being read to them.

Learning and remembering rhymes and joining in with repeated phases in stories that are read out loud or learnt as part of literacy session. Storytime box for shared bedtime read. Storytelling	Learning and remembering texts in English – joining in with well, known phrases Whole class / group reading (story time box – to develop)			
READING ALOUD TO CHILDREN				
Intent	Building a bank of story and rhyme knowledge Exposing the children to texts beyond what they can read themselves. Discussion about new vocabulary and prediction takes place. Developing an enjoyment and love of reading Access to the library and class books	Widening knowledge of texts and authors, including non-fiction and poetry Sustaining stamina in listening to reading and texts Making connections within a book. Opportunities to develop children's vocabulary alongside their comprehension skills. Access to the library and class books,	Introducing children to a wider range of authors and contexts. e.g. historical and cultural. Opportunities Development of comprehension and vocabulary skills	Exposing children to challenging and archaic texts e.g. language, themes Using the 100 books as a way of introducing children to new authors and texts. Opportunities to develop vocabulary and comprehension skills.
Implementation	Daily exposure to class reads Reading spine in place in school			
*CORE TEXTS – see the English progression				

INDEPENDENT AND HOME/SCHOOL READING				
Intent	FS	Yr. 1/2	Yr 3/4	Yr 5/6
	Children will independently read phonetically decodable books matched to their phonic knowledge and skills.	Children will read age appropriate books They will develop reading stamina	Children will select appropriate texts. They will be able to read for sustained periods of time The length and complexity of the texts being read will increase They will begin to read short novels with understanding (end of Yr 4)	Will be reading age appropriate books, including whole novels. The challenge and range of books they read will widen They will read texts from a wider literary heritage.
Implementation	Decodable books based on letters and sounds phases. Books selected with/ supervised by adult in class. Books are changed during the week when children have demonstrated they are reading it with some fluency. Children take home books to share in addition from the library or a 'grapple' book to widen their reading vocabulary.	Children select books from book banded books that are appropriate to their reading ability. Reading is monitored via home – school reading record books and books are changed when it has been written in that they have read and completed it by an adult either at home or at school. Reading records are checked for comments – key questions and reading prompts try to help shape the comments and support the adult listening. Those who are reading beyond our book band books use the library to select books that are appropriate for their age. Adults are available every morning to support them to make the best choices.		

GUIDED READING/ READING INSTRUCTION		
Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in the National Curriculum)	
Implementation	<p>Daily letters and sounds sessions. Additional reading to ensure independent application and to develop comprehension skills. Small group sessions to work on specific digraphs and tri graphs. Priority readers – for those who do not get heard read at home or who need additional support. Support with learning to read common exception words by regularly reading through these with an adult. Regular reading with an adult Whole class reading sessions that focus on specific reading skills so that children learn how to predict, infer, retrieve, and visualise. There is also a strong focus on vocabulary development. Children participate in echo and choral reading with an adult and in reading pairs. Precision teaching to embed phonemes that are still not recognised takes place with the teacher once a week outside the classroom.</p>	<p>Daily reading sessions take place – Whole class reading sessions focus on specific reading skills Development of vocabulary remains a high priority in these sessions The expectation of written recordings of understanding increases throughout KS2. Use of STEM sentences to scaffold answers and to show how to pinpoint and give evidence when answering. Teachers keep records of sessions and make notes on groups / individual children against age related expectations on reading assessment sheets.</p>
Core texts	Where opportunities allow these may link with our topic focus. Chosen to support the children with the skills needed.	See medium term plans

SHARED READING AS PART OF A READING SEQUENCE	
Intent	To expose children to a high – quality text model in a variety of text types, as models for writing at a higher level than all the children could access independently.
Implementation	<p>Children share texts, respond to the text, look at the features of the text and explore the text structure. Opportunities for children to learn and recite parts or whole texts and to map them are used throughout the year. An emphasis on vocabulary development important in every sequence.</p>
Core texts – available in each year group English plan.	

CORE READING TEXTS TO SUPPORT READING TO LEARN ACROSS THE CURRICULUM				
Intent	Children listen to and discuss information books, other nonfiction and related narrative / poetry texts to establish the foundations of their learning in other subjects	Children listen to and discuss and read independently, texts which develop their knowledge across the wider curriculum.	Children listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum	Children use and apply the skills of information retrieval when reading textbooks from across the curriculum and in contexts where they are genuinely motivated to find out information, they can use the internet to research, read and find information independently. Children read aloud in school e.g. liturgy and Mass weekly.
Implementation	<p>In the foundation subjects, children listen to stories and information. They have access to a range of topic books and resources from The School Library Service, They can access books in the school library. Children are encouraged to use the internet to find</p>	<p>Children choose books from the topic display they find out and share information. They begin to make links between their learning in different subjects. They share this information with parents and carers during learning afternoons.</p>	<p>Children choose books from the topic display they find out and share information. They begin to make links between their learning in different subjects. They record this information in different ways and present it to parents and carers as part of</p>	<p>Children’s presentations in topic books are informative and based on their research. They confidently present these to parents and carers during class learning afternoons.</p>

	out information – Purple Mash topic section.		class learning afternoons.	
ASSESSMENT				
Evidence to assess impact	EYFSP Speech / language link to find any areas of weakness so that intervention can begin. Phonic screening check Observations of reading behaviour and talking to pupils Reading assessments / records from whole class and group reading sessions Home- school reading records Feedback sheets from intervention sessions and 1- 1 precision teaching. PIRA reading assessments – termly.	PIRA reading tests - termly KS1 SAT reading papers. Phonics screening Reading observations – talking to pupils Home school reading records. Reading assessments / records from whole class and group reading sessions Reading journals	Observations of reading behaviour – talking to pupils Home school reading record books Class records / reading assessments PIRA	SATS Observations of reading behaviour – talking to pupils Home school reading record books Class records / reading assessments
	EYFSP – ongoing from entry Phonic assessment half termly throughout EYFS and Yr 1 PIRA – Yr 1 termly	PIRA – termly Phonic assessment Sept – to check on any gaps and then for those needing it to secure their knowledge. KS1 SATs in May	PIRA – termly	PIRA – termly SATS – May

(iii) Spelling

The school uses words based on the No Nonsense Spelling scheme across all year groups and grammar is embedded in literacy units of work. St Mary's teaches writing using 'Talk for Writing' and is currently engaged in a two-year Primary Writing Project, which aims to ensure that these principles are embedded across the school. The development of all pupils' vocabulary is an area which the school is focussing on this academic year. St Mary's is taking part in a Local Authority school project called 'Developing Vocabulary.'

(iv) Writing

St Mary's plans units of work based on the Talk for Writing, a teaching framework developed by Pie Corbett and Julia Strong (<https://www.talk4writing.co.uk/about/>). Pupils move from a stage of imitation to innovation to independent application. A fundamental aspect of the approach is that children internalise the language structures which they will need for writing, by 'talking the text' first. The approach provides scaffolding to enable children to write creatively and powerfully. The approach encourages children to read and write independently for a variety of audiences and purposes within different subjects.

RELIGIOUS EDUCATION

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

SCIENCE

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

Our science curriculum aims to:

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

MATHEMATICS

This subject area has been a significant focus for our school development plan over the past two years. St Mary's has a clear and comprehensive approach to mathematics, focussing on ensuring progression and continuity across all year groups, using a range of models and images to ensure that pupils develop a clear understanding of number and calculations, geometry and statistics. We aim to apply the principles of 'teaching for mastery' (as outlined by the National Centre for Excellence in the Teaching of Mathematics

<https://www.ncetm.org.uk/files/37086535/The+Essence+of+Maths+Teaching+for+Mastery+june+2016.pdf>) to give pupils the best chances of acquiring a confident understanding of maths so that they are able to build on this knowledge when approaching more complex maths. As a school, we have pupils with a broad range of abilities, so work with individual pupils to challenge and develop their mathematical abilities with access to equitable classrooms, offering additional support for our less able and for our high achieving pupils.

The following aims are reflected in daily maths teaching:

- Develop **fluency** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and can recall and apply their knowledge rapidly and accurately to problems
- Ensure that mathematical concepts are represented using concrete and pictorial images so that pupils can move to abstract thinking.
- Think **mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems and apply mathematical reasoning to** a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These aims are achieved through maths lessons which may be segmented into smaller steps to support learning e.g. warm up, fluency teaching, fluency independence, reasoning teaching, reasoning independence. Maths is also supported through additional 'quick maths' sessions, pre and post teaching intervention and through cross-curricular links enabling pupils to use their maths in real life situations e.g. Enterprise projects. St Mary's has developed a clear progression of calculation (including vocabulary) which is shared with parents/ carers and staff.

Foundation Subjects

FOREIGN LANGUAGE (FRENCH)

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

At St Mary's, pupils in Key Stage Two follow a programme of study called 'Salut Sophie' which is supplemented with online resources. This is used to structure planning and ensure a progression of skills across the Key Stage. Pupils in Key Stage One also have French sessions, taught in a more informal way, for example through music or PE.

Effective assessment practices in language learning should foster motivation, enjoyment and progress in learners. The process should support learners to feel confident and successful and help build resilience, enthusiasm and persistence in continuing to learn languages. At St Mary's assessment may take place in several ways including:

- informal observations of children's responses
- sample of work (photos, written work, videos)
- evidence from cross-curricular links/ cultural experiences

Part of the aim of learning a foreign language, is to prepare pupils from being 'secondary ready' (as outlined by the Expert Subject Advisory Group MFL). As part of the curriculum offered in primary school, by the end of Key Stage 2 pupils will:

- Know why they are learning a foreign language
- Know ways to help themselves learn and use a foreign language
- Have some understanding of how a foreign language works
- Have produced some foreign language in speech and writing
- Have listened to and understood a foreign language
- Have some emerging literacy in a foreign language

HISTORY

As with the geography curriculum, history is also taught through a topic-based approach as part of the creative curriculum. Children to gain both a knowledge and understanding of Britain's past, as well as that of the wider world, inspiring the children's curiosity to know more about the past. History helps children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The children will become aware of historical concepts such as continuity and change and use them to make connections and contrasts. They will learn about the methods of historical enquiry and the importance of evidence. Wherever possible, pupils will have the opportunity to take part in enrichment activities to enhance their learning. At St Mary's, pupils follow a two-year rolling programme which enables pupils to build on their historical skills as they progress through the school. Medium term planning makes use of the 'Connecting History' scheme of work where applicable.

COMPUTING

Computers are now a part of daily life and so technology plays an integral part of all teaching and learning across the curriculum. Pupils have access to a suite of laptops, a set of tablets and interactive whiteboards in each classroom to enhance their learning. This year the school is making use of 'Purple Mash,' which is an online learning platform enabling pupils to learn and develop computing skills at school and at home. The new National Curriculum for computing puts an emphasis on the specific teaching of 'computing skills', to equip young people for the workplace and to enable them to participate effectively in the digital world. This includes learning about how computers and computer systems work, designing and building programmes and developing their ideas using technology to create a range of content. In addition, pupils are also taught how to stay safe online through a programme of learning each term, which is tailored to the age of the pupils.

PE

Physical education is an essential part of staying healthy and so the school aims to develop a lifelong enjoyment of sport by offering a range of different activities, which make use of the different outdoor spaces on site. The school benefits from specialist teaching through Saints South West sports coaches and using other external sports coaches, who work with all pupils in school during the school year. Planning takes place in collaboration with school staff, following a two-year rolling programme.

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

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

GEOGRAPHY

Geography knowledge and skills are taught through a thematic curriculum where possible. Planning makes use of the 'Connecting Geography' scheme of work where applicable. In Key Stage 1, the children will develop their knowledge about the world, the UK and their locality. They learn basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The local area is used as part of this work where possible.

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

ART AND DESIGN

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

All pupils will have the opportunity to produce a range of creative work, exploring their ideas and recording their experiences. through drawing, painting, sculpture and other art, craft and design techniques. Pupils will evaluate and analyse creative works using the language of art, craft and design. They will also learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will have the chance to exhibit their work, for example through school exhibitions for parents and the wider community.

DESIGN TECHNOLOGY

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

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

MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination. All pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They learn to sing and to use their voices. Pupils will create and compose music on their own and with others. They also can learn a musical instrument and use technology appropriately. All pupils will explore how

music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. This is done in several ways, including the use of Charanga, an online music programme, participation in community and national musical opportunities (e.g. Bournemouth Symphony Orchestra, BBC 10 Pieces Schools' Project, Newton Abbot and District Society of Arts). Pupils also have opportunities to join with other schools in joint projects such as the South Dartmoor music events in Key Stage Two and academy music events. At St Mary's, pupils also can join and perform as part of our school choir, participate in the Chorister programme in association with Buckfast Abbey and have peripatetic music lessons.

PSHE

PSHE, Personal, Social and Health Education is taught through a variety of forms at St. Mary's Primary School. PSHE is at the heart of the school ethos, to encourage all children and adults to develop according to our school values of 'build, nurture, respect, enable and love unconditionally' which are based on the Gospel Values (as outlined in the Academy's vision). PSHE allows the children time for reflection, to think about their own actions and the consequences they may have on those around us. We have a robust PSHE rolling programme, which is supported by the PSHE Association, ensuring that we are at the forefront of social need and change for our children. This is reviewed termly to ascertain coverage and resource needs and is organic to match the ever-changing needs and dynamics of our children and school/society. While a basic programme exists, staff are confident to adapt this to the current needs of their class at any time. We are currently working on refining our selection of dispositions that drive how the children approach their learning. All staff have had an introduction to metacognition (an awareness and understanding of one's own thought processes) and are further developing ideas in the classroom linked to our BLP programme used throughout the school. Mental Health Awareness' is also discussed as part of the PSHE curriculum, in line with the school's Mental Health Policy. St Mary's holds a themed week annually, which promotes positive physical and mental health as well as celebrating diversity. Drugs Education and Relationships and Sex Education (RSE) objectives are taught across the school. Parents/carers are routinely invited to discuss RSE materials, prior to these sessions being taught.

APPENDIX 2 – Curriculum Maps

MELDON CLASS (EYFS FOUNDATION UNIT INCLUDING RECEPTION)

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

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

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

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

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

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

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

Physical Development

Moving and Handling	Turns pages in a book Show control in holding and using jugs to pour and hammers, mark making etc. Shoulder, elbow and wrist pivot activities. Finger Gym and Funky Fingers. Write dance to develop	Moves freely and with confidence in a range of ways Different ways of moving through the jungle Starting to run skilfully negotiating the space and obstacles, adjusting speed and direction. Balance on one foot Uses one handed tool and equipment Hold pencil with increasing control Can copy some letters	Moves freely and with increased confidence in a range of ways Runs skilfully negotiating the space and obstacles, adjusting speed and direction. Balance on one foot Uses one handed tool and equipment Hold pencil with increasing control Can copy some letters	Experiments with different ways of moving Jumps and lands appropriately Starts to play team games Travels with confidence over a range of equipment Uses tools safety with increasing control and is able to change materials Begins to use anticlockwise movements	Confidently moving in different ways Jumps and lands appropriately Starts to play team games Travels with increasing confidence over a range of equipment Uses tools safety with increasing control and is able to change materials Begins to form recognisable letters	Large and small movements using a variety of equipment and environments Control using large and fine motor skills Handle tools and equipment effectively Forming recognisable letters some of which are correctly formed
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	gross and fine motor skills for writing Beginning to use a tripod grip to hold writing tools Draws simple shapes such as lines and circles Spatial awareness	Uses one handed tool and equipment	from their name	and retrace vertical lines		
Health and Self-Care	Eats and drinks with little support Communicates need to the toilet Recognises danger and can seek support Helps with dressing self e.g. coat, shoes, apron	Express feelings/needs Dresses with some support Greater independence in toileting and hand washing Understand and eat healthy food Understands need for safety Considers risks	Starting to recognise the effect exercise has on our bodies Eats a range of healthy foodstuffs and is starting to understand why we need variety in food. Dry and clean in day Importance of exercise Express feelings/needs Dresses with some support	Recognises the effect exercise has on our bodies Cooks and tries a range of healthy foodstuffs and is starting to understand why we need variety in food. Importance of exercise Express feelings/needs Dresses with some support	Dresses with increasing independence Understands need for safety and managing small risks Eats a range of healthy food	Dresses with independently Understands need for safety and managing small risks Healthy lifestyles – exercise, food choices, sleeping and hygiene
PE	Games	Gymnastics	Dance	Gymnastics	Games	Games
Understanding the World						
RE	Creation story Islam -Eid Advent	Advent Christmas Epiphany Revelation	Revelation Chinese New Year	Lent Holy week	Easter Pentecost and Mission	Pentecost and Mission Sikhism Big questions
SEAL	New beginnings	Getting on and falling out	Going for goals	Good to be me	Saying no to bullying Relationships	Changes
People and Communities	Discuss immediate family – Who do you live with? Significant experiences and events – starting	Talk about special times and events – fireworks night, birthday, Diwali, Christmas, Eid Taking part in our Nativity	What makes a good friend linked to Role play linked to theme. Talk about	Talk about special times and events –, birthday, Shrove Tuesday and Easter Similarities and differences Uniqueness Our pets	Special times – How are they the same/different to what we have experienced? Family customs and routines	Look back at Learning Diaries and discuss past and present events within the nursery year

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

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

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

VENFORD (YEAR 1/YEAR 2)

	YEAR A	YEAR B
Autumn 1	<p>Food, Glorious Food Science – Plants (and SC1 skills) Geography – Local area study D/T- Cookery (chutney) Art – Drawing/ painting PSHE – Special You RE – Creation, Sacraments, Islam</p> <p><i>The magic porridge pot.</i> <i>Good Enough To eat</i> <i>Sam's Sandwich</i> <i>Mrs Wobble the Waitress</i> <i>Fruit – Nicola Edwards</i> <i>Fatu fetch the water</i> <i>Don't spill the milk</i> <i>The disgusting sandwich</i> <i>The Papaya that spoke.</i></p>	<p>Marvellous Mel! Science –Animals including humans Art –Drawing/ painting History – Interpretation of history through famous people Computing – online safety, class blogs, programming, use of multimedia to add pictures/text. D/T – Photo frames Geography – Maps and fieldwork. Music – sounds (link to senses, songs about body) PE – throwing, catching running and jumping, gymnastics PSHE – Special You RE – Mission and vision, Creation, Sacraments, Islam</p> <p><i>Rapunzel</i> <i>What do you do with a tail like this?</i> <i>How to hide a lion at school.</i> <i>It's my Birthday</i></p>
Autumn 2	<p>Let's Celebrate History – Key events in history (recognise differences between past and present in their own and other people's lives. Science – materials, sorting and classifying. Computing – online safety, internet/ email, coding. DT – make puppets (Diwali) PE – Multi-skills, gymnastics PSHE – Safer You RE – Prayers, Saints and Feasts, Advent, Christmas</p> <p><i>How to Catch Santa</i> <i>Boas Bad Birthday</i> <i>Diwali Story</i> <i>Guy Fawkes</i></p>	<p>What time is it? Science – seasonal changes and SC1 skills History– significant historical events Geography – identify seasonal weather patterns in the UK. Art – painting, printing Music – singing, play untuned instruments. Computing – online safety, class blogs, programming, use of multimedia to add pictures/text. PE – Multi-skills (team games), gymnastics PSHE – Drugs education; Safer You RE –Prayers, Saints and Feasts, Advent, Christmas</p> <p><i>Orion and the Dark</i> <i>How to Catch Santa</i> <i>Outdoor Wonderland</i> <i>Can't you sleep little bear?</i></p>
Spring 1	<p>It's f...f...freezing! Science –SC1 skills, materials and use of everyday materials. Geography – map work (locational knowledge and geographical skills) Art – Learn about range of artists, craftsmen and designers: Picasso. DT – penguin finger puppets History –Look at the lives of significant historical figures/ comparing modern adventurers; PSHE– Kind You PE – dance/ team games RE – Christmas, Revelation, Judaism</p> <p><i>Penguins Emily Bone</i> <i>Could a Penguin Ride a bike?</i> <i>The Snow Queen</i> <i>How to catch a polar Bear.</i> <i>Scott of the Antarctic (young explorer)</i></p>	<p>Fire and Dragons Science – Distinguish between objects and materials, identify and describe simple properties, compare and classify, (skills – asking questions, observing, testing, identifying and classifying, using observations to suggest answers, recording data.) Art–Chinese New Year (painting, printing, collage) D/T – Make a dragon head History – Significant key events (Fire of London) Geography– Locational knowledge and geographical skills Computing – create a film based on aquarium visit, camera recording, uploading images, floor robots, handling data PE – dance/ team games PSHE – Kind You RE – Christmas, Revelation, Judaism</p> <p><i>Tell Me a Dragon</i> <i>Knights</i> <i>The Dragon Machine</i> <i>Chinese New Year Festivals around the world</i></p>

Spring 2	<p>Life over and under the waves Science – Living things and their habitats DT – create a moving picture. Art – observational drawing, painting History – Lives of significant historical figures Computing – online safety, spreadsheets, computer graphics to create a picture. Geography – Locational knowledge, geographical skills and fieldwork PSHE – Respectful You RE – Lent, Holy Week Music – Singing, use of tuned instruments</p> <p><i>A New Home for Pirate</i> <i>Peter Pan – Wanted</i> <i>Francis Drake's journey</i> <i>The Owl and Pussy cat</i> <i>Grace Darling (Grace to the rescue)</i></p>	<p>Spring Has Sprung Science – Plants, animals including humans D/T – make bird boxes Art – learn about craftsmen and designers, observational drawing / painting / collage Computing – online safety, floor robots, digital photography, paint programme looking at reflection. Singing, use of tuned instruments PE – team games, dance PSHE – Respectful You RE – Lent, Holy Week</p> <p><i>Daffodils</i> <i>Oi Frog</i> <i>Tadpoles Promise</i> <i>Non-fictional texts about tadpoles</i></p>
Summer 1	<p>How does your garden grow? Science – Plants Art – Van Gogh Sunflowers; drawing, painting Geography – look at different climates Computing – programming, branching data bases to sort animals, multimedia, online-safety, green screening PE – athletics skills PSHE – Stronger You RE – Easter, Pentecost and Mission, Sikhism and Hinduism</p>	<p>Magic and Fairy Tales Science – SC1 D/T – design and make a shoe. Geography – locational knowledge D/T – design and make a shoe History – lives of significant individuals Art – weaving and textiles Computing – handling data, labelling houses using multimedia, online safety, green screening PE – athletics skills PSHE – Stronger You RE – Easter, Pentecost and Mission, Sikhism and Hinduism</p> <p><i>The Sorcerer's Apprentice</i> <i>The Magic Bed</i> <i>The Elves and the Shoemaker</i> <i>Story Box</i></p>
Summer 2	<p>All Creatures Great and Small History – events that extend beyond living memory Science – Animals including humans Art – camouflage painting patterns PE – striking and fielding, outdoor education PSHE – RSE and Connected You Computing – handling data, multimedia, online safety, green screening Music – experimenting and combining sounds, singing RE – Revelation, other faiths CAFOD Universal World topic (global dimension) <i>A Dog's Day</i> <i>Augustus and his smile</i> <i>Wanted the perfect Pet</i> <i>Lord of the forest</i></p>	<p>Up and Beyond and On the Move. Geography – map skills History – events of local importance and global importance, Science – SC1 skills D/T – mechanisms linked to science work, kite day; build and improve structures and mechanisms. Computing – handling data, labelling houses using multimedia, e-safety, green screening PE – striking and fielding, outdoor education PSHE – RSE and Connected You Music – experimenting and combining sounds, singing RE – Revelation, other faiths CAFOD Universal World topic (global dimension) <i>Mrs Armitage on Wheels</i></p>

FERNWORTHY (YEAR 3/4)

	YEAR A	YEAR B
Autumn 1	What's Under My Feet? Science – rocks History – Stone Age to Iron Age. Fossils – timeline Geography – Local UK Study Art – painting D/T – making and evaluating, cooking. PE – netball, and gym. Computing – programming, online safety. French – greetings, conversations, family (unit 1) PSHE Theme: Special You RE – Mission and vision, Creation, Islam Music – Harvest, Mamma Mia– Charanga. Class Read: – Stig of the Dump. <i>Stone Age Boy</i> <i>The Secrets of Stonehenge</i> <i>The First People</i>	Healthy Humans! Laudato Si! One Climate, One World! Science – Digestion, teeth, nutrition Geography – locational knowledge, human and physical geography Art – drawing D/T – design and make 3-D. PE – gym, tennis Computing – Programming, online safety. French – Animals PSHE – Harvest – CAFOD– It's Our World; P SHE Theme: Special You RE – Mission and vision, Creation, Sacraments, Islam Music – Skeleton Sounds, Musical Story (listen with detail, appreciation of music) Class Read: Billionaire Boy <i>Mufaro's Beautiful Daughters</i> <i>Africa is not a Country!</i> <i>Beatrice's Dream.</i>
Autumn 2	Incredible Egyptians! Science: SC1 History – Ancient Egypt Geography – Use of maps (locational knowledge) Art – painting/sketching. D/T – designing and making 3-D Computing – Online-safety – keeping myself safe online, use of multimedia; creating an e-book PE – striking and fielding (football) and dance French – greetings, conversations, family (unit 1) PSHE Theme: Safer You RE – Prayers, Saints and Feasts, Advent Music –singing, play and perform Class Read: Julia Jarman – The Time Travelling Cat– Egyptian Goddess– Historical fiction. <i>Egyptian Cinderella – tales from other lands</i> <i>Egyptians Myths and Legends – M Williams</i>	Rise of the Robots! Science –Electricity Geography – place knowledge (including human/ physical geography) Art – Appraise key paintings and create a robot picture in the style of Eric Joyner. DT –Design and making a robot Computing – programming robots, Logo Turtle. PE – dance, netball French – animals PSHE Theme: Safer You RE – Prayers, Saints and Feasts, Advent Music – Body Percussion– Christmas Preparation. Class Read: The Iron Woman <i>The Iron Man – Ted Hughes</i> <i>How to Invent...</i> <i>Robots that help us</i>
Spring 1/2	Roman Rule! Science – Forces and Magnets History – Romans Geography – Human/ physical geography (volcanoes) Art – Sculpture DT – Design and make chariots PE – Hockey/ Gym/ Tag Rugby and Dance Computing – Online Safety, spreadsheets, typing. French – My home PSHE Theme 1: Kind You Safer Internet Week. Theme: Spring 2. Respectful You! Mental Health Awareness Week RE – Christmas, Revelation, Judaism, Lent, Holy Week Music – history of music, appreciation of music. Class Read – Historical fiction. Julia Jarman – The Time Travelling Cat <i>Escape from Pompeii (Roman Myths) – G McCaughrean</i> <i>Myths in 30 seconds – K Elgin</i>	Vicious Vikings Science – states of matter History – Vikings Geography – locational knowledge Art and DT –3-D form PE – Hockey/ Gym/ Tag Rugby and Dance French – What's the time? (Unit 8) Computing – Online Safety, spreadsheets, email. PSHE Theme: Kind You Safer Internet Week Theme 2: Respectful You Mental Health Awareness Week. RE – Christmas, Revelation, Judaism, Lent and Holy Week. Music –appreciation of music, composition Class Read: How to train a dragon – Cressida Cowell <i>Mimi and the Mountain Dragon – Michael Morpurgo.</i> <i>Who were the Vikings?</i> <i>The Saga of Erik the Viking</i> <i>The Viking Invader</i>

	<i>Battlefield Britain – D/ P Snow</i>	<i>Dragons’ Truth</i> <i>The Egg – M.P. Robertson</i>
Summer 1	<p>Smashing Saxons.</p> <p>Science- SC1 skills History - Anglo-Saxons Geography- locational knowledge Art and DT- textiles Computing – Animation- link to Beowulf Legend, simulations, graphing. PE – Athletics/ Striking and Fielding/Outdoor Learning Outdoor Education: Habitats – Woodland and Owl Award for Outdoor Learning. French –My birthday, numbers PSHE Theme: Stronger You (exploring resilience) RE – Easter, Pentecost and Mission, Sikhism, Hinduism Music- Improvise and compose music for a range of purposes, play a range of instruments Class Read: Anglo-Saxon Boy – Tony Bradman</p> <p><i>Anglo Saxons</i> <i>Caedmon’s Song</i> <i>Beowulf (R Lloyd Jones)</i></p>	<p>Shining Bright, Sounding Right!</p> <p>Science – Light and Sound. Art- Rembrandt, (appreciation of famous artists) drawing, painting D/T- Make junk musical instruments, shadow puppets Computing – Animation, word processing, simulations. PE – Tennis/Outdoor Education/ Striking and Fielding Outdoor Education – OWL award for Outdoor Learning. French – My school PSHE Theme: Stronger You (Exploring Resilience) RE – Easter, Pentecost and Mission, Sikhism, Hinduism Music- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Class Read: Journey to the River Sea – Eva Ibbotson</p> <p><i>The Whistling Monster – traditional story</i> <i>DK Musical Instruments and other online resources</i></p>
Summer 2	<p>Producers, Predators and Prey –</p> <p>Science –Living things and their habitats Geography – field work to observe, measure and record Art- painting DT- Design a hedgehog habitat and a Bee Hotel French –My birthday, numbers PE – Tennis/outdoor learning/ Swimming Outdoor Education: Tree Power 2 Computing – Drawing/ Desktop Publishing. PSHE Theme: Connected You Tree Project – Linked to the UN Sustainable Goals. WWF Fundraising for Critically Endangered Animals. RSE- Theme: Characteristics of Healthy Family Life and Families and People Who Care for Me. RE –and Revelation, CAFOD Universal World topic. Music – appreciation of music, composition Class Read: Michael Morpurgo The Last Wolf.</p> <p><i>The Hedgehog – Dick King-Smith</i> <i>Mamma Mia</i> <i>Walking with Unicorns – Pie Corbett</i></p>	<p>Blooming Rainforests!</p> <p>Science – Plants Geography –South America (place knowledge, locational knowledge) Art –Rousseau, painting DT- Poison Dart Frog Bean bags. PE – Tennis/ Outdoor Learning and swimming Outdoor Education French – My school Computing – Presentation Skills. PSHE Theme: Connected You Tree Project – Linked to the UN Sustainable Goals. Theme: To consider the lives of people living in other places, and people with different values and customs. RSE Theme: Characteristics of Healthy Family Life and Families and People Who Care for Me. RE – Revelation, CAFOD Universal World topic (global dimension) Music- composition, appreciation of music Class Read: Journey to the River Sea – Eva Ibbotson</p> <p><i>The Great Kapok Tree</i> <i>The Shaman’s Apprentice</i> <i>The Vanishing Forest</i> <i>The Forest Grew All Around</i> <i>Rainforest Rough Guide: Why Rainforests Matter</i></p>

BURRATOR CLASS (YEAR 5/6)

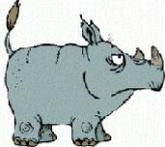
Autumn 1	To infinity and Beyond	Africa
	<p> Science – Earth and space History – world history (Consider the history of space travel and space race. Art – Andy Warhol – Pop Art, painting, 3-D. D/T – cookery PE – gym, netball Computing – online-safety, handling data, green screening. French – My family PSHE– Special You RE – Mission and vision, Creation, Sacraments, Islam Music – appreciation of music </p> <p> <i>T4Writing texts: Phoenix by SF Said, The Lost Words by Roberty McFarlane, Tear Thief by Carol Ann Duffy (+ film units)</i> <i>Class readers: Chosen by children in Book World Cup. (Autumn 2018 – Boy Underwater</i> </p>	<p> Science – SC1 focus (sports science) History – Benin civilisation Geography – Human and physical geography. Art – printing, textiles D/T – cookery PE – gym, tennis Computing – online safety, programming and multimedia. French – What do you want? PSHE – Special You RE – Mission and vision, Creation, Sacraments, Islam Music– appreciation of music </p> <p> <i>T4Writing texts: The Fastest Boy in the World –Elizabeth Laird, Lion Journal by Carolyn Franklin (+ film units); Class readers: Chosen by children in Book World Cup; (Autumn 2017 – Place Called Perfect)</i> </p>
Autumn 2	Circle of life	A Christmas Carol
	<p> Science– evolution and inheritance Geography – geographical skills, locational knowledge Art – collage, painting D/T– Making moveable imaginary creatures – hydraulics Computing – online safety, programming to create game, multimedia presentation. PE – Dance, football French –My family PSHE – Safer You RE –Prayers, Saints and Feasts, Advent, Christmas Music– singing, play instruments </p> <p> <i>T4Writing texts: How the Whale Became by Ted Hughes, Women in Science by Rachel Ignotofsky (+ film units)</i> <i>Class readers: Chosen by children in Book World Cup. (TBC)</i> </p>	<p> Science – light, electricity History – Victorians Art– Know about great artists, architects and designers in history – (William Morris.), drawing, painting D/T– Construction and understanding of mechanical systems – Brunel Bridge. Computing – online safety, programming and multimedia. PE – dance, netball French – What do you want? PSHE – Drugs education, Safer You RE – Prayers, Saints and Feasts, Advent, Christmas Music – singing, play instrument </p> <p> <i>T4Writing texts: A Christmas Carol by Charles Dickens, Street Child by Berlie Doherty, Dickens an Extraordinary Life by Mick Manning (+ film units)</i> <i>Class readers: Chosen by children in Book World Cup. (Autumn 2017 – Cogheart by Peter Bunzl)</i> </p>
Spring	Extreme Earth	We'll Meet Again
	<p> Science – Materials and their properties: Geography– Describe and understand key aspects of human and physical geography Art –printing DT– weather monitoring Computing – online safety, handling data. PE – invasion games (tag rugby)/ dance, hockey, gym French – Colours PSHE –Kind You, Respectful You RE – Lent, Holy Week, Easter, Judaism Music – perform, appreciation of music </p> <p> <i>T4Writing texts: Survival Handbook, Sky Song by Abi Ephistone, Polar Bear Explorers Club by Alex Bell (+ film units)</i> <i>Class readers: Chosen by children in Book World Cup. (TBC)</i> </p>	<p> Science – forces History – Second World War as a significant turning point in British History Geography – Locational geography Art – Know about great artists (Henry Moore), drawing, 3-D D/T – Evaluate a product against the original design specification. (Making air raid shelters) PE –gym, tag rugby, dance, ultimate frisbee, French – Weather, toys, likes and dislikes, numbers, sports Computing– programming, online safety, data-logging, blogging. French – Sports PSHE– Kind You, Respectful You RE – Lent, Holy Week, Easter, Judaism Music – singing, musical appreciation </p> <p> <i>T4Writing texts: Letters from the Lighthouse by Emma Carroll, Goodnight Mr Tom by Michelle Magorian. (+film unit)</i> </p>

		<p><i>Class readers: Chosen by children in Book World Cup. A Place Called Perfect by Helena Duggan)</i></p>
Summer	<p style="text-align: center;">Ancient Greeks</p> <p>Science- SC1 History – Ancient Greeks Art – 3-D D/T- Evaluate a product against the original design specification. (Making labyrinths marble run) PE – Dartmoor 3 ball, athletics, swimming Outdoor Education – John Muir Award Computing – simulations and imaginary worlds, data handling, online safety, creating artwork. French – My body PSHE – Stronger You, Connected You RE – Easter, Pentecost and Mission, Sikhism, Hinduism, CAFOD Universal church. Music – appreciation of music, singing</p> <p><i>T4Writing texts: Who Let the Gods Out by Maze Evans, Greek Myths and Legends, (+film units) Class readers: Chosen by children in Book World Cup. (TBC)</i></p>	<p style="text-align: center;">Tudors</p> <p>Science – Animals including humans History –Tudors Art- drawing, painting, collage D/T- Making a Tudor money pouch. Computing –online safety, coding, writing/ presenting (green screening/ create online quiz), data logging. PE – Tennis, striking and fielding, athletics, swimming Outdoor Education – John Muir Award French – clothes PSHE – RSE, Stronger You, Connected You RE – Easter, Pentecost and Mission, Sikhism, Hinduism, CAFOD Universal church. Music – appreciation of music, composition Year 6 – Enterprise project</p> <p><i>T4Writing texts: Shakespeare – Macbeth, Poetry - various (+film units) Class readers: Chosen by children in Book World Cup. (Summer 2018 – The Peculiars by Kieran Larwood)</i></p>

APPENDIX 3

Building Learning Power (BLP)

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

 <p>RESILIENCE being ready, willing and able to LOCK ON TO LEARNING</p>	 <p>RESOURCEFULNESS being ready, willing and able to LEARN IN DIFFERENT WAYS</p>
<p>Absorption Learning Muscle: you become engrossed in what you are doing; you are unaware of time passing Managing Distraction Learning Muscle: you know what distracts you, you try to minimise distractions, you settle back quickly after an interruption Noticing Learning Muscle: you notice how things look, what they are made of, or how they behave, you can identify significant detail Perseverance Learning Muscle: you are not put off by being stuck, you keep on going despite difficulties and find ways to overcome them, you recognise that learning can be a struggle</p>	<p>Questioning Learning Muscle: you are curious about things and people, you often wonder why, you play with ideas, asking "How come?" and "What if?" Making Links Learning Muscle: you look for connections between experiences or ideas, you find pleasure in seeing how things fit together, you make patterns Imagining Learning Muscle: you picture how things might look, sound, feel, be; you let your mind explore and play with possibilities and ideas Reasoning Learning Muscle: you create logical arguments, you deduce what might happen, you look for evidence</p>
 <p>REFLECTIVENESS being ready, willing and able to become MORE STRATEGIC ABOUT LEARNING</p>	 <p>RECIPROCITY being ready, willing and able to LEARN ALONE AND WITH OTHERS</p>
<p>Planning Learning Muscle: you think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need Revising Learning Muscle: you are ready to revise your plans as you go along, monitor how things are going, change your plans when you've had a better idea Distilling Learning Muscle: you mull over experiences, draw out useful lessons from experiences, think about where else you might use these lessons Meta-Learning Muscle: you are interested in how you learn as an individual, know your strengths and weaknesses as a learner, are interested in becoming a better learner</p>	<p>Interdependence Learning Muscle: you know how much interaction you need with others to assist your learning, you make informed choices about working on your own or with others Collaboration Learning Muscle: you manage your feelings when working with others, you understand the ground rules of team work, you are able to work effectively as part of a pair or team Empathy and Listening Learning Muscle: you put yourself in other people's shoes to see the world from their point of view, show you are listening by eye contact and body language, hear feelings and thoughts behind someone's words Imitation Learning Muscle: you are ready to learn from others, notice the approach and detail of how others do things</p>

