

FEDERATION OF BISHOP SUTTON AND STANTON DREW PRIMARY SCHOOLS

CURRICULUM OVERVIEW



Federation of Bishop Sutton and Stanton Drew

Curriculum Overview July 2020 (updated September 2023)

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Curriculum Intent Statements and Long-Term Planning (LTP) Grids

Our federation curriculum statement is below. This is in line with the LSP Trust Curriculum Policy, as well as our own Vision and Values documentation. Our three-year Strategic Plan and annual SDP also clearly detail the work that we have and are doing on the curriculum.



LSP Curriculum Policy
FINAL.pdf

Federation Curriculum Statement

Intent

The curriculum at the Federation of Bishop Sutton and Stanton Drew is designed to provide a broad and balanced education that meets the needs of all children. It provides rewarding learning experiences for all children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their school, their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.

Our curriculum exposes our children to memorable and enriching experiences, immersing them in progressive knowledge and skills and enabling them to be culturally knowledgeable about our local area, our country and our world. Our aim is to nurture children to be kind and supportive; showing empathy and compassion whilst valuing diversity. We want all children to have high aspirations for the future and know that these can be reached through hard work and determination. We have ambitious expectations for all our children to be the best they can be, making a positive contribution to the world, having good social skills and being able to work both independently and collaboratively. This will equip them with the personal characteristics and qualities required to succeed in life and allow them to express themselves as an individual.

Implementation

Children are expected to work hard and demonstrate positive learning behaviours to both maximise their individual learning potential as well as contribute to the school and wider community. We are committed to working in partnership with parents because we know that when home and school work closely together, we achieve the best outcomes for our pupils. Our curriculum recognises the importance of pupils' physical and mental well-being in shaping their long-term life-style choices.

Skills and knowledge are taught discreetly in subject areas so that our children gain a broad understanding of each subject and know exactly which subject they are studying. However, the curriculum is designed to embed transferable skills throughout - without diminishing essential skills-based learning. We also recognise the importance of feedback, both adult and peer, as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We are also mindful of the research surrounding effective feedback and research from cognitive science regarding the fragility of new learning; our planning is flexible and responsive to pupils' needs.

Reading across all curriculum areas is a priority to extend and deepen pupils' understanding and use of vocabulary. We want pupils to develop a love of reading during their time at school and be exposed to a range of classic and contemporary literature. To raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard, we prioritise experiential learning within our curriculum. Visitors are regularly invited into school, educational and residential visits are carefully chosen to deepen understanding and we make the most of our learning environment to enhance hands-on learning experiences. We collaborate with a wide range of other schools, within and beyond the MAT, to share best practice and develop expertise. CPD for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Through high quality training and support, teachers are supported to present subject matter clearly using assessment to make sure that children flourish.

Children from across the school have access to a wide range of extra-curricular activities in both sport, music and the creative and performing arts. Music, art and sports specialists work alongside teaching staff to enhance curriculum delivery. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress by developing their knowledge and skills in each subject.

Subject curriculum leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All curriculum leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Impact

The curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs. Our children demonstrate competence, independence, resilience and a real thirst for learning. They are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community but in the wider world.

Teaching across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in an incredibly positive way on children's outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for linking skills and knowledge to real life.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing children's independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Our children have access to a wide and varied curriculum allowing each of them to excel as individuals and be the best they can be. Our children have high aspirations for the future, and they know that these can be realised with hard work and determination. Pupils are well prepared for their next stage of education and motivated to face the challenges that lay ahead. They grow up being able to make a positive contribution to the world in which they live.



Bishop Sutton

Y1

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -Cave Baby -Naughty Bus	-Narrative re-telling -Non-chronological report	-Great Fire of London -Beegu	-Warning poster / diary entry -Own version narrative -Poem	-Whole School Poem -Stanley's stick -I want my Hat Back	-Poetry -Own narrative -Letter
-Yeti and the Bird -Lost and found	-Fact-file/letter -Character description -Own version narrative	-Billy and the Beast -The Odd Egg - Send for a Superhero!	-Recipe -Wanted poster/ character description -- -Non-fiction report -Thought/speech bubble	-Dinosaurs and all that Rubbish -The Magic Bed	-Story sequel -Pamphlet -Descriptions - own fantasy story

Y2

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The Journey Home -The Bear and the Piano	-Persuasive letter and postcard -Narrative and short new report	-Starbird -After the Fall	-Re-tell and setting description -Next part of story	-Whole School Poem -Water Protector/Sammy the Toothbrush	-Poetry Persuasive informative letter
-The Bear under the Stairs -A Book of Bears -The Polar Express/'Twas the night	-Own story -Information text -First person narrative and poem	-This Moose Belongs to Me -The Dragon Machine	-Wanted poster -Rules -Dragon guide	-Fanatical about Frogs -Frog Belly Rat Bone -The Owl and the Pussycat	--Information book/ detailed labels -Descriptions -Poem/sequel

Y3

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The BFG -The First Drawing -The Tin Forest	-Character description -Instructions -Narrative Setting description -Leaflet	-Black Dog -Sparky	-Own suspense narrative -Character description -Diary entry Non-Chron report	Whole School Poem -The mysteries of Harris Burdick -Flotsam	-Poetry -Diary entry -Setting description -Narrative
-First Drawing -The Pied Piper of Hamelin (poetry) -Poetry week	-Recount (diary entry) -Character description -Non-Chron report	-How to live Forever -Cinderella of the Nile	-Prequel and setting description -Narrative poem and letter of apology -Non-chronological report and setting description	-Leon and the Place Between -The Day I swapped my Dad for 2 Goldfish	-Narrative -Missing scene -Persuasive poster

Y4

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The Iron Man -Until I met Dudley	-Character description, newspaper report and mystery narrative -Explanation text and explanatory paragraph	-Winter’s Child -The Selfish Giant -The Lion and the Unicorn	-Fantasy sequel and setting description -Kindness narrative and recount -Historical narrative and non-chron report	Whole School Poem -Pride -Jabberwocky	-Poetry -Biography and leaflet -Nonsense poem and explanatory description
- Escape from Pompei -Tar Beach -FaRther	-Newspaper report and setting description -Setting description and poetry -Sequel story and a recount	-Odd and the Frost Giants -The Matchbox Diary - Weslandia (British Values – Individual Liberty)	-Alternative re-tell and descriptions -Non-chron report and mini-autobiography -Biography and diary entry	-Cinnamon -The Lion, the Witch and the Wardrobe	-Mythical Tale and poetry -Narrative and eye witness report

Y5

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The man who walked between the towers -The Lost Thing	-Diary entry -Biography -Fantasy narrative and diary entry	-Curiosity -Kong	-Newspaper report -Explanation text -Newspaper report -Missing narrative	-Whole School Poem -Freedom Bird	-Poetry -Biography/poem/recount
-The children of the Benin Kingdom -The Sleeper and the Spindle	-Diary entry -Non-chron report -Missing narrative -Sequel narrative	-Hidden Figures -Beowulf	-Memoir -Persuasive letter -Descriptive fight scene -Narrative (legend)	-The Tempest -Firebird	-Missing scene -Play script -Fairytale narrative

Y6

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The Arrival	-Short play-script -Diary narrative	-News Reports -The Promise	-News report -Story sequel	-Whole School Poem -Can we Save the Tiger?	-Poetry -Discussion text -Narrative -Non-chron report
-The Hidden Forest -The Unforgotten Coat	-Non chron report -Formal letter -Issues and dilemmas narrative	-Suffragette-The Battle for equality -The Wind in the Wall	-Speech -Formal letter -Gothic narrative/setting description	-Romeo and Juliet or The Tempest -A Beautiful Lie	-Play-script -Diary entries

Stanton Drew

Meerkats Year A

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The Journey Home -The Bear and the Piano	-Persuasive letter and postcard -Narrative and short new report	-Starbird -After the Fall	-Re-tell and setting description -Next part of story	-Whole School Poem -Water Protector/Sammy the Toothbrush	-Poetry -Persuasive informative letter
-The Bear under the Stairs -A Book of Bears -The Polar Express/'Twas the night	-Own story -Information text -First person narrative and poem	-This Moose Belongs to Me -The Dragon Machine	-Wanted poster -Rules -Dragon guide	-Fanatical about Frogs -Frog Belly Rat Bone -The Owl and the Pussycat	--Information book/ detailed labels -Descriptions -Poem/sequel

Meerkats Year B

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -Cave Baby -Naughty Bus	-Narrative re-telling -Non-chronological report	-Great Fire of London -Beegu	-Warning poster / diary entry -Own version narrative -Poem	-Whole School Poem -Stanley's stick -I want my Hat Back	-Poetry -Own narrative -Letter
-Yeti and the Bird -Lost and found	-Fact-file/letter -Character description -Own version narrative	-Billy and the Beast -The Odd Egg - Send for a Superhero!	-Recipe -Wanted poster/ character description -- -Non-fiction report -Thought/speech bubble	-Dinosaurs and all that Rubbish -The Magic Bed	-Story sequel -Pamphlet -Descriptions - own fantasy story

Chinchillas Year A

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -Shackleton's Journey	-Biography -Persuasive poster	The Last Garden	-Instructions -Poetry -Narrative	-Whole School Poem Varmints	-Poetry -Explanation text
-Escape from Pompeii	-Newspaper report -Setting description -Explanation Text	Frindleswyld	-Persuasive letter -Poetry -Narrative sequel	Our Tower	-Letter -Diary entry -Narrative

Chinchillas Year B

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text BFG	-Instructions -Character description	Sparky	-Character description -Diary entry -Non-Chron report	-Whole School Poem Leon and the Place Between	-Poetry -Persuasive poster -Narrative
The First Drawing	-Narrative -Diary entry -Setting description	Cinderella of the Nile	-Poetry -Setting description -Narrative	The Mysteries of Harris Burdick	-Poetry -Narrative -Instructions

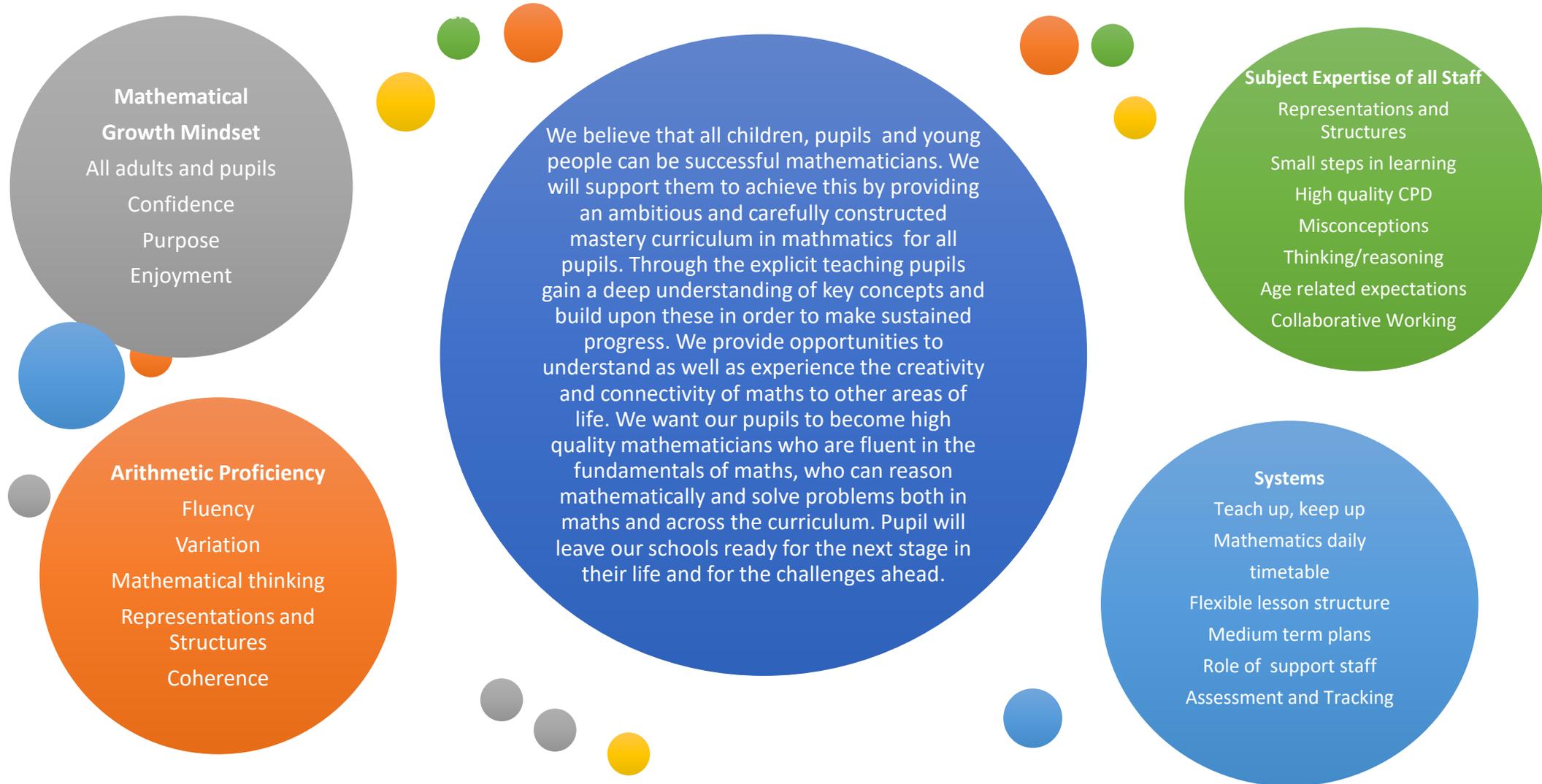
Lemurs Year A

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The Arrival	-Diary entry -Setting and character description -Fantasy narrative -Non-Chron report	-The Templeton Twins -The Un-forgotten Coat	-Adventure narrative -Opposing diary narratives -Narrative, emphasising dialogue	-Whole School Poem -The Dreadful Menace	-Poetry -Setting description -Poem
-Hidden Figures -The Tempest	-Persuasive formal letter -Character description -Speech	-The Hidden Forest -The Three Little Pigs Project	-Balanced argument -Newspaper report	-Pandora & the World of Avatar -Macbeth	-Non-Chron report -Setting description -Mini play-script

Lemurs Year B

Autumn (T1 & T2)	Autumn Writing Outcomes	Spring (T3 & T4)	Spring Writing Outcomes	Summer (T5 & T6)	Summer Writing Outcomes
-Whole School Text -The man who walked between the towers -Beowulf	-Biography -Persuasive speech -Character description	-The Lost Thing -The Princess' Blankets	-Fantasy narrative/ diary entry/ character description -Fairytale re-working -Diary entry	-Whole School Poem -Angry Arthur	-Poetry -Character description -Dialogue/Speech writing
-Can We Save the Tiger? -The Promise	-Persuasive formal letter -Non-Chronological report -Moral Issue story	-The Lost Happy Endings -Firebird	-Newspaper report -Character description -Fairytale narrative -Character description	-Journey -A Midsummer Night's Dream	-Diary entry -Setting Description -Mini play-script

MATHS INTENT



Mathematics LTP: **Autumn** (T1 & T2) Straight Year Groups (Bishop Sutton)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation
Year 2	Number: Place Value				Number: Addition and Subtraction					Geometry: Shape		
Year 3	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division A			
Year 4	Number: Place Value				Number: Addition and Subtraction			Meas: Area	Number: Multiplication and Division			Consolidation
Year 5	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and Division			Number: Fractions A			
Year 6	Number: Place Value		Number: Four Operations					Number: Fractions A		Number: Fractions B		Measurement: Converting Units

Mathematics LTP: **Spring** (T3 & T4) Straight Year Groups (Bishop Sutton)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	Number: Place Value (within 20)			Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Weight and Volume	
Year 2	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature		
Year 3	Number: Multiplication and Division B			Measurement: Length and Perimeter			Number: Fractions A			Measurement: Mass and Capacity		
Year 4	Number: Multiplication and Division			Measurement: Length and Perimeter		Number: Fractions				Number: Decimals		
Year 5	Number: Multiplication and Division			Number: Fractions B		Number: Decimals and Percentages			Measurement: Perimeter and Area		Statistics	
Year 6	Number: Ratio		Number: Algebra		Number: Decimals	Number: Fractions, Decimals and Percentages			Measurement: Area, Perimeter and Volume		Statistics	

Mathematics LTP: **Summer** (T5 & T6) Straight Year Groups (Bishop Sutton)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation
Year 2	Number: Fractions			Measurement: Time			Statistics		Geometry: Position and Direction		Consolidation	
Year 3	Number: Fractions B		Measurement: Money		Measurement: Time			Geometry: Shape		Statistics		Consolidation
Year 4	Number: Decimals		Measurement: Money		Measurement: Time		Consol	Geometry: Shape		Statistic	Geometry: Position and Direction	
Year 5	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number Negative Numbers	Measurement: Converting Units		Measurement: Volume
Year 6	Geometry: Shape			Geometry: Pos and Dir		Themed Projects, Consolidation and Problem-Solving						

Mathematics LTP: **Autumn** (T1 & T2) Mixed Year Groups (Stanton Drew)

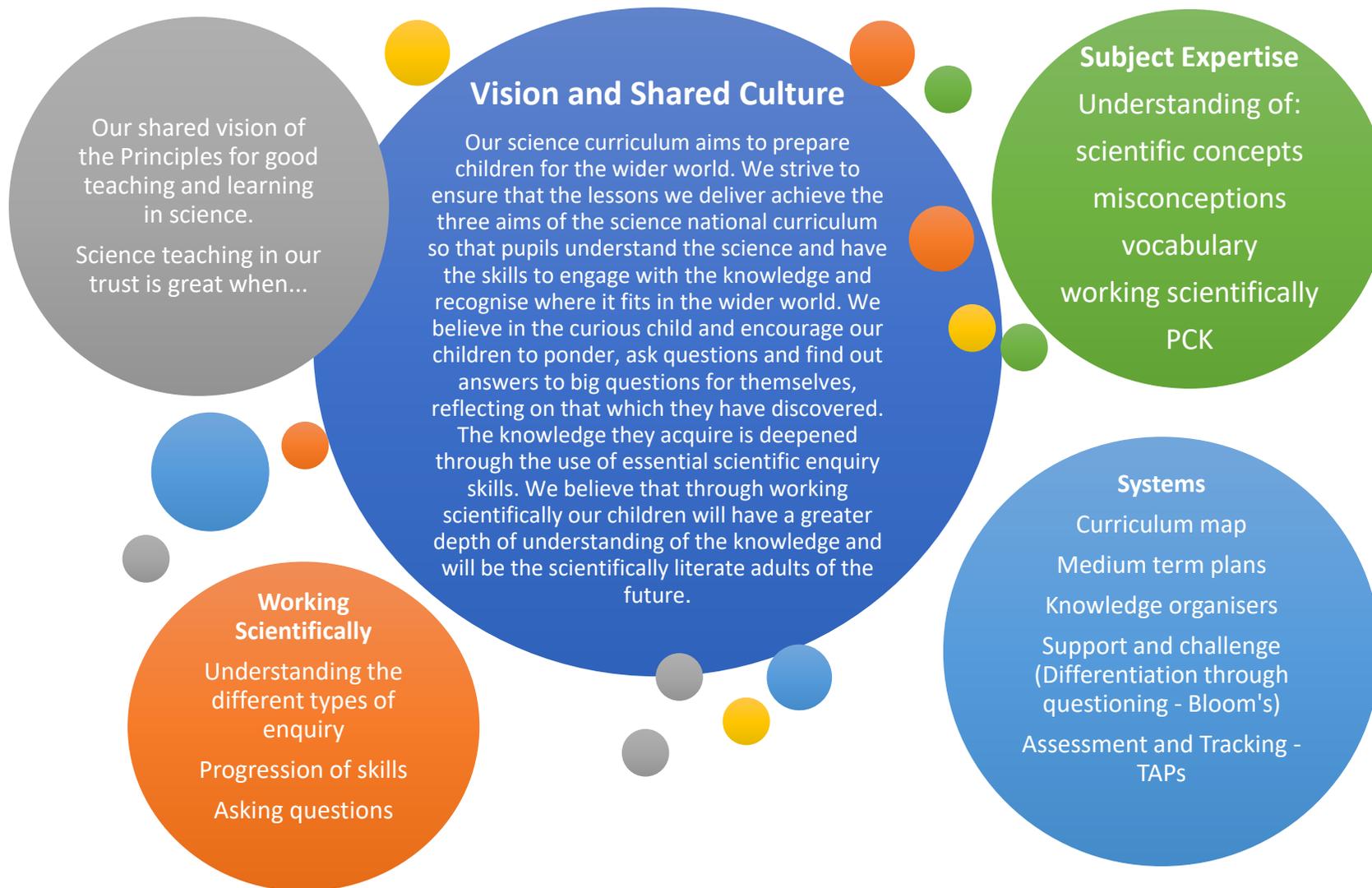
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation
Year 2	Number: Place Value				Number: Addition and Subtraction					Geometry: Shape		
Year 3	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division A			
Year 4	Number: Place Value				Number: Addition and Subtraction			Meas: Area	Number: Multiplication and Division			Consolidation
Year 5	Number: Place Value			Number: Addition and Subtraction		Number: Multiplication and Division			Number: Fractions A			
Year 6	Number: Place Value		Number: Four Operations					Number: Fractions A		Number: Fractions B		Measurement: Converting Units

Mathematics LTP: **Spring** (T3 & T4) Mixed Year Groups (Stanton Drew)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	Number: Place Value (within 20)			Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)		Measurement: Length and Height		Measurement: Mass and Volume	
Year 2	Measurement: Money			Number: Multiplication and Division				Measurement: Length and Height		Measurement: Mass, Capacity and Temperature		
	Number: Multiplication and Division B			Measurement: Length and Perimeter			Number: Fractions A			Measurement: Mass and Capacity		
Year 3	Number: Multiplication and Division			Measurement: Length and Perimeter		Number: Fractions				Number: Decimals		
Year 4	Number: Multiplication and Division			Number: Fractions B		Number: Decimals and Percentages			Measurement: Perimeter and Area		Statistics	
Year 5	Number: Ratio		Number: Algebra		Number: Decimals	Number: Fractions, Decimals and Percentages			Measurement: Area, Perimeter and Volume		Statistics	
Year 6	Number: Ratio		Number: Algebra		Number: Decimals	Number: Fractions, Decimals and Percentages			Measurement: Area, Perimeter and Volume		Statistics	

Mathematics LTP: **Summer** (T5 & T6) Mixed Year Groups (Stanton Drew)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 1	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation
Year 2	Statistics		Number: Fractions			Geometry: Position and Direction		Problem-Solving		Measurement: Time		
Year 3	Number: Fractions B		Measurement: Money		Measurement: Time			Geometry: Shape		Statistics		Consolidation
Year 4	Number: Decimals		Measurement: Money		Measurement: Time		Consol	Geometry: Shape		Statistic	Geometry: Position and Direction	
Year 5	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number Negative Numbers	Measurement: Converting Units		Measurement: Volume
Year 6	Geometry: Shape			Geometry: Pos and Dir		Themed Projects, Consolidation and Problem-Solving						



Science BSPS (single year groups)

Year Group	T1	T2	T3	T4	T5	T6
Year 1	Animals including humans x11 weeks (extended unit)		Materials x6	Science Week – Climate & The Weather x5 weeks	Materials x5 weeks (extended Unit)	Plants
	Seasonal Changes (6 lessons)					
Year 2	Living things and habitats	Materials	Animals including humans	Science Week – Plastic Pollution x5 weeks	Plants Plants x12 weeks (extended unit)	
Year 3	Rocks	Light	Forces and magnets	Science Week – Deforestation x5 weeks	Animals including humans	Plants
Year 4	Animals including humans	Sound	States of matter (Changing State)	Science Week – Carbon Footprint x5 weeks	Electricity	Living things & their habitats
Year 5	Forces	Properties of materials	Space	Science Week – Renewable Energy x5 weeks	Living things and habitats & their habitats	Animals including humans
Year 6	Living things & their habitats	Evolution and inheritance	Electricity	Science Week – Air Quality & Pollution x5 weeks	Light	Animals including humans

Science SDPS (mixed year groups)

Cycle A - Sep 23

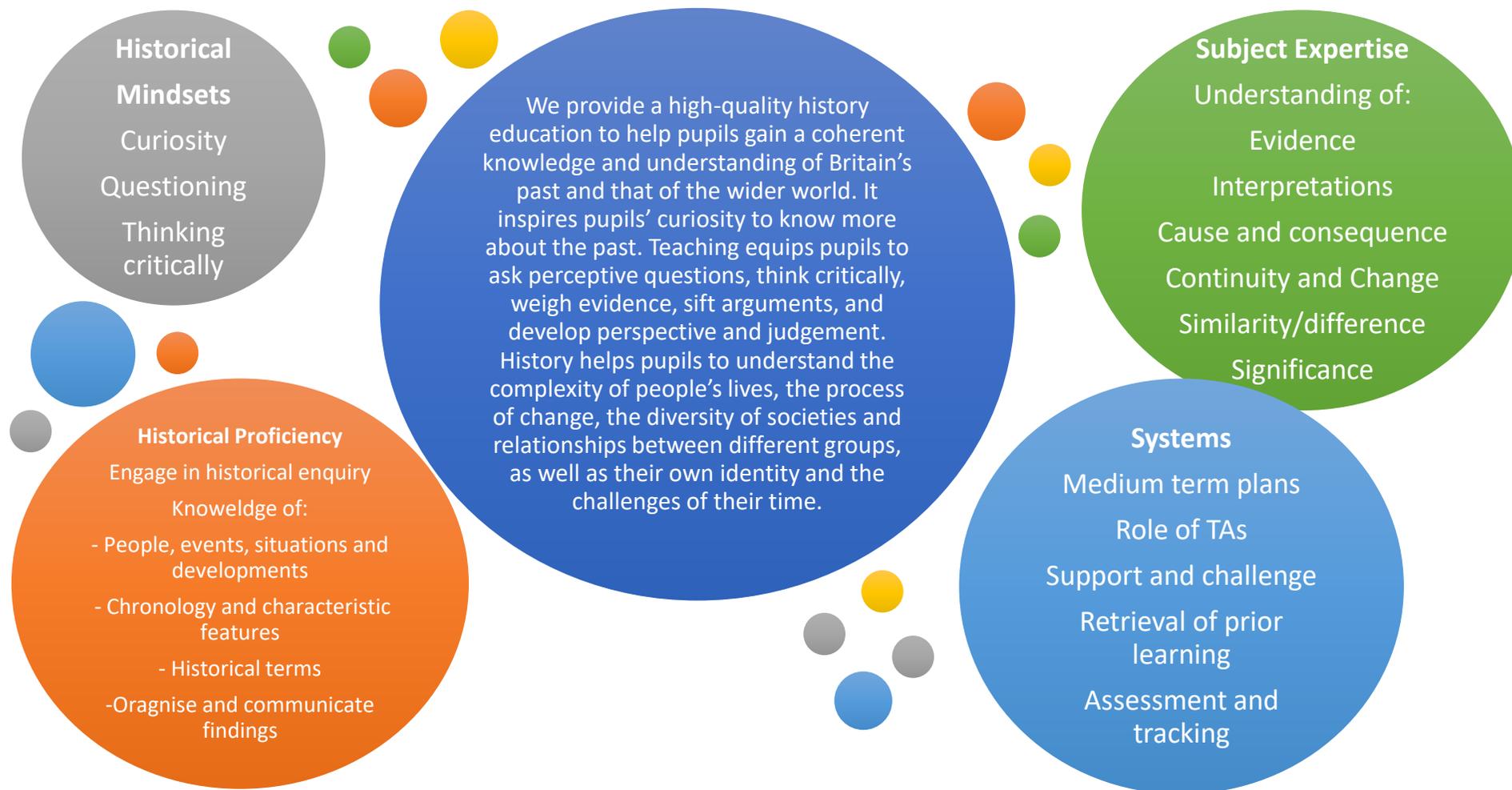
	Term 1	Term 2	Term 3
Year 1 and 2	Looking after plants (Plants Y1, Seasons Y1, Plants Y2)	Material world (Materials Y1, Materials Y2)	Animals, Humans & Staying Healthy (Animals Y1, Animals Y2, Living things Y2)
Year 3 and 4	Nurturing Nature (Plants Y3, Living things Y4)	Archaeology (Rocks Y3, Animals Y3, Living things Y4)	Movie Magic (Light Y3, Sound Y4)
Year 5 and 6	Out of this world (Materials Y5, Earth and Space Y5)	Living, growing and changing (Living things Y5)	Engineering (Forces Y5, Materials Y5)

Cycle 2 - Sep 24

	Term 1	Term 2	Term 3
Year 1 and 2	Animal Safari (Animals Y1, Living things Y2, Animals Y2)	Changing Materials (Materials Y1, Materials Y2)	How does your garden grow? (Plants Y1, Y2)
Year 3 and 4	The Amazing Human Body (Animals Y3, Animals Y4)	From the Amazon to Antarctica (States of matter Y4, Living things Y4, Animals Y4)	How Stuff Works (Electricity Y4, Forces Y3)
Year 5 and 6	Bright Sparks (Materials Y5, Light Y6, Electricity Y6)	Following Darwin's Footsteps (Evolution and Inheritance Y6)	Healthy Body, Healthy Mind (Animals Y6,

Working scientifically includes: asking questions/evaluating/interpreting & conclusion/making predictions/observation & measurement/planning enquiries/recording

Scientific enquiry includes: research/pattern seeking/observing (over time)/ testing/ identifying & classifying/ problem solving

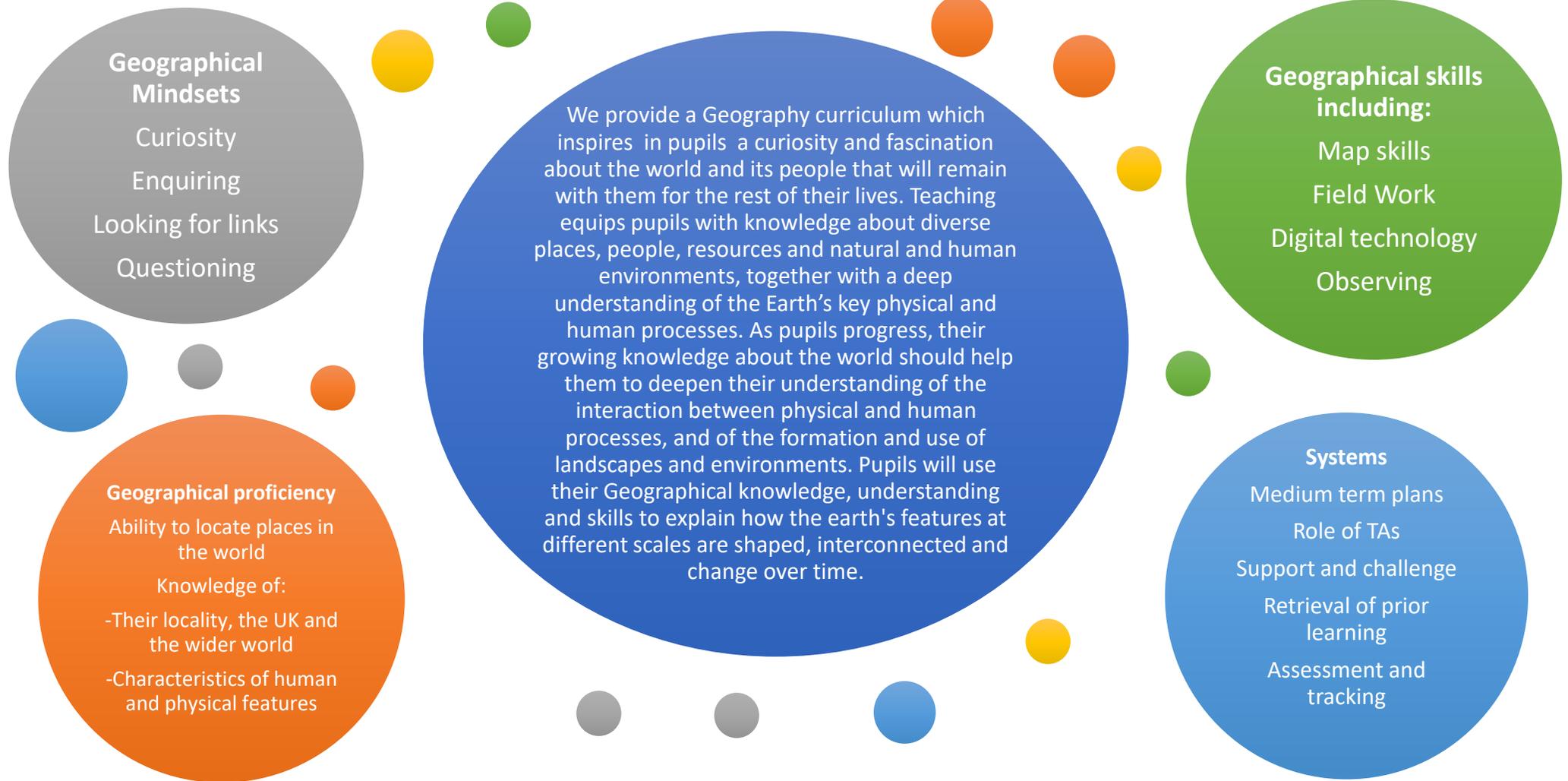


History LTP

Year	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What toys did our Grandparents play with? 1. <i>How long ago did our grandparents play with their toys?</i> 2. <i>What toys did our grandparents play with?</i> 3. <i>What books did our grandparents read?</i> 4. <i>How have toys changed in the 20th century? How are they the same?</i> 5. <i>Which toys are the best and why?</i> 6. <i>Old or new? How can we tell?</i>		The Great Fire of London (2 – 6 Sep 1666 AD) 1. <i>Where and when did the Great fire of London take place?</i> 2. <i>Why did the fire spread so quickly?</i> 3. <i>How did the people try to put out the fire?</i> 4. <i>How long did the fire last?</i> 5. <i>Who was Samuel Pepys and what can we learn from him?</i> 6. <i>How has the Great Fire of London affected life today?</i>		How has Bishop Sutton/Stanton Drew changed? 1. <i>When was our school built?</i> 2. <i>What was it like here 10 years ago?</i> 3. <i>What was it like here 50 years ago?</i> 4. <i>What was it like here 100 years ago?</i> 5. <i>What was it like here in Victorian times?</i> 6. <i>How has the school/ area changed? How is it the same?</i>	
Year 2	The Gunpowder Plot (5 Nov 1605 AD) 1. <i>Why do we celebrate Bonfire Night?</i> 2. <i>Who was Guy Fawkes?</i> 3. <i>What was The Gun Powder Plot?</i> 4. <i>What went wrong with the Plot and how do we know?</i> 5. <i>Why do we ‘Remember, Remember, the 5th November’?</i> 6. <i>How do we celebrate Bonfire Night today?</i>		Comparing the lives of 2 significant individuals: Mary Seacole (b. 23/11/1805 – d. 14/5/1881) and Florence Nightingale (b. 12/5/1820 – d. 13/8/1910) 1. <i>Who was Florence Nightingale and when did she live?</i> 2. <i>How successful was Florence Nightingale at Scutari Hospital?</i> 3. <i>Who was Mary Seacole and when did she live?</i> 4. <i>How did Mary Seacole improve the lives of soldiers during the Crimean war?</i> 5. <i>What are the similarities and differences between Florence Nightingale and Mary Seacole?</i> 6. <i>How were their beliefs different to other nurses at that time?</i>		Isambard Kingdom Brunel (b. 19/4/1806 – d. 15/9/1859) including the Clifton Suspension Bridge (opened 1864 AD) 1. <i>Who was Brunel and when did he live?</i> 2. <i>Why do we remember Brunel?</i> 3. <i>How did he build the Thames Tunnel?</i> 4. <i>What problems did Brunel face when designing the Great Western Railway?</i> 5. <i>Why was the SS Great Britain so important?</i> 6. <i>What is so spectacular about the Clifton Suspension Bridge?</i>	
Year 3	The Stone Age (2.6 million years ago to 3300 BCE) 1. <i>How do we know about life in the Stone Age?</i> 2. <i>Which animals lived during the Ice Age?</i> 3. <i>What were the different periods of the Stone Age?</i> 4. <i>What was life like in a Stone Age settlement?</i> 5. <i>How did the Bronze Age change how people lived?</i> 6. <i>Who were the Celts and why did they use iron?</i>		Ancient Egypt 3100 – 30BCE 1. <i>Why was the River Nile so important to Ancient Egyptians?</i> 2. <i>What was the structure of Ancient Egyptian society?</i> 3. <i>What was life like for Ancient Egyptians?</i> 4. <i>What did Ancient Egyptians believe about life after death?</i> 5. <i>Discover how the Egyptians built the pyramids.</i> 6. <i>How do we know so much about Tutankhamun?</i>		Ancient Greece 800 – 146 BCE 1. <i>How was Ancient Greece organised?</i> 2. <i>What was the Golden Age in Greece?</i> 3. <i>What did the Greeks believe?</i> 4. <i>Who were the Ancient Greek philosophers?</i> 5. <i>Why was Alexander so great?</i> 6. <i>Discover how our lives today have been influenced by the Greeks?</i>	

<p>Year 4</p>	<p>The Romans 27 BCE – 476 AD</p> <ol style="list-style-type: none"> 1. <i>How did the Roman Empire become so powerful?</i> 2. <i>How did the Romans conquer Britain?</i> 3. <i>Why did Boudicca lead a revolt against the Romans?</i> 4. <i>How did the Romans change Britain?</i> 5. <i>What did the Romans believe?</i> 6. <i>Why did the Romans leave Britain?</i> 	<p>The Anglo Saxons and Scots 449–1066 AD</p> <ol style="list-style-type: none"> 1. <i>How do we know about the Anglo Saxons?</i> 2. <i>Why did Vortigern make a deal with the Anglo Saxons?</i> 3. <i>What was life like for the Anglo Saxons?</i> 4. <i>What did the Anglo Saxons believe?</i> 5. <i>What was the heptarchy?</i> 6. <i>How did Alfred the Great protect the Anglo Saxons?</i> 	<p>The Vikings 793 – 1066 AD</p> <ol style="list-style-type: none"> 1. <i>Why did the Vikings invade Britain?</i> 2. <i>What happened at Lindisfarne in 793?</i> 3. <i>Why did Alfred sign a treaty with Guthrum?</i> 4. <i>How did the Vikings travel and were they the first Europeans to discover the Americas?</i> 5. <i>Who were the Norse Gods?</i> 6. <i>Did King Canute try to stop the tide from coming in?</i>
<p>Year 5</p>	<p>The Benin Kingdom 1180 – 1897 AD</p> <ol style="list-style-type: none"> 1. <i>How did the Benin Kingdom begin?</i> 2. <i>What was life like for the Edo people in the Benin Kingdom?</i> 3. <i>How were trade links established by the people?</i> 4. <i>What goods did the people trade?</i> 5. <i>What led to the Civil war in the 1700s?</i> 6. <i>What was the Transatlantic Slave Trade?</i> 7. <i>Why did the British colonise Benin and what impact did this have?</i> 	<p>Medieval and Tudor Monarchs 1458 –1603 AD</p> <ol style="list-style-type: none"> 1. <i>In 1066, who was the rightful heir to the throne?</i> 2. <i>What happened at the Battle of Hastings?</i> 3. <i>Who was responsible for the death of Thomas Becket?</i> 4. <i>Who was the worse King: Richard or John?</i> 5. <i>Why did Henry VIII initiate the Reformation?</i> 6. <i>Was Elizabeth I ‘weak and feeble’?</i> 	<p>The Industrial Revolution and Victorians 1760 –1840 AD</p> <ol style="list-style-type: none"> 1. <i>What were the key features of Victorian society?</i> 2. <i>In the Industrial Revolution, what were living conditions like for families? What was life like?</i> 3. <i>How did working conditions change during the Industrial Revolution?</i> 4. <i>What inventions revolutionised the lives of British people?</i> 5. <i>What impact did Brunel have on the Victorian Era?</i> 6. <i>Could include a question about the changing power of monarchs: How did Queen Victoria change life for British people during her reign?</i>
<p>Year 6</p>	<p>World War II 1 Sep 1939 – 2 Sep 1945 AD</p> <ol style="list-style-type: none"> 1. <i>Was the Second World War inevitable?</i> 2. <i>How did Britain prepare for war and what was the phoney war?</i> 3. <i>Was the evacuation of Dunkirk a victory or disaster?</i> 4. <i>What was the Battle of Britain?</i> 5. <i>Was D-Day an important factor in determining the end of WW2?</i> 6. <i>How did the Second World War end and what was its legacy?</i> 		<p>The Windrush Generation 1948 –1970 AD Civil Rights and the Bristol Bus Boycott 1963 AD</p> <ol style="list-style-type: none"> 1. <i>What was the United States of America like in the 1950s?</i> 2. <i>Why did Oliver Brown take the Board of education to the Supreme Court?</i> 3. <i>Why did Rosa Parks NOT give up her seat on the bus?</i> 4. <i>What was Dr Martin Luther King Jr’s dream?</i> 5. <i>What was the influence on the UK and what was the Bristol Bus Boycott?</i> 6. <i>What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush?</i> 7. <i>Why did the Windrush Generation come to Britain?</i> 8. <i>What is important about the Black Lives Matter Movement?</i>

GEOGRAPHY INTENT



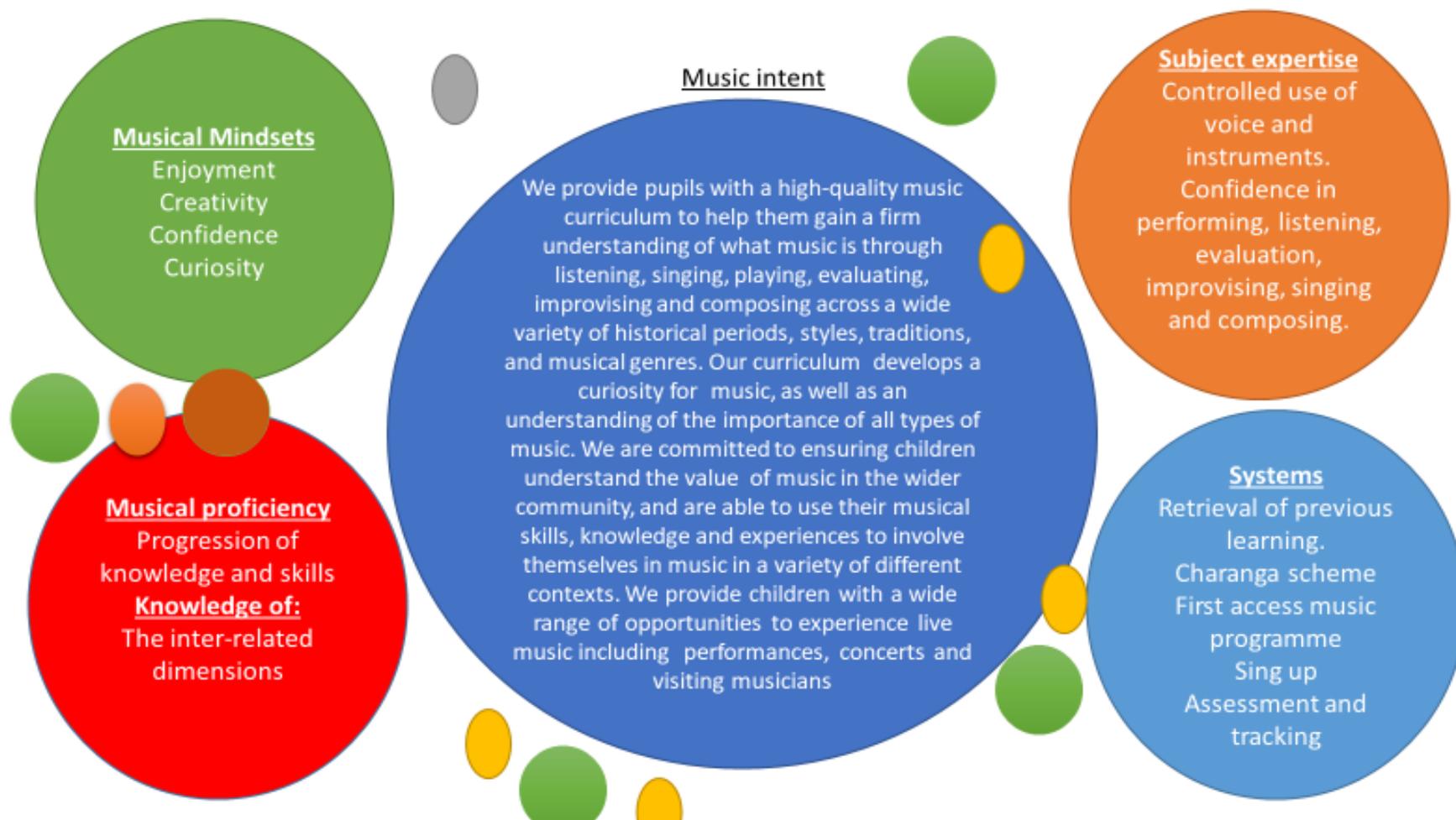
Geography LTP

Year	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Weather Patterns <ol style="list-style-type: none"> 1. <i>What are the different types of weather?</i> 2. <i>What are the seasons and how do they change in the UK?</i> 3. <i>What is the weather like through different seasons?</i> 4. <i>How does the weather change from day to day in the UK?</i> 		Continents, oceans and compass points <ol style="list-style-type: none"> 1. <i>What are the 7 continents of the world and where are they located?</i> 2. <i>What are the 5 oceans of the world and where are they located?</i> 3. <i>What are the 4 main points of the compass?</i> 4. <i>Where is the Equator and the North and South Pole?</i> 5. <i>Where are the hot and cold places on Earth?</i> 		Physical and human features <ol style="list-style-type: none"> 1. <i>What is a physical feature?</i> 2. <i>What is a human feature?</i> 3. <i>How can I plot human and physical features on a map?</i> 4. <i>How can I describe the location of features on a map?</i> 	
Year 2	Fieldwork and local study <ol style="list-style-type: none"> 1. <i>What are fieldwork skills and how do they help me to be a good geographer?</i> 2. <i>How do we recognise landmarks, human and physical features on an aerial map?</i> 3. <i>How do we use a simple map and basic symbols in a key?</i> 4. <i>What basic symbols can we create to make a key for a map?</i> 5. <i>How can we use compass directions to navigate around simple maps?</i> 		Countries and capitals <ol style="list-style-type: none"> 1. <i>In which continent is the UK and where is it in the world?</i> 2. <i>Which countries make up the UK and where are they located?</i> 3. <i>What are the capital cities of the countries of the UK and where are they located?</i> 4. <i>What are the names of the seas that surround the UK and where are they located?</i> 5. <i>What is unique about each country in the United Kingdom?</i> 6. <i>Where are Bath and Bristol and what is special about their location?</i> 		Geographical differences (Canning, India) <ol style="list-style-type: none"> 1. <i>Where is the UK and where is India on a world map?</i> 2. <i>What is the weather like in India and how is this different to the UK?</i> 3. <i>What are the human and physical features of BS and SD and Chew Valley?</i> 4. <i>What are the physical features of Canning and how are they different to the UK?</i> 5. <i>What are the human features of India and how are they different to the UK?</i> 6. <i>What are the similarities and differences for children living in BS and SD and Canning?</i> 	
Year 3	Villages, Towns and Cities <ol style="list-style-type: none"> 1. <i>What is a settlement and are there different types?</i> 2. <i>What affects where people live?</i> 3. <i>Where the key cities of the United Kingdom and what are their populations?</i> 4. <i>What are the key features of some UK cities?</i> 5. <i>Where are the counties of the South-west?</i> 6. <i>How is land-used in different cities?</i> 		Mountains, volcanoes & earthquakes <ol style="list-style-type: none"> 1. <i>What is the earth made of?</i> 2. <i>What are mountain fold made of?</i> 3. <i>How are volcanoes made?</i> 4. <i>How does an earthquake occur?</i> 5. <i>What happens when an earthquake erupts?</i> 6. <i>What is the earth made of?</i> 		Water, weather and climate <ol style="list-style-type: none"> 1. <i>Where is Earth's water?</i> 2. <i>What is the water cycle?</i> 3. <i>What makes up the weather?</i> 4. <i>Why does it rain?</i> 5. <i>Why does the UK have wild weather?</i> 6. <i>Why is the world's weather changing?</i> 	

Year 4	Rivers <ol style="list-style-type: none"> 1. <i>Where are the world's rivers?</i> 2. <i>How do rivers help shape the land?</i> 3. <i>What landforms can rivers create?</i> 4. <i>Why are rivers important to people?</i> 5. <i>Why is the River Severn important?</i> 6. <i>What happens when a river floods?</i> 	Europe and Migration <ol style="list-style-type: none"> 1. <i>How many countries are there in Europe and where are they located?</i> 2. <i>How can we compare the countries of Europe?</i> 3. <i>Where are the capital cities of Europe and what are they like?</i> 4. <i>What is migration?</i> 5. <i>What is a refugee?</i> 6. <i>How will climate change affect migration?</i> 	Natural resources <ol style="list-style-type: none"> 1. <i>Where are the world's natural resources?</i> 2. <i>How has the use of natural resources changed?</i> 3. <i>What resources does Chile have?</i> 4. <i>What resources does the UK have?</i> 5. <i>How does resource exploitation cause problems?</i> 6. <i>What is the circular economy?</i>
Year 5	Slums <ol style="list-style-type: none"> 1. <i>What is a slum?</i> 2. <i>Why do slums develop?</i> 3. <i>What is life like in a slum?</i> 4. <i>How can we use 4-figure grid references to locate features of slums?</i> 5. <i>What challenges do people face living in slums?</i> 6. <i>How can life in slums be improved?</i> 	Biomes <ol style="list-style-type: none"> 1. <i>What are the Earth's biomes?</i> 2. <i>What affects biomes and ecosystems?</i> 3. <i>What biomes are located between the Tropics of Cancer and Capricorn?</i> 4. <i>Tundra, Taiga and Savannah: what's the same and what's different?</i> 5. <i>How will climate change impact biomes?</i> 6. <i>How can we use 4 figure grid reference to locate biomes?</i> 	Energy and sustainability <ol style="list-style-type: none"> 1. <i>What is sustainability?</i> 2. <i>How do we produce energy?</i> 3. <i>How do we produce energy?</i> 4. <i>How does Curitiba compare to Bristol?</i> 5. <i>How does Freiburg compare to Curitiba and Bristol?</i> 6. <i>What is the time in Curitiba, Freiburg and Bristol?</i> 7. <i>What does the future hold?</i>
Year 6	Local fieldwork <ol style="list-style-type: none"> 1. <i>Why do fieldwork?</i> 2. <i>What tools do geographers use?</i> 3. <i>What tools do geographers use?</i> 4. <i>How do geographers collect data?</i> 5. <i>How do geographers present their data?</i> 6. <i>What do geographers do with their data?</i> 	Population <ol style="list-style-type: none"> 1. <i>Where are all the people?</i> 2. <i>Why does population change?</i> 3. <i>What is a population pyramid?</i> 4. <i>What challenges can a growing population present?</i> 5. <i>What challenges can an aging population present?</i> 6. <i>How do we feed the planet?</i> 	Globalisation <ol style="list-style-type: none"> 1. <i>What is globalisation?</i> 2. <i>How has globalisation changed the way we communicate?</i> 3. <i>How does globalisation effect trade?</i> 4. <i>What does globalisation have to do with fashion?</i> 5. <i>What does globalisation have to do with food?</i> 6. <i>Where will globalisation lead us?</i>

Footnote: Bath has twinning links to Aix-en-Provence (France), Alkmaar (Holland) and Braunschweig (Germany) and Kaposvar (Hungary). Chew Valley also has links to Vern-sur-Seiche, near Rennes (France)
 Bristol has twinning links to Bordeaux (France), Hannover (Germany), Porto (Portugal), Tbilisi (Georgia), Puerto Morazan (Nicaragua), Beira (Mozambique) and Guangzhou (China)

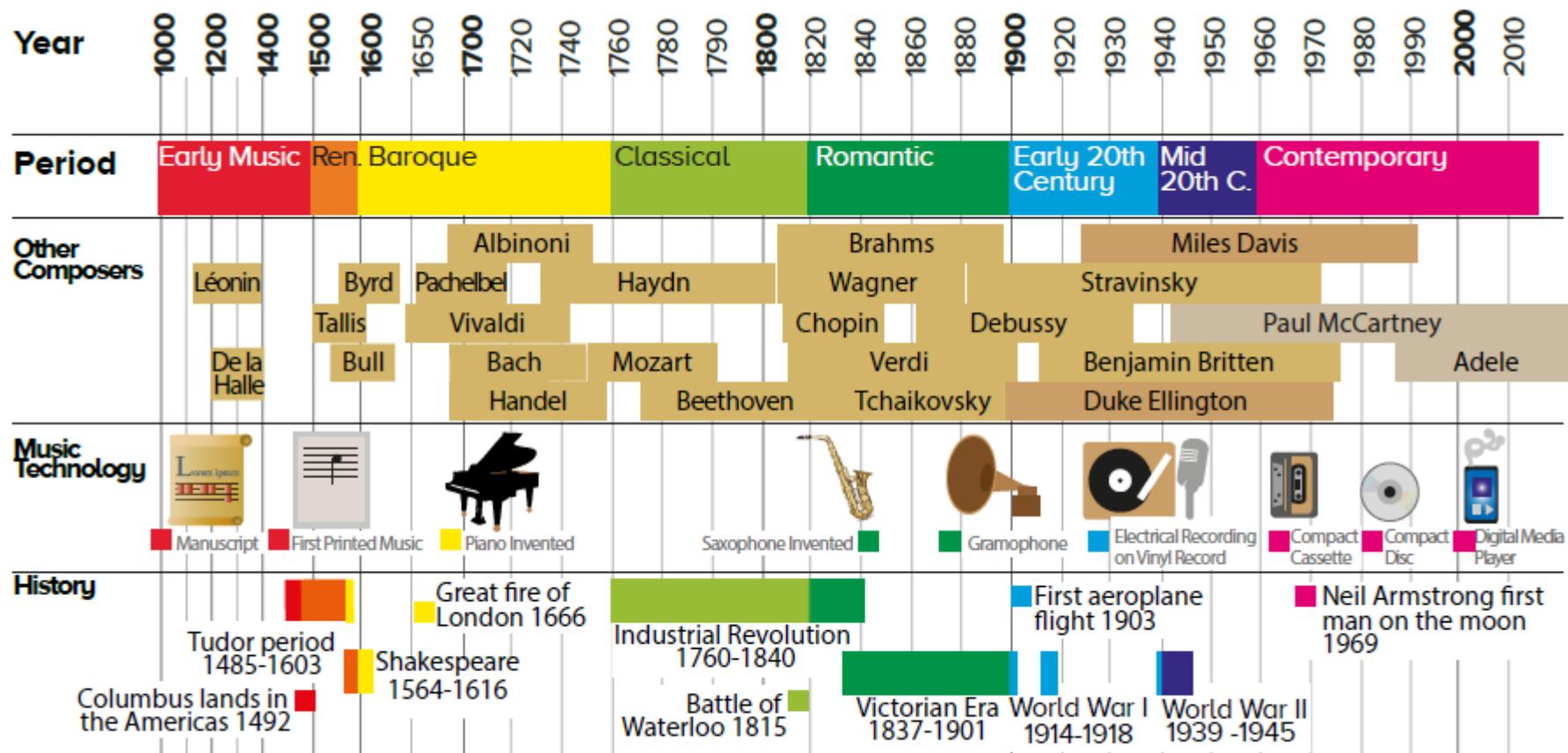
MUSIC INTENT



CHARANGA CURRICULUM OVERVIEW

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music and Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

History of Music



MfL (FRENCH) INTENT (KS2 only)



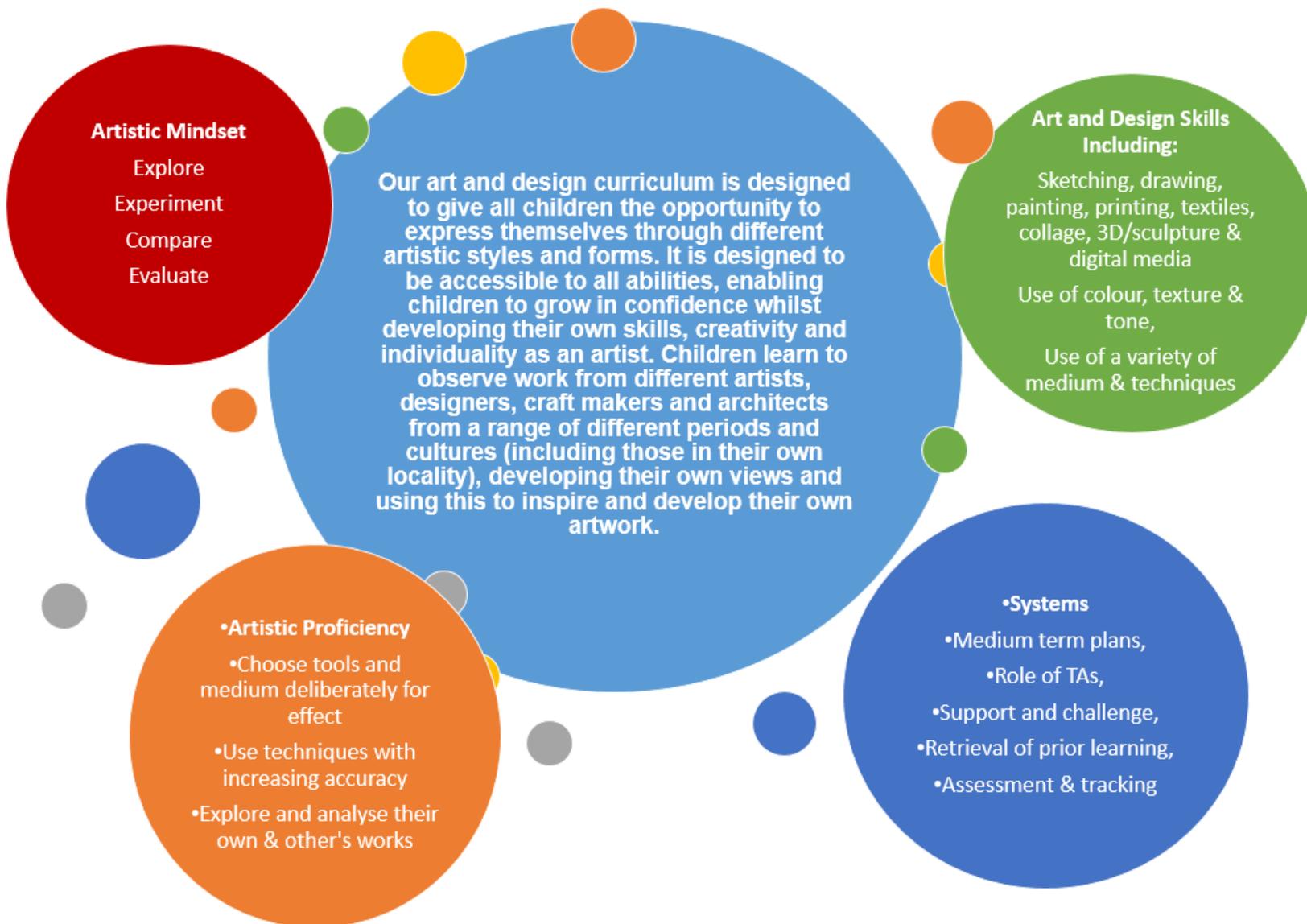
MfL (French) LTP

(French LTP 2020: BS use single year groups/SD start with Y3 and Y5)

	Autumn Term		Spring Term		Summer Term		Additional units
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 3	Phonetics 1 & I'm learning French (J'apprends le Français) (E)	Animals (Les Animaux) (E)	Fruits (Les Fruits) (E)	Musical Instruments (Les Instruments) (E)	Little Red Riding Hood (Petit Chaperon Rouge) or Ancient Britain (L'ancienne Histoire de la Grand Bretagne) (E)	I can... (Je peux...) (E)	Vegetables (Les Légumes) Shapes (Les Formes) Salutations (Les Salutations)
Year 4	Phonetics 2 & Presenting myself (Je me présente) (I)	My Family (Ma Famille) (I)	My Home (Chez Moi) (I)	Habitats (Les Habitats) (I)	In the Classroom (En Classe) (I)	Goldilocks (Boucle d'Or Et Les Trois Ours) or Tudors (La Maison Tudor) (I)	
Year 5	Phonetics 3 & Do you have a pet? (As-tu un animal?) (I)	The date (La date) (I)	What is the Weather? (Quel temps fait-il?) (I)	Clothes (Les Vêtements) (I)	At the Tea Room (Au Salon de Thé) or Romans (Les Romains) (I)	Olympics (Les Jeux Olympiques) (I)	
Year 6	Phonetics 4 & At School (A L'Ecole) (P)	Regular Verbs (Les Verbes Réguliers) (P)	The Weekend (Le Week-end) (P)	World War II (La Seconde Guerre Mondiale) or Habitats (Les Habitats) (P)	The Planets (Les Planètes) (P)	Me In The World (Moi Dans Le Monde) (P)	Irregular Verbs (Les Verbes Irréguliers) Healthy Lifestyle (Manger Et Bouger)

E – Early Language, I – Intermediate Language, P – Progressive Language

Footnote: Bath has twinning links to Aix-en-Provence, Chew Valley also has links to Vern-sur-Seiche, near Rennes and Bristol is twinned with Bordeaux.



Art & Design LTP

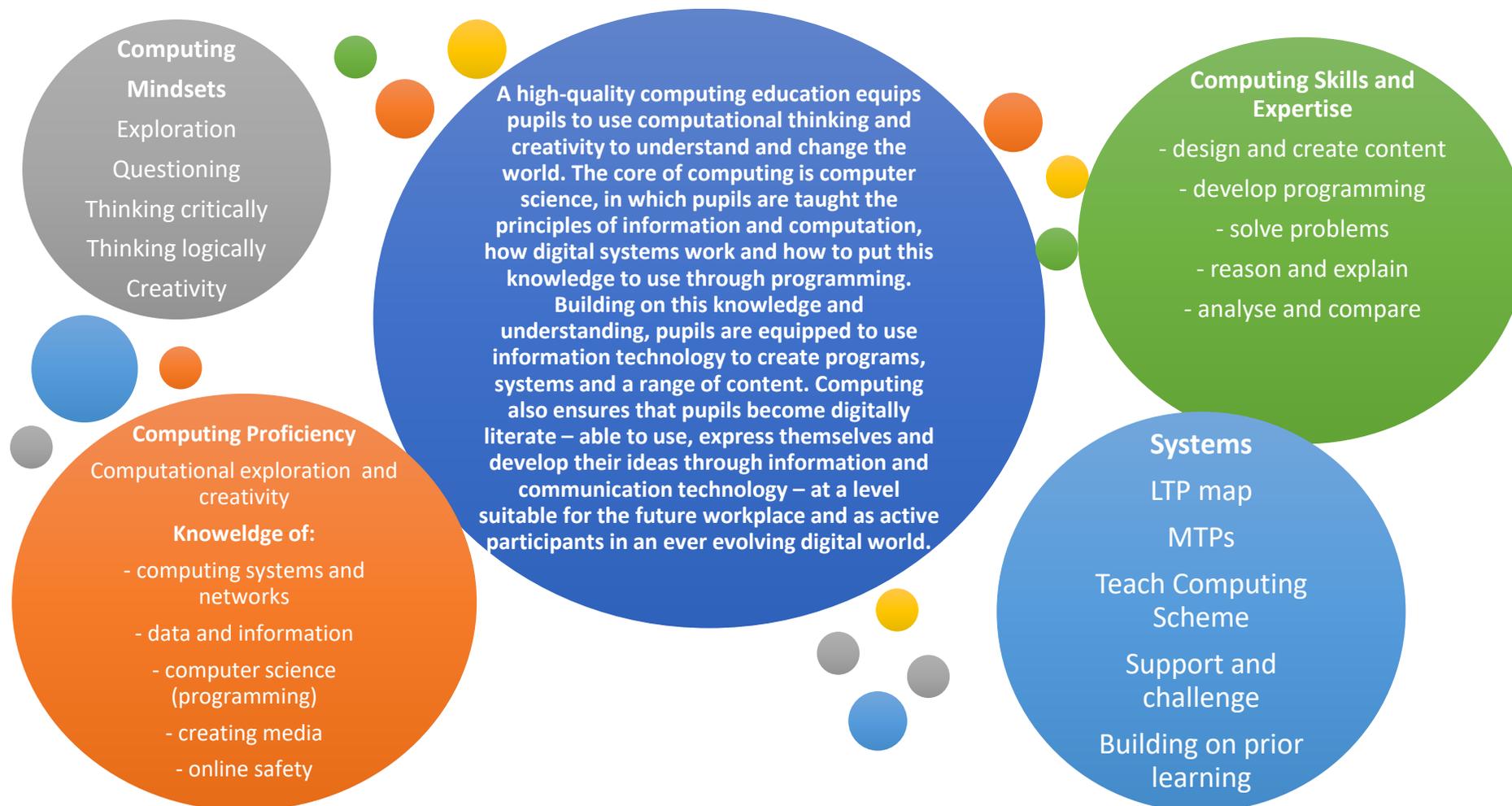
	Autumn Term (T1 & T2)	Spring Term (T3 & T4)	Summer Term (T5 & T6)
Y1	3D Art - Nature Sculptures & Clay Tiles Inspirational Artist: Andy Goldsworthy	Textiles & Collage - weaving, sewing, layering, silhouettes Inspirational Artist: Rita Greer (<i>History Great Fire of London Link</i>)	Buildings using line and shape - drawing, pastel and paint Inspirational Artist: LS Lowry (<i>Geography Local Area Link</i>)
Y2	Autumn Art - printing with objects & mono printing Inspirational Artist: William Morris (<i>History Fireworks & Seasonal Art</i>)	Abstract Art using Colour & Line – drawing, pastel and paint Inspirational Artists: Mondrian & Kandinsky (<i>Maths Line and Shape Link</i>)	Portraits and self-portraits - drawing, charcoal, painting and digital media Inspirational Artists: Van Gogh, Giuseppe Arcimboldo (<i>History Brunel Link</i>)
Y3	Human Bodies and Faces – drawing, pastel and digital media Inspirational Artists: Julian Opie, Frida Kahlo, Clementine Hunter (<i>Science human body Link</i>)	Masks - drawing, 3D sculpture and painting Inspirational Artist: Kimi Cantrell Egyptian Masks (<i>History Egyptian Art Link</i>)	Flowering Plants and Trees – drawing and painting, shades and tones & Clay Inspirational Artists: Van Gogh & Paul Cummins (<i>Science Plants Link</i>)
Y4	3D Art Mosaic, Papier Mache & Clay Inspirational Artist: Antonio Gaudi (<i>History Romans Link</i>)	Textiles – weaving & batik Inspirational Artists: Dawn Delver & Margaret Storer-Roche (<i>Saxon Link</i>)	People and Places – drawing, painting and watercolour, pointillism Inspirational Artists: Seurat & Signac
Y5	Textiles - block printing, silk screen and multi-layer prints Inspirational Artists: Andy Warhol & William Morris (<i>Geography Amazon Animals Link</i>)	Architecture & perspective - drawing, pen and ink Inspirational Artist: Shaun Tan Comic book art	Landscapes – drawing and paint, use of view finders, proportion, scale Inspirational Artists: Rousseau, Monet & Constable (<i>Geography Biomes Link</i>)
Y6	Space – drawing, pastel, digital art, mixed media Inspirational Artists: Peter Thorpe & Julie Perrot (<i>Science Space Link</i>)	Surrealism – drawing & imaginative art (own choices of medium) Inspirational Artists: Dali, Picasso & Magritte	Street Art – paint, pastels and digital art Inspirational Artists: Banksy & Lady Pink



Design & Technology LTP

	T1 & T2 (Autumn)	T 3 & T4 (Spring)	T5 & T6 (Summer)	Food Tech (minimum offer)
Y1	Puppets <i>(History Toys Link)</i>	Flying Kites <i>(Geography Weather Link)</i>	Moving Minibeasts – pins, pivots and levers <i>(Science Habitats Link)</i>	Make a fruit salad
Y2	Textiles - Christmas decoration	Moving Vehicles including use of construction kits (eg K’Nex, Lego)	Stable Structures <i>(Science Materials and living things and habitats Link)</i>	Make a pizza
Y3	Light up signs – recycled materials and circuits <i>(Science Light/Electricity Link)</i>	Photo frames from cardboard and wood -	Moving story books - pins, pivots, levers, flaps	Make a sandwich
Y4	Bridges - cutting, joining and strengthening <i>(Geography Rivers Link)</i>	Money containers	Moving Monsters (pneumatics) <i>(Science Habitats Link)</i>	Make biscuits
Y5	Building tall structures	Textiles - sewing and decorating a cushion	Moving Toys - axels, wheels and cams <i>(History Victorians Link)</i>	Make bread
Y6	Shelters <i>(History WW2 Link)</i>	Fairground rides and games <i>(Science Forces Link – levers, gears and pulleys)</i>	Props and set building for performances – recalling and using skills independently <i>(Optional)</i>	Make burgers

Computing Intent



Computing LTP (based on the Teach Computing curriculum)

	T1 & T2 (Autumn)	T3 & T4 (Spring)	T5 & T6 (Summer)
Rec	Online Safety Health wellbeing and lifestyle Photography	Online Safety Online relationships -Trust Storytelling	Online Safety Copyright and ownership Simple programming
Y1	Online Safety Health wellbeing and lifestyle Privacy and security	Online Safety Online relationships	Online Safety Copyright and ownership
	Programming: Moving a robot (1.3) writing short algorithms and programs for floor robots, and predicting program outcomes	Creating Media: Digital painting (1.2) choosing appropriate tools in a program to create art, and making comparisons with working non-digitally Creating Media: Digital writing (1.5) using a computer to create and format text, before comparing to writing non-digitally	Programming: Animations (1.6) designing and programming the movement of a character on screen to tell stories
Y2	Online Safety Health wellbeing and lifestyle Privacy and security	Online Safety Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety Online reputation
	Programming: Robot algorithms_(2.3) Creating and debugging programs and using logical reasoning to make predictions	Data and information: Pictograms_(2.4) Collecting data in tally charts and using attributes to organise and present data on a computer Computing systems and networks: Information technology around us (2.1) Identifying IT and how it's responsible use improves our world in school and beyond (lesson 5 only)	Programming: Programming quizzes_(2.6) Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz
Y3	Online Safety Health wellbeing and lifestyle Privacy and security	Online Safety Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety Self-image and identity Online reputation
	Programming: Sequencing_sounds_(3.3) Creating sequences in a block-based programming language to make music	Data and information: Branching databases (3.4) Building and using branching databases to group objects using yes/no questions Computing systems and networks: The internet (4.1) Recognising the internet as a network of networks including WWW and why we should evaluate online content	Programming: Events and actions in programs (3.6) Writing algorithms and programs that use a range of events to trigger sequences of action
Y4	Online Safety Health wellbeing and lifestyle Privacy and security	Online Safety Online relationships inc. bullying Copyright and ownership	Online Safety Self-image and identity Online reputation

		Reliability of information	
	Programming: Repetition in shapes (4.3) Using a text-based programming language to explore count-controlled loops when drawing shapes	Creating media: Photo editing (4.5) Manipulating digital images and reflecting on the impact of changes and whether the required process is fulfilled	Programming: Repetition in games (4.6) Using a block-based programming language to explore count-controlled and infinite loops when creating a game
Y5	Online Safety Health wellbeing and lifestyle Privacy and security	Online Safety Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety Self-image and identity Online reputation
	Programming: Selection in quizzes (5.6) Exploring selection in programming to design and code an interactive quiz	Data and information: Flat-file databases (5.4) Using a database to order and create charts to answer questions	Creating media: Webpage creation (6.2) Designing and creating webpages, giving consideration to copyright, aesthetics and navigation
Y6	Online Safety Health wellbeing and lifestyle Privacy and security	Online Safety Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety Self-image and identity Online reputation
	Programming: Variables_in games_(6.3) exploring variables when designing and coding a game	Data and information: Introduction to_spreadsheets_(6.4) Answering questions by using spreadsheets to organise and calculate data Computing systems and networks: Internet communication (6.1) Recognising how the WWW can be used to communicate and be searched to find information	Creating media: 3D modelling (6.5) Planning, developing and evaluating 3D models of physical objects

PSHE

Intent

Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We aim to prepare children to be global citizens now and in their future roles within a global community. We want to build a PSHE curriculum that incorporates the understanding of RSE, which enables pupils to explore the complexity of the relationships they have now and to know how to be safe, preparing them to understand and develop healthy relationships in their future lives.

Implementation

We use the Jigsaw scheme which is a clear and comprehensive scheme of work in line with the National Curriculum. We use the scheme and personalise it to meet the needs of the children. It has 6 units, each lasting for half a term, progressively building children's learning, at their developmental level. Our Jigsaw pieces include: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Children have access to key knowledge, language and meanings in order to understand PSHE and use across the wider curriculum. The Scheme of work also includes links to PSHE, British Values (BV), Spiritual, Moral, Social and Cultural (SMSC) and the language is used consistently by all staff. (PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links). Whole school, Key Stage and class assemblies also make a link to PSHE, British Values and SMSC. There is a clear and comprehensive RSE scheme of work within PSHE in line with the recommendations of teaching RSE in the National Curriculum. The teaching and learning of RSE is planned explicitly within each year group, using Jigsaw as a guide. Parents are informed of the content of the RSE programme of work and further support / clarification is given if required.

Impact

We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded adults.

- Children can approach a range of real life situations and apply their skills and attributes to help navigate them through modern life.
- From exposure to a range of global issues and problems, children build up tolerance and a sense of responsibility of being a global citizen.
- Children understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives from themselves.
- Children demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Children demonstrate a healthy outlook towards school – attendance is above national figures and behaviour is good.
- Children achieve age related expectations across the wider curriculum.
- Children develop positive and healthy relationship with their peers both now and in the future.
- Children understand the physical aspects involved in RSE at an age appropriate level and have positive body images.

As a result of this children will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

PSHE LTP

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Relationships, Health & Sex Education)

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition



	T1	T2	T3	T4	T5	T6
R	Gymnastics unit 1 Body management unit 1	Dance unit 1 Manipulation & coordination unit 1	Cooperate & solve problems unit 1 Body management unit 2	Gymnastics unit 2 Speed, agility & travel unit 1	Run, jump, throw unit 1 Speed, agility & travel unit 2	Cooperate & solve problems unit 2 Manipulate & coordinate unit 2
Y1	Attack, defend, shoot Dance unit 1 animals	Attack, defend, shoot Gymnastics unit 1	Hit, catch, run unit 1- Dance unit 2	Send and return unit 1 Gymnastics unit 2	Run, jump, throw unit 1 Hit, catch, run unit 2	Send and return - Tennis Run, jump, throw unit 2
Y2	Attack, defend, shoot unit 1 Dance – unit 1	Attack, defend, shoot unit 2 Gymnastics unit 1	Hit, catch, run unit 1 Dance unit 2	Send and return unit 1 Gymnastics unit 2	Send and return - Tennis Run, jump, throw – unit 1	Run, jump, throw - unit 2 Hit, catch, run unit 2
Y3	Invasion Games A – Handball Striking & Fielding A – Cricket	Gymnastics Dance – unit 1	Net & Wall Games – Badminton Dance - unit 2	Tennis Gymnastics unit 2	Athletics Invasion Games B – Basketball	OAA (Outdoor & Adventurous) Striking & Fielding B – Rounders
Y4	Invasion Games A – Football Gymnastics unit 1	Invasion Games B - Hockey Dance unit 1	Tennis Dance unit 2	Net & Wall Games – Volleyball Gymnastics unit 2	Athletics Striking Fielding A – Rounders	OAA (Outdoor & Adventurous) Striking & Fielding B – Cricket
Y5	Invasion Games A – Netball Dance unit 1	Tennis Gymnastics unit 1	Invasion Games B – Tag rugby Dance unit 2	Net & Wall games - badminton Gymnastics unit 2	Athletics Striking & Fielding A – rounders	OAA (Outdoor & Adventurous) Striking & Fielding B – Cricket
Y6	Invasion Games A – Handball Tennis	Gymnastics Dance unit 1	Invasion Games B – football Dance unit 2	Invasion Games - Netball Gymnastics unit 2	Athletics Invasion Games - basketball	Striking & Fielding B – Rounders & Cricket

Daily Physical Activity (DPA), and Health & Fitness	Go Noodle	Go Noodle	Go Noodle	Go Noodle	Go Noodle	Go Noodle
Festivals & Competitions	KS2 Cross Country, KS2 Mixed Football, Y3/4 Invasion, Y5/6 Tag Rugby, Y2 Benchball		Y3/4 Netball, Y2 Gymnastics, Y5/6 Mixed Football (Chelwood Rotary), KS2 Netball		Y4/5 Bowls, Y3/4 Athletics, Y2 Striking & Fielding. Y5/6 Quadkids, Y3/4 Tennis, Y1 Tagtails, Y5/6 Rounders	
KS2 Swimming	Swimming – starting with x7 children per school each Thursday afternoon (KS2 Y6 – Y5 – Y4 – Y3). Aim: for children to be able to swim 25 metres competently AND use a range of strokes confidently and proficiently over a distance of at least 25 metres AND effectively perform safe self-rescue in different water-based situations					
Other	Y6 Residential Visit – Outdoor & Adventurous Activities				Y5 Residential Visit – Outdoor & Adventurous Activities (from May 2023) All Year Groups – Sports Day All Year Groups - Additional sporting experience e.g. Climbing, Tobogganing, Sailing, Stand Up Paddleboarding Y6 – Bikeability Training	
Notes	<i>Invasion Games A: Handball, Football or Netball Invasion Games B: Hockey, Tag Rugby or Basketball</i>		<i>Net & Wall Games: Badminton or Volleyball</i>		<i>Striking & Fielding A: Rounders, Softball or Danish Longball Striking & Fielding B: Cricket or Baseball</i>	
EYFS	<i>Body Management = Manipulation and coordination = net and wall Cooperate and solve problems = invasion games Speed, agility and travel = striking and fielding Run, jump, throw = athletics</i>		KS1		<i>Attack, defend, shoot = invasion games Hit, catch, run = striking and fielding Send and return = net and wall Run, jump, throw = athletics</i>	

PH SPORTS

WSM (Akeel)

RE INTENT (*DISCOVERY RE introduced across the Federation Sep 2022*)

At Bishop Sutton and Stanton Drew Primary Schools, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions and world views while contributing to their spiritual, moral, social and cultural development. We encourage our children to reflect, in a variety of ways, on their own thoughts, feelings, experiences and ideas with increasing discernment.

Through following the 'Discovery RE' enquiry-based model we believe our children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

	Autumn Term 1	Autumn Term 2 (Christmas)	Spring Term 1	Spring Term 2 (Easter)	Summer Term 1	Summer Term 2
F	<p>Theme: Special People</p> <p>KQ: What makes people special?</p> <p>Religion: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>KQ: What is Christmas?</p> <p>Concept: Incarnation</p> <p>Religion: Christianity</p>	<p>Theme: Celebrations</p> <p>KQ: How do people celebrate?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>KQ: What is Easter?</p> <p>Concept: Salvation</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>KQ: What can we learn from stories?</p> <p>Religion: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>KQ: What makes places special?</p> <p>Religion: Christianity, Islam, Judaism</p>
Y1	<p>Theme: Creation Story</p> <p>KQ: Does God want Christians to look after the world?</p> <p>Concept: God/Creation</p> <p>Bridge: Respect for Nature</p> <p>Religion: Christianity</p>	<p>Theme: Christmas</p> <p>KQ: What gifts might Christians in my town have given Jesus if he had been born here rather in Bethlehem?</p> <p>Concept: Incarnation</p> <p>Bridge: Meaning of Gifts</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend</p> <p>KQ: Was it always easy for Jesus to show friendship?</p> <p>Bridge: Friendship</p> <p>Religion: Christianity</p>	<p>Theme: Easter – Palm Sunday</p> <p>KQ: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Concept: Salvation</p> <p>Bridge: Welcoming</p> <p>Religion: Christianity</p>	<p>Theme: Shabbat</p> <p>KQ: Is Shabbat important to Jewish children?</p> <p>Bridge: Priorities</p> <p>Religion: Judaism</p>	<p>Theme: Rosh Hashanah and Yom Kippur</p> <p>KQ: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Bridge: Forgiveness</p> <p>Religion: Judaism</p>
Y2	<p>Theme: What did Jesus teach?</p> <p>KQ: Is it possible to be kind to everyone all of the time?</p> <p>Bridge: Kindness</p> <p>Religion: Christianity</p>	<p>Theme: Christmas – Jesus as gift from God</p> <p>KQ: Why do Christians believe God gave Jesus to the world?</p> <p>Concept: Incarnation</p> <p>Bridge: Save/Rescue</p> <p>Religion: Christianity</p>	<p>*Theme: Prayer at home</p> <p>KQ: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Bridge: Commitment</p> <p>Religion: Islam</p>	<p>Theme: Easter – Resurrection</p> <p>KQ: How important is it to Christians and Jesus came back to life after His crucifixion?</p> <p>Concept: Salvation</p> <p>Bridge: Resurrection</p> <p>Religion: Christianity</p>	<p>*Theme: Community and Belonging</p> <p>KQ: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Bridge: Belonging</p> <p>Religion: Islam</p>	<p>*Theme: Hajj</p> <p>KQ: Does completing Hajj make a person a better Muslim?</p> <p>Bridge: Commitment</p> <p>Religion: Islam</p>
Y3	<p>*Theme: Divali</p> <p>KQ: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Bridge: Belonging</p>	<p>Theme: Christmas</p> <p>KQ: Has Christmas lost its true meaning?</p> <p>Concept: Incarnation</p> <p>Bridge: Meaning</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>KQ: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Bridge: Miracle</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>KQ: What is 'good' about Good Friday?</p> <p>Concept: Salvation</p> <p>Bridge: Saving the day</p> <p>Religion: Christianity</p>	<p>*Theme: Hindu Beliefs</p> <p>KQ: How can Brahman be everywhere and in everything?</p> <p>Bridge: Aspects of Me</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p> <p>KQ: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Bridge: Importance of water.</p>

	Religion: Hinduism					Religion: Hinduism
Y4	<p>*Theme: Buddha's teachings KQ: Is it possible for everyone to be happy? Bridge: Happiness Religion: Buddhism</p>	<p>Theme: Christmas KQ: What is the most significant part of the nativity story for Christians today? Concept: Incarnation Bridge: Symbols Religion: Christianity</p>	<p>*Theme: The 8-fold path KQ: Can the Buddha's teachings make the world a better place? <i>(+What is the best way for a buddhist to lead a good life?)</i> Bridge: Compassion Religion: Buddhism</p>	<p>*Theme: (NB Easter) Passover KQ: How important is it for Jewish people to do what God asks them to do? Bridge: Authority Religion: Judaism</p>	<p>*Theme: Rites of Passage and good works KQ: What is the best way for a Jew to show commitment to God? Bridge: Responsibility Religion: Judaism</p>	<p>Theme: Prayer and Worship KQ: Do people need to go to Church to show they are Christians? Bridge: Meaningful places Religion: Christianity</p>
Y5	<p>*Theme: Prayer and Worship KQ: What is the best way for a Hindu to show commitment to God? Bridge: Commitment Religion: Hinduism</p>	<p>Theme: Christmas KQ: Is the Christmas story true? Concept: Incarnation Bridge: What does 'true' mean? Religion: Christianity</p>	<p>*Theme: Hindu beliefs KQ: How can Brahman be everywhere and in everything? Bridge: The essence of you Religion: Hinduism</p>	<p>Theme: Easter KQ: How significant is it for Christians to believe God intended Jesus to die? Concept: Salvation Bridge: The essence of you Religion: Christianity</p>	<p>*Theme: Beliefs and Moral values KQ: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Bridge: Cause & Effect Religion: Hinduism</p>	<p>Theme: Beliefs and Practices KQ: What is the best way for a Christian to show commitment to God? Bridge: Degrees of commitment Religion: Christianity</p>
Y6	<p>Theme: Beliefs and Practices KQ: What is the best way for a Muslim to show commitment to God? Bridge: Commitment takes effort Religion: Islam</p>	<p>*Theme: Christmas KQ: How significant is it that Mary was Jesus' mother? Concept: Incarnation Bridge: Choosing the right person Religion: Christianity</p>	<p>Theme: Beliefs and Meaning KQ: Is anything ever eternal Concept: Salvation Bridge: Eternity Religion: Christianity</p>	<p>Theme: Easter KQ: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Concept: Gospel Bridge: Eternity Religion: Islam</p>	<p>Theme: Beliefs and Moral Values KQ: Does belief in Akhirah (life after death) help Muslims lead good lives? Bridge: Interpretation/Motivation Religion: Islam</p>	

KQ=Key Question

Opportunities to develop understanding of other World Religions and Humanism within the units

Each Unit follows an Enquiry approach with a 4 step process (1. Engagement, 2. Investigation, 3. Evaluation, 4. Expression)

EYFS OVERVIEW (Intent, Implementation, Impact)

What is the intent of the Early Years Foundation Stage at Bishop Sutton and Stanton Drew Primary Schools?

Our vision for EYFS is to help all children develop a love of learning and lay the necessary foundations to give them the best possible start to their education.

We will do this by offering a broad and balanced curriculum which will excite and engage the children and provides them with the skills and knowledge needed to make good or better progress from their individual starting points.

We want all our children to become happy, confident and resilient learners who enjoy coming to school and feel safe and nurtured within the school environment. We will develop effective working relationships based on mutual respect with parents/carers to ensure that we fully understand the uniqueness and prior experiences of all our children.

Our curriculum celebrates diversity and promotes the children's personal, social and emotional development alongside their academic progress. Children with additional needs, including SEND are supported appropriately. We will agree ambitious expectations for all children so that they are given the opportunity to realise their full potential.

Implementation (how do we achieve what we set out to do?)

Our curriculum is designed using ['The Early Years Statutory Framework'](#) which sets out five prime areas of learning within the EYFS:

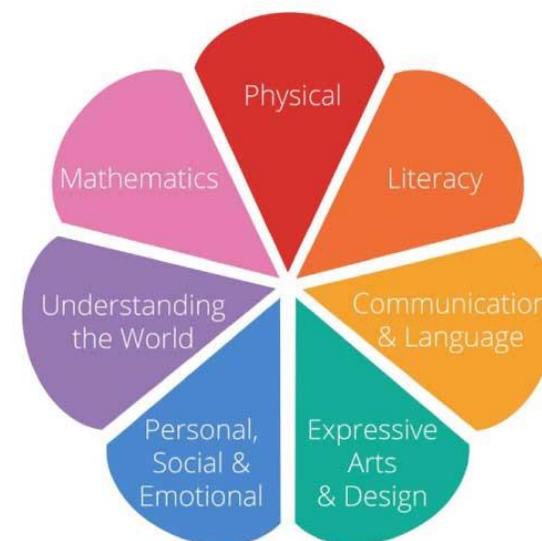
- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

And four specific areas for learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We carefully plan sequences of activities that provide meaningful learning experiences, developing each child's characteristics of effective learning whilst appealing to the children's individual interests and talents. Our curriculum celebrates diversity and supports the pupils' spiritual, social and cultural development and has been carefully designed to both reflect the lives of our children as well as teaching them about the world around them, preparing them for Key Stage 1 and their own future adventures in life. Staff use high quality questioning and interactions to check understanding, address misconceptions, reinforce new vocabulary and facilitate next steps in learning. Literacy, language and learning to read are a key priority of our curriculum with an overall emphasis on early reading and phonics. Story time is a valued part of our daily routine. Quality stories, poems and rhymes are used to feed the children's imagination, encourage reading for pleasure, enhance their vocabulary and develop their comprehension.

We teach reading and transcription through a systematic synthetic phonics programmes called Read, Write Inc. which is followed throughout EYFS and Key Stage One.



The children have a daily direct teach of phonics which is taught in a structured way, building up the children's phonics knowledge and skills explicitly. When ready, the children are given reading books to practice their reading which have words which match the sounds they have already learnt. As they learn more complex sounds, they progress through the books which contain a wider range of sounds they have learnt. We use core texts as a basis for planning and each book starts with a 'wow' to engage the children. Our core texts have been chosen for their level of challenge, high quality language and to promote reading for pleasure.

We follow a whole school teaching for mastery approach in mathematics using the White Rose Maths programme alongside guidance from the National Centre for Excellence in the Teaching of Maths. The children have a daily direct teach of mathematics where the children are given lots of opportunities to develop concrete experience of numbers and problem-solving with practical resources.

The children share daily snack time together, giving them the opportunity to develop key social and language skills such as co-operation, taking turns and asking for help.

Dependent on the expected learning outcomes, the children learn through a careful balance of whole class and small group adult-led activities alongside provocations for learning and child-initiated play.

Play is an important part in helping children to develop their personal, social and emotional skills and gives the children the opportunity to investigate the world both physically and imaginatively. The children have managed free-flow access to our outdoor learning environment where they can explore the natural environment and develop their social interactions and physical skills.

Weekly Forest School sessions are run for children in our on-site Forest School area. These sessions primarily focus on developing the children's knowledge and understanding of the world and allow children to take risks in an unpredictable environment whilst promoting their physical and emotional wellbeing.

We aim to work collaboratively with parents and provide regular parent workshops which both inform and support parents with the children's learning.

Our skills progression documents are used for assessment and provision purposes as we are fully aware that children progress at different rates. Staff continually evaluate and adapt medium and daily plans for individuals as well as for the class as a whole. Skilful adult interactions throughout the day are used to move learning forward as well as reinforcing and rehearsing previously learnt skills. We also use the supporting non-statutory guidance '[Development Matters](#)' to aid planning/assessment/progression and for a source of examples of how to support children at different stages of the EYFS.

What is the impact of our EYFS Curriculum ?

Children enjoy coming to school and are flourishing. They demonstrate effective characteristics of learning such as playing and exploring, active learning and creating and thinking critically.

"They quickly pick up the good routines in Reception and make a quick start to learning." OFSTED 2012

"Pupils respond maturely to the expectation and encouragement to be adventurous and 'have a go' in all lessons. For example, Reception children thoroughly enjoy the regular Forest School activities, climbing on log piles, swinging from branches and digging in the earth." OFSTED 2012

They make good progress or better than good progress from their individual starting points and are personally, emotionally and academically prepared for Year One.

(For SD plan, see the website for a two year programme as EYFS are taught in a class with Y1 and Y2 at SDPS)

Area of Learning	Autumn 1 Fantastic Friends	Autumn 2 Deep, Dark and Dazzling	Spring 1 What a Wonderful World	Spring 2 Roots, Shoots and Muddy Boots	Summer 1 Once upon a Time	Summer 2 Amazing Adventures
Possible enhancements to learning.	Visit from Doctor	Firework night Diwali Remembrance Day Christmas	Village walk. Chinese New Year Visit to Victoria Art Museum – Bath	Visit from local fire station. Easter Visit from Live, Learn, Cook Visit from PCSO Holi festival Trip to Folly Farm	Visitors to share experiences of toys/school from the past.	Visit to Bristol Aquarium Trip to Folly Farm
Communication and Language						
Listening, Attention and Understanding	Hear and understand new vocabulary linked to learning. Orally retell familiar stories using props. Teach how to be a good listener and why paying attention is important. Read familiar stories with repetitive refrains to join in and longer stories.	Teach and check understanding of new vocabulary linked to learning. Orally retell familiar and new stories using props. Begin to ask simple questions to children after/during reading stories. Provide children with sentence stems to	Hear and understand new vocabulary linked to learning. Orally retell new stories in own words. Introduce a range of connectives to join oral sentences.	Hear and understand new vocabulary linked to learning. Orally retell new stories with more detail. Teach how to explain a simple prediction.	Hear and understand new vocabulary linked to learning. Orally retell and innovate new stories.	Hear and understand new vocabulary linked to learning. Orally retell and innovate new stories. Encourage children to make connections and links drawing on previous learning.

	<p>Introduce 2 part – instructions such as please get your coat and wait by the door (now, then).</p> <p>Introduce specific vocabulary of movement when writing such as going round and round, making curves, springing up and sliding down, making long, slow movements and quick, jumpy movements.</p> <p>Introduce simple why questions</p>	<p>support comments e.g. I like the dog because ... I think the dog was Sad/happy etc</p> <p>Focus on 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?"</p>				
Speaking	<p>Encourage children to join in with range of familiar and new nursery rhymes.</p> <p>Prompt children to use new vocabulary linked to learning.</p> <p>Retell familiar stories using props.</p> <p>Teach how to express a point of view. "I like" "I don't like...linked to 'all about me'.</p>	<p>Sing a range of familiar and new nursery rhymes.</p> <p>Retell simple stories by acting out and role-play.</p> <p>Sing a range of familiar and new nursery rhymes.</p> <p>Recap range of vocabulary from the stories and themes so</p>	<p>Sing a range of familiar and new nursery rhymes.</p> <p>Retell simple stories by acting out and role-play.</p>	<p>Sing a range of familiar and new nursery rhymes.</p> <p>Encourage conversations with an adult or friend and continue it for many turns.</p>	<p>Sing a large repertoire of nursery rhymes.</p> <p>Focus on confidence talking in small group and class situations.</p> <p>Model and get children to have a back-and-forth conversation with adult and peers during the day.</p>	<p>Develop vocabulary to organise thinking and activities.</p> <p>Sing a large repertoire of nursery rhymes.</p> <p>Model how to use well-formed sentences to articulate ideas and thoughts.</p> <p>Teach vocabulary to support</p>

	<p>Introduce conversational language to talk with an adult or a friend.</p> <p>Focus on self-regulation vocabulary.</p> <p>Encourage conversations with new adults and peers (getting to know people in their class).</p> <p>Introduce the connective words 'because', 'or', 'and' for children to use in their conversations.</p> <p>Introduce the future and past tense and model for children to use in their conversations.</p>	<p>far.</p> <p>Teach phrases to support children to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver."</p>			<p>Teach language to express their views and to debate when they disagree with a friend (linked to Jigsaw unit)</p>	<p>describing events in some detail.</p> <p>Model and practice how to orally summarise simple stories.</p>
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Personal, Social and Emotional Development

Self-Regulation	<p>Being me in my world (Jigsaw)</p> <p>Set clear routines and class expectations for children.</p> <p>Discuss our school rule and what the children need to do to follow it.</p> <p>Support children to</p>	<p>Celebrating Difference (Jigsaw)</p> <p>Support children to spend more focused attention within continuous provision.</p> <p>Focus on things the children are good at</p>	<p>Dreams and Goals (Jigsaw)</p> <p>Teach the skill of perseverance and tackling challenges. Discuss times when the children didn't give up and how they felt.</p> <p>Work with children to</p>	<p>Healthy me (Jigsaw)</p> <p>Teach why sleep and exercise is important to help keep you healthy.</p>	<p>Relationships (Jigsaw)</p> <p>Learn about some of the jobs the children do in their family and discuss belonging.</p>	<p>Changing Me (Jigsaw)</p> <p>Teach vocabulary to help express feelings about moving to Year 1</p> <p>Talk about my worries and/or the things I am looking forward</p>
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	<p>independently safely access the different areas of continuous provision. Agree class responsibility roles.</p> <p>Model strategies that may help children to calm down and introduce our calm-down area.</p> <p>Develop children's use of emotionally expressive language – sad, happy, angry, and excited to help them manage their emotions.</p> <p>Teach what being responsible means</p>		<p>set a goal and work towards it.</p> <p>Discuss what it means to feel proud</p>			<p>to about being in Year 1.</p> <p>Share my memories of the best bits of this year in Reception</p>
Managing Self	<p>Teach how to wash hands correctly independently.</p> <p>Encourage children to use the toilet independently.</p> <p>Teach dressing and undressing skills. Focus on taking off own coat and putting on own shoes.</p> <p>Get changed for</p>	<p>Teach children how to put on own coat and waterproof trousers for forest school.</p> <p>Develop confidence to try new activities.</p> <p>Support children with dressing and undressing skills (see progression document). Identify feelings with being proud.</p>	<p>Discuss what goals are and set themselves a goal.</p> <p>Develop confidence by taking part in our 'Book and Tell' sessions.</p> <p>Support children with dressing and undressing skills (see progression document).</p> <p>Teach the importance</p>	<p>Teach what they need to do to stay healthy.</p> <p>Learn about healthy foods and use our own grown cress to make a healthy pizza.</p> <p>Support children with dressing and undressing skills (see progression document).</p>	<p>Revisit calm-down strategies to manage emotions.</p> <p>Support children with dressing and undressing skills (see progression document).</p>	<p>Identify how they have changed since joining Reception and what challenges they are looking forward to in Year One.</p> <p>Support children with dressing and undressing skills (see progression document).</p> <p>Teach some parts</p>

	<p>PE/Forest School with support.</p> <p>Demonstrate how to use the different areas of continuous provision within the indoor and outdoor classroom.</p> <p>Explain what rules are and what the school rule is.</p> <p>Follow school routines for lining up and snack time.</p> <p>Teach that we have kind hands and being kind is the right choice.</p> <p>Health, well-being and lifestyle (Projectevolve)</p>	<p>Teach vocabulary to help the children to vocalise success for themselves and about others.</p> <p>Learn how to be a safe pedestrian and cross the road safely.</p>	<p>of trying hard.</p> <p>Talk about a range of jobs that people do around the world.</p> <p>Online relationship – trust (Projectevolve)</p>	<p>Teach the importance of brushing teeth.</p> <p>Explain what to do if approached by a stranger.</p> <p>Copywrite and ownership (Projectevolve)</p>	<p>of the body.</p> <p>Teach how to be healthy.</p> <p>Learn that we all grow from babies to adults</p>
Building Relationships	<p>Teach children to express how it feels to belong. Learn that we are similar and different.</p> <p>Support children to enjoy working with others to make school a good place to be.</p>	<p>Being different makes us all special</p> <p>Learn how to be a kind friend.</p> <p>Introduce key vocabulary to use to stand up for themselves when someone says or does something unkind</p>	<p>Teach the importance of using kind words to encourage people</p>	<p>Learn how to make friends to stop themselves from feeling lonely.</p> <p>Discuss ways to solve problems and stay friends. Discuss the impact of unkind words.</p> <p>Learn how to be</p>	

Physical Development

Gross Motor	<p>Body Management</p> <ul style="list-style-type: none"> • Explore balance and managing own body including manipulating small objects • Able to stretch, reach, extend in a variety of ways and positions • Able to control body and perform specific movements on command. <p>Gymnastics</p> <p>To develop confidence in fundamental movements</p> <ul style="list-style-type: none"> • To experience jumping, sliding, rolling, moving over, under and on apparatus • To develop coordination and gross motor skills. 	<p>Dance</p> <p>Recognise that actions can be reproduced in time to music; beat patterns and different speeds</p> <ul style="list-style-type: none"> • Perform a wide variety of dance actions both similar and contrasting • Copy, repeat, and perform simple movement patterns. <p>Manipulation and Co-ordination</p> <p>Send and receive an object with different body parts.</p> <ul style="list-style-type: none"> • Work with others to control objects in space. • Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways 	<p>Co-operate and solve problems.</p> <p>Organise and match various items, images, colours and symbols</p> <ul style="list-style-type: none"> • Work with a partner to listen, share ideas, question and choose • Move confidently and cooperatively in space. <p>Body Management 2</p> <p>Explore a variety of rolling, sliding and slithering.</p> <ul style="list-style-type: none"> • Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet • Participate in a variety of small group co-operative activities. 	<p>Gymnastics 2</p> <ul style="list-style-type: none"> • To develop confidence in fundamental movements • To learn and refine a variety of shapes, jumps, balances and rolls • To link simple balance, jump and travel actions <p>Speed Agility Travel</p> <p>Travel with some control and coordination</p> <ul style="list-style-type: none"> • Change direction at speed through both choice and instructions • Stop, start, pause, prepare for and anticipate movement in a variety of situations. 	<p>Speed Agility Travel 2</p> <p>Agility-based activities moving and controlling objects</p> <ul style="list-style-type: none"> • Recognise different actions such as: moving softly, quietly, quickly, powerfully • Relate body movements to music and percussion. <p>Run Jump Throw</p> <p>Roll and receive a large ball.</p> <p>Develop direction and force when throwing bean bags into hula hoops gradually increasing distance.</p> <p>Throw a ball with two hands and catch with two hands and then</p>	<p>Co-operate and solve problems 2.</p> <p>Copy and repeat various patterns and actions</p> <ul style="list-style-type: none"> • Show an understanding of own feelings and others • Solve more complex tasks using skills learned • Work and play cooperate and take turns. <p>Manipulation and Co-ordination 2</p> <p>Coordinate similar objects in a variety of ways</p> <ul style="list-style-type: none"> • Differentiate ways to manoeuvre objects • Skip in isolation and with rope.
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					<p>with a single underarm throw.</p> <p>Pass a ball to a partner – starting closer and moving back as control improves.</p> <p>Sprint up to thirty metres</p> <p>Jump for height.</p> <p>Jump for distance.</p> <p>Leap over hurdles.</p> <p>Participate in sports day.</p>	
Fine Motor	Early morning fine motor challenges – personalised and differentiated (see progression document).					
	Holds scissors correctly and safely.	Monitor scissor skills and progress according to progressing document				
	Teach dressing and undressing skills.	Monitor and support. Refer to progression document.				
	Observe and remind children to use dominant hand.	Monitor, remind and support.				
	Teach a tripod grip.	Monitor, remind and support.				

	Teach pre-writing shapes and correct letter formation (see progression documents).	See progression document and RWI overview.
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Literacy

Reading	Word reading	See separate Read Write Inc plan						
	Language Comprehension	<p>Teach key reading concepts.</p> <ul style="list-style-type: none"> -print carries meaning -print is read from left to right -When and how to turn a page <p>Identify initial sound in own name progressing to reading of whole name. Small group reading-book talk in the library.</p> <p>Teach tier 2 vocab from stories/rhymes and core books</p> <p>Teach to recognise capital letters- beginning with own name and those in class</p>	<p>Focus on fiction books.</p> <ul style="list-style-type: none"> -front cover -blurb -author/illustrator <p>Begin focus on class author – Nadia Shireen</p>	<p>Individual book and tell – talking about a book to the class.</p> <p>Focus on non-fiction books and key features.</p> <p>Borrow non-fiction books from the library</p>				→
								→
								→
	Core reading	<p>Little Red Hen</p> <p>Goldilocks</p> <p>Nursery Rhymes –</p> <ul style="list-style-type: none"> - Humpty Dumpty - 5 little monkeys swinging from a tree <p>First Book of Poetry –</p>	<p>The Rainbow Fish</p> <p>The Squirrels who Squabbled.</p> <p>The Bad-Tempered Ladybird</p> <p>The Perfect Fit</p> <p>Brown Bear, Brown Bear</p> <p>What the Ladybird</p>	<p>The Gingerbread Man</p> <p>Nursery Rhymes-</p> <ul style="list-style-type: none"> - The Grand Old Duke of York - 12345 Once I caught a fish alive <p>The First Book of</p>	<p>The Tiger who came to Tea</p> <p>Oi Frog Oi Dog Dogger</p>	<p>Jack and the Beanstalk</p> <p>Nursery Rhymes-</p> <ul style="list-style-type: none"> A sailor went to sea, sea,sea. Ten Fat Sausages Each Peach Pear Plum 	<p>Handa’s Surprise</p> <p>Peace at Last</p> <p>This is not my Hat.</p> <p>The Lion Inside</p> <p>Bringing the Rain to Kapiti Plain</p>	

		Shirley Hughes Non-fiction- All about Friends 199 jobs A journey through Space	heard Owl Babies The Gruffalo Where's my Teddy? BAME focus book – My Hair	Nature (poems) Non-fiction- Welcome to our World- A celebration of children everywhere. A kid's Guide to China	BAME focus book – Ruby's Worry	Non-fiction- DK First Facts – Bugs The Big Book of the Blue BAME focus book– So much	
Writing	Transcription Also see Fine Motor Skills (above) and progression documents	Write words/phrases/sentences linked to phonics and graphemes taught and learnt including taught red words- after practising orally.					→
	Composition Also see Speaking (above) and progression documents	Teach that marks carry meaning Writing activity inspired by a book – focusing on writing for pleasure and writing for a purpose. Children use sounds and red words taught and learnt as well as phonetically plausible attempts and key vocabulary provided. The Colour Monster Anna Lienas	Room on the Broom Julia Donaldson The Way back home Oliver Jeffers	Blown Away Rob Biddulph The Magic Paintbrush Julia Donaldson	Super Milly and the super school day. Stephanie Clarkson There's a tiger in my	Jim and the Beanstalk Raymond Briggs The Three Little	→ The Night Pirates Pete Harris Leo and the Octopus

					garden. Lizzy Stewart	Pigs	Isabelle Marinov
Mathematics							
Number	Oral count from 1 to 10	Oral count from 1 to 20. Recognise and find numbers 1,2,3. Subitise to 5. Representing numbers 1,2,3 Composition of numbers 1,2,3 Recognise and find numbers 4 and 5. Represent numbers 4 and 5 Composition of numbers 4 and 5 and then 1-5.	Oral count from 1-20. Count back from 10. Introduce 0 Find 0-5. Subitise 0-5 Represent 0-5 Find 6,7,8. Represent 6,7,8 1 more and 1 less of numbers 1-8. Composition of 6,7,8 Combine 2 groups Conceptual subitising.	Oral count from 1-30. Find 9 and 10 Represent 9 and 10 Conceptual subitising to 10	Oral count from 1-50.	Build numbers beyond 10	Oral count to 100
Numerical Patterns	Match and sort objects Compare amounts.	1 more and 1 less with numbers 1-3. 1 more and 1 less with numbers 1-5.	1 more and 1 less of numbers 0-5. Make pairs – odd and even Doubles to 8 – find and making a double.	Compare numbers to 10 1 more and 1 less numbers to 10.	Continue number patterns beyond 10 Verbal counting patterns beyond 10. Add more Take away	Sharing Grouping Even and Odd Building doubles	
Shape, Space and Measure	Copy and create simple patterns.	Identify and name circles and triangles	Compare mass Find a balance Explore capacity	Explore length Compare length Explore height	Select shapes for a purpose Rotate shapes	Repeating patterns and pattern rules	

	Compare size, mass and capacity.	<p>Compare circles and triangles</p> <p>Shapes in the environment.</p> <p>Describe position</p> <p>Identify and name shapes with 4 sides.</p> <p>Combine shapes with 4 sides.</p> <p>Time – day and night</p>	Compare capacity	<p>Compare height</p> <p>Order and sequence time.</p> <p>Recognise and name 3d shapes</p> <p>Find 2d shapes within 3d shapes</p> <p>Use 3d shapes for tasks</p> <p>3d shapes in the environment</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns</p> <p>Patterns in the environment</p>	<p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose and decompose shapes</p>	<p>Replicate and build scenes and constructions</p> <p>Explore and create own maps</p>
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Understanding the World

The Natural World	<p>Explore the sense of touch by collecting and making rubbings of different natural materials.</p> <p>Explore the sense of smell by making our own perfumes from natural materials.</p> <p>Explore the sense of hearing by going on a sound walk and making our own music in the forest.</p> <p>Explore the sense of</p>	<p>Identify common wildlife to the local area such as hedgehogs and squirrels.</p> <p>Help birds in the Winter by making a bird feeder.</p> <p>Help Hedgehogs by making hedgehog shelters.</p>	<p>Look at seasonal changes from Autumn to Winter</p> <p>Investigate ice and how/why it melts.</p> <p>Look at the features of our village and how it is similar/different to the Antarctica – simple maps.</p> <p>Identify different man-made and natural features in my local environment.</p>	<p>Know what a seed is and that plants grow from seeds and germinate our own bean seeds.</p> <p>Identify simple different parts of a flower.</p> <p>Know how to care for a plant to help it grow.</p> <p>Know that caring for our environment is important.</p>	<p>Look at seasonal changes from Winter to spring.</p> <p>Recognise common plants and plant our own bulbs.</p> <p>Recognise different minibeasts on a minibeast hunt.</p> <p>Make bug hotels.</p> <p>Look at the life cycle of a plant.</p>	<p>Look at seasonal changes from Spring to Summer.</p> <p>Identify common trees in the local area.</p> <p>Measure shadows.</p> <p>Explore floating and sinking.</p> <p>Know the things I can do to help care for my local</p>
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	<p>sight making colour collages.</p> <p>Look at seasonal changes from Summer to Autumn</p>			<p>Exploring different habitats of local animals and what they need to live (Folly Farm).</p>		<p>environment.</p> <p>Lifecycle of a caterpillar (Folly Farm)</p>
Past and Present	<p>Talk about my immediate family.</p> <p>Doctor visit - I know what a doctor does and how they help people.</p>	Road crossing visitor.		<p>Firefighter visit. I know what a fire-fighter does and how they help people.</p> <p>I can talk about how I have changed as a baby to now using photographs.</p> <p>Police Officer visit. I know what a police-officer does and how they help people.</p>	<p>Look at old photos of the school and see how it has changed.</p> <p>Talk about the toys my grandparents played with and how this has changed.</p>	
People, Culture and Communities	<p>Talk about the features of my immediate school environment.</p> <p>Talk about why my family and friends are special to me.</p>	<p>Know that Hindus, Sikhs and Jains like to celebrate Diwali and how this is similar/different to special events I celebrate.</p> <p>Know that Christians celebrate the birth of Jesus at Christmas. Talk about how I celebrate Christmas</p>	<p>Talk about the Lunar new year and how this is similar/different to important events I celebrate.</p> <p>Using the 'Magic Paintbrush story' find out about life in China now.</p> <p>Talk about important</p>	<p>Know that Christians celebrate Easter and share whether I take part in Easter traditions and how these are similar/different to other people.</p> <p>Explore the Hindu festival of Holi.</p>		

		and Christmas around the word.	and special places in our local village and draw a simple map (village walk). Be aware of places that may be special to other people such as synagogues or mosques.			
Expressive Arts and Design						
Creating with Materials	<p>Colour – know the name of the colours red, blue, yellow, green, orange, purple, pink, and brown.</p> <p>Use thin and thick paintbrushes to create basic lines and shapes.</p> <p>Use paint to create own self-portrait paying close attention to detail.</p> <p>Gives meaning to the marks they make as they draw and paint.</p>	<p>Makes divas with clay using pull and pinch technique.</p> <p>Teach basic joining techniques by creating a new vehicle for the witch from junk modelling.</p> <p>Explore large spare parts construction by making a vehicle for the witch and all her animals</p> <p>Fantasy clay faces using tools to carve detail.</p>	Collaborate on a large-scale Chinese dragon.	<p>Design and create own superhero character.</p> <p>Create own observational paintings of daffodils.</p>	Build a house for one of the three little pigs that won't blow down.	<p>Make own salt dough sea life creature.</p> <p>Artist study. Frank Bowling Create a collage inspired by Frank Bowling's art.</p> <p>Construct a boat out of junk modelling.</p>
Being Imaginative and Expressive	<p>Sing a range of familiar and new nursery rhymes.</p> <p>Home role-play area Doctor's role- play area.</p>	<p>Make music in the forest using natural materials</p> <p>Join in with our</p>	<p>Create a class dragon dance to celebrate Chinese New Year.</p> <p>Polar regions explorer</p>	<p>Jungle garden role-play area.</p> <p>Superheroes role-play area.</p>	<p>Create a new friend for the giant.</p> <p>Role-play giant's</p>	<p>Role-play pirate ship.</p> <p>Create own</p>

		Christmas nativity songs. Room on the Broom role-play area Space station role-play area	role-play area Airport role-play area.	Create a new superhero character.	castle. Role-play builder's yard.	underwater sea creature from salt dough.
Forest School						
Week 1		Sense of hearing – sound walk, make own instruments.	Helping birds in Winter- make feeders	What is a seed? Germinating seeds	Signs of Spring	Recognising local common trees
Week 2		Making clay faces (link to Room on the Broom)	Explore changing states – ice melting/water freezing	Do plants need light to grow?	Recognising common flowers in our local env.	Different stages of growth of a tree.
Week 3		Identify local common animals.	Important features of our school environment.	Different parts of a flower	Mini-beast hunt	Floating and sinking
Week 4	Seasonal changes - Summer to Autumn Explore forest environment and rules.	Explore animal habitats.	Identify man-made and natural features of immediate env.	Different stages of growth of a plant.	Making bug hotels	How can I care for the environment?
Week 5	Sense of sight – rainbow collages	Helping hedgehogs- make hedgehog shelters	Compare and contrast our environment to the Antarctica (link to Blown Away book)	Planting and caring for our own seeds and bulbs in school	Making our own minibeasts.	Natural processes - shadows

Week 6	Sense of touch/rubbings of natural materials	Nocturnal animals – local to our area	Village walk	Easter traditions	Recognising common local birds	Summer picnic
Week 7	Sense of smell – make own perfumes.	Seasonal changes - Autumn to Winter Keeping warm in Winter.				

Read Write Inc Phonics

SET 1		SET 2		SET 3	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.	ay	May I Play?	ea	Cup of tea
a	Round the apple, down the leaf.	ee	What can you see?	oi	Spoil the boy
s	Slide around the snake	igh	Fly high	a-e	Make a cake
d	Round the dinosaur's back, up his neck and down to his feet.	ow	Blow the snow	i-e	Nice smile
t	Down the tower, across the tower.	oo	Poo at the zoo	o-e	Phone home
i	Down the insects body, dot for the head.	oo	Look at a book	u-e	Huge brute
n	Down Nobby and over the net.	ar	Start the car	aw	Yawn at dawn
p	Down the plait, up and over the pirates face.	or	Shut the door	are	Care and share
g	Round the girls face, down her hair and give her a curl.	air	That's not fair	ur	Nurse with a purse
o	All around the orange.	ir	Whirl and twirl	er	A better letter
c	Curl around the caterpillar.	ou	Shout it out	ow	Brown cow
k	Down the kangaroo's body, tail and leg.	oy	Toy for a boy	ai	Snail in the rain
u	Down and under the umbrella, up to the top and down to the puddle.			oa	Goat in a boat
b	Down the laces, over the toe and touch the heel.			ew	Chew and stew
f	Down the stem and draw the leaves.			ire	Fire fire
e	Slice into the egg, go over the top, then under the egg.			ear	Hear with your ear
l	Down the long leg.			ure	Sure it's pure
h	Down the horse's head to the hooves and over his back.				
sh	Slither down the snake, then down the horse's head to the hooves and over his back.				
r	Down the robot's back, then up and curl.				
j	Down his body, curl and dot.				
v	Down a wing, up a wing.				
y	Down a horn, up a horn and under the yak's head.				
w	Down, up, down, up the worm.				
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
z	Zig-zag-zig, down the zip.				
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
qu	Round the queen's head, up to her crown, down her hair and curl.				

x	Cross down the arm and leg and cross the other way.				
ng	A thing on a string.				
nk	I think I stink.				

Y1 Curriculum Map

Subject	T1	T2	T3	T4	T5	T6
English Reading text	Whole School Text Cave Baby Naughty Bus	Yeti and the Bird Lost and found	Great Fire of London Beegu	Billy and the Beast The Odd Egg Send for a Superhero!	Whole School Poem Stanley's stick I want my Hat Back	Dinosaurs and all that Rubbish The Magic Bed
English writing outcomes (from text)	Narrative re-telling Non-chronological report	Fact-file/letter Character description Own version narrative	Warning poster / diary entry Own version narrative Poem	Recipe Wanted poster/ character description - Non-fiction report Thought/speech bubble	Poetry Own narrative Letter	Story sequel Pamphlet Descriptions - own fantasy story
Maths	Number: Place Value (within 10) Addition & Subtraction (within 10) Geometry: Shape Consolidation		Number: Place Value (within 20) Addition & Subtraction (within 20) Number: Place Value (within 50) Measurement: Length & Height, Weight & Volume		Number: Multiplication & Division, Fractions, Place Value (within 100) Geometry: Position & Direction Measurement: Money, Time	
Science	Animals incl. humans <ul style="list-style-type: none"> Identifying and naming a range of animals Compare and classify animals Identify, name, draw and label the basic parts of the human body 		Materials (part A) <ul style="list-style-type: none"> Identify and name a variety of everyday materials Describe the properties of a variety of everyday materials 	Science Week – Climate and the Weather	Materials (part B) <ul style="list-style-type: none"> Compare and group materials based on their properties 	Plants <ul style="list-style-type: none"> Identify, describe and name the structure and features of a variety of common plants inc. trees
	<p style="text-align: center;">← Seasonal changes (to run over the course of the year) →</p> <ul style="list-style-type: none"> Name the four seasons and observe changes across four seasons Observe and describe weather associated with seasons and how day length varies 					
History	What toys did our Grandparents play with? <ol style="list-style-type: none"> How long ago did our grandparents play with their toys? What toys did our grandparents play with? What books did our grandparents read? How have toys changed in the 20th century? How are they the same? Which toys are the best and why? Old or new? How can we tell? 		The Great Fire of London (2 – 6 Sep 1666 AD) <ol style="list-style-type: none"> Where and when did the Great fire of London take place? Why did the fire spread so quickly? How did the people try to put out the fire? How long did the fire last? Who was Samuel Pepys and what can we learn from him? How has the Great Fire of London affected life today? 		How has Bishop Sutton/Stanton Drew changed? <ol style="list-style-type: none"> When was our school built? What was it like here 10 years ago? What was it like here 50 years ago? What was it like here 100 years ago? What was it like here in Victorian times? How has the school/ area changed? How is it the same? 	

Geography	Weather Patterns 1. What are the different types of weather? 2. What are the seasons and how do they change in the UK? 3. What is the weather like through different seasons? 4. How does the weather change from day to day in the UK?		Continents, oceans and compass points 1. What are the 7 continents of the world and where are they located? 2. What are the 5 oceans of the world and where are they located? 3. What are the 4 main points of the compass? 4. Where is the Equator and the North and South Pole? 5. Where are the hot and cold places on Earth?		Physical and human features 1. What is a physical feature? 2. What is a human feature? 3. How can I plot human and physical features on a map? 4. How can I describe the location of features on a map?	
	Computing	Online Safety: Health wellbeing and lifestyle Privacy and security		Online Safety: Online relationships		Online Safety: Copyright and ownership
Programming: Moving a robot (1.3) writing short algorithms and programs for floor robots, and predicting program outcomes		Creating Media: Digital painting (1.2) choosing appropriate tools in a program to create art, and making comparisons with working non-digitally Creating Media: Digital writing (1.5) using a computer to create and format text, before comparing to writing non-digitally		Programming: Animations (1.6) designing and programming the movement of a character on screen to tell stories		
Art & Design	3D Art - Nature Sculptures & Clay Tiles <i>Inspirational Artist - Andy Goldsworthy</i>		Textiles & Collage - weaving, sewing, layering, silhouettes <i>Inspirational Artist - Rita Greer</i> (History Great Fire of London Link)		Buildings using line and shape - drawing, pastel and paint <i>Inspirational Artist - LS Lowry</i> (Geography Local Area Link)	
Design & Technology	Textiles Sewing a simple puppet (History Toys Link)		Flying Kites (Geography Weather Link)		Moving Minibeasts – pins, pivots and levers (Science Habitats Link) Make a fruit salad	
RE	Creation Story KQ: Does God want Christians to look after the world? Religion: Christianity	Christmas KQ: What gifts might Christians in my town have given Jesus if he had been born here rather in Bethlehem? Religion: Christianity	Jesus as a friend KQ: Was it always easy for Jesus to show friendship? Religion: Christianity	Easter – Palm Sunday KQ: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Shabbat KQ: Is Shabbat important to Jewish children? Religion: Judaism	Rosh Hashanah and Yom Kippur KQ: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
PE (revised scheme 'The PE Hub' to be introduced Sep '23)	Attack, defend, shoot Dance unit 1 animals	Attack, defend, shoot Gymnastics unit 1	Hit, catch, run unit 1 Dance unit 2	Send and return - unit 1 Gymnastics unit 2	Run, jump, throw unit 1 Hit, catch, run unit 2	Send and return – unit 2 Tennis Run, jump, throw unit 2
Music	Hey You!	Rhythm in the Way We Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay

PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Relationships, Health & Sex Education)
Visits, visitors and 'Wow' days	Folly Farm	Visit to Wells Cathedral and Sculpture trail	Folly Farm Fire Pit in School (Great Fire of London) Cooking Day with Live, Learn, Cook	Local Church	Folly Farm Visitor – BSPS ex-pupil	Sing as One Visit to CV Lake and picnic MOP (Mendip Outdoor Pursuits) – Bushcraft

Y2 Curriculum Map

Subject	T1	T2	T3	T4	T5	T6
English Reading text	Whole School Text The Journey Home The Bear and the Piano	The Bear under the Stairs A Book of Bears The Polar Express / 'Twas the night	Starbird After the Fall	This Moose Belongs to Me The Dragon Machine	Whole School Poem Water Protector/Sammy the Toothbrush	Fanatical about Frogs Frog Belly Rat Bone The Owl and the Pussycat
English writing outcomes (from text)	Persuasive letter and postcard Narrative and short new report	Own story Information text First person narrative and poem	Re-tell and setting description Next part of story	Wanted poster Rules Dragon guide	Poetry Persuasive informative letter	Information book/ detailed labels Descriptions Poem/sequel
Maths	Number: Place Value and Addition & Subtraction Geometry: Shape Consolidation		Measurement: Money Number: Multiplication & Division Measurement: Length & Height Measurement: Mass, Capacity & Temperature		Number: Fractions Measurement: Time Statistics Geometry: Position & Direction Consolidation	
Science	Living Things & Habitats <ul style="list-style-type: none"> Explore and compare differences between living and non-living things Explore different habitats and interdependence between animals and plants 	Materials <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials for particular uses Explore how the shape of solids can be changed 	Animals inc. Humans <ul style="list-style-type: none"> Explore animals and their offspring Identify the basic needs of animals for survival Explore life cycles Describe how humans keep healthy (inc. healthy diet and exercise) 	Science Week – Plastic Pollution	Plants <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Describe how plants need water, light and suitable temperature to grow and stay healthy Identify and compare similarities/differences between bulbs and seeds 	
History	The Gunpowder Plot (5 Nov 1605 AD) <ol style="list-style-type: none"> Why do we celebrate Bonfire Night? Who was Guy Fawkes? What was The Gun Powder Plot? What went wrong with the Plot and how do we know? Why do we 'Remember, Remember, the 5th November'? How do we celebrate Bonfire Night today? 		Comparing the lives of 2 significant individuals: Mary Seacole (b. 23/11/1805 – d. 14/5/1881) and Florence Nightingale (b. 12/5/1820 – d. 13/8/1910) <ol style="list-style-type: none"> Who was Florence Nightingale and when did she live? How successful was Florence Nightingale at Scutari Hospital? 		Isambard Kingdom Brunel (b. 19/4/1806 – d. 15/9/1859) including the Clifton Suspension Bridge (opened 1864 AD) <ol style="list-style-type: none"> Who was Brunel and when did he live? Why do we remember Brunel? How did he build the Thames Tunnel? What problems did Brunel face when designing the Great Western Railway? Why was the SS Great Britain so important? 	

		<ol style="list-style-type: none"> Who was Mary Seacole and when did she live? How did Mary Seacole improve the lives of soldiers during the Crimean war? What are the similarities and differences between Florence Nightingale and Mary Seacole? How were their beliefs different to other nurses at that time? 	<ol style="list-style-type: none"> What is so spectacular about the Clifton Suspension Bridge?
Geography	Fieldwork and local study <ol style="list-style-type: none"> What are fieldwork skills and how do they help me to be a good geographer? How do we recognise landmarks, human and physical features on an aerial map? How do we use a simple map and basic symbols in a key? What basic symbols can we create to make a key for a map? How can we use compass directions to navigate around simple maps? 	Countries and capitals <ol style="list-style-type: none"> In which continent is the UK and where is it in the world? Which countries make up the UK and where are they located? What are the capital cities of the countries of the UK and where are they located? What are the names of the seas that surround the UK and where are they located? What is unique about each country in the United Kingdom? Where are Bath and Bristol and what is special about their location? 	Geographical differences (Canning, near Calcutta, India) <ol style="list-style-type: none"> Where is the UK and where is India on a world map? What is the weather like in India and how is this different to the UK? What are the human and physical features of BS and SD and Chew Valley? What are the physical features of Canning and how are they different to the UK? What are the human features of India and how are they different to the UK? What are the similarities and differences for children living in BS and SD and Canning?
Computing	Online Safety: Health wellbeing and lifestyle Privacy and security	Online Safety: Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety: Online reputation
	Programming: Robot algorithms_(2.3) Creating and debugging programs and using logical reasoning to make predictions	Data and information: Pictograms_(2.4) Collecting data in tally charts and using attributes to organise and present data on a computer Computing systems and networks: Information technology around us (2.1) Identifying IT and how it's responsible use improves our world in school and beyond (lesson 5 only)	Programming: Programming quizzes_(2.6) Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz
Art & Design	Autumn Art - printing with objects & mono printing <i>Inspirational Artist - William Morris</i> (History Fireworks & Seasonal Art)	Abstract Art using Colour & Line – drawing, pastel and paint <i>Inspirational Artist - Mondrian & Kandinsky</i> (Maths Line and Shape)	Portraits and self-portraits - drawing, charcoal, painting and digital media <i>Inspirational Artist - Van Gogh, Giuseppe Arcimboldo</i> (History Brunel Link)
Design & Technology	Textiles sewing a Christmas decoration	Moving vehicles	Stable shelters (Science Materials and living things and habitats Link) Make a mini pizza

RE	What did Jesus teach? KQ: Is it possible to be kind to everyone all of the time? Religion: Christianity	Christmas – Jesus as gift from God KQ: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Prayer at home KQ: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Easter – Resurrection KQ: How important is it to Christians and Jesus came back to life after His crucifixion? Religion: Christianity	Community and Belonging KQ: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Hajj KQ: Does completing Hajj make a person a better Muslim? Religion: Islam
PE (revised scheme 'The PE Hub' to be introduced Sep '23)	Attack, defend, shoot unit 1 Dance – unit 1	Attack, defend, shoot unit 2 Gymnastics unit 1	Hit, catch, run unit 1 Dance unit 2	Send and return unit 1 Gymnastics unit 2	Send and return - Tennis Run, jump, throw – unit 1	Run, jump, throw unit 2 Hit, catch, run unit 2
Music	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Relationships, Health & Sex Education)
Visits, visitors and 'Wow' days	Folly Farm	Fire Engine visit Author visit	Folly Farm Cooking Day with Live, Learn, Cook	Visitor - nurse	SS Great Britain and Bristol Suspension Bridge Food tasting – Indian food	Temple Meads Steam train ride (SD) Folly Farm Badger watch (evening) MOP (Mendip Outdoor Pursuits) – Frisbee Golf

Y3 Curriculum Map

Subject	T1	T2	T3	T4	T5	T6
English Reading text	Whole School Text The BFG The First Drawing The Tin Forest	First Drawing The Pied Piper of Hamelin (poetry) Poetry week	Black Dog Sparky	How to live Forever Cinderella of the Nile	Whole School Poem The mysteries of Harris Burdick Flotsam	Leon and the Place Between The Day I swapped my Dad for 2 Goldfish
English writing outcomes (from text)	Character description Instructions Narrative Setting description Leaflet	Recount (diary entry) Character description Non-Chronological report	Own suspense narrative Character description Diary entry Non-Chronological report	Prequel and setting description Narrative poem and letter of apology Non-chronological report and setting description	Poetry Diary entry Setting description Narrative	Narrative Missing scene Persuasive poster
Maths	Number: Place Value, Addition & Subtraction, Multiplication & Division A		Number: Multiplication & Division B Measurement: Length & Perimeter Number: Fractions A Measurement: Mass & Capacity		Number: Fractions B Measurement: Money & Time Geometry: Shape Statistics Consolidation	
Science	Rocks <ul style="list-style-type: none"> Compare, group and classify rocks based on appearance and physical properties Describe how fossils are formed Test properties of rocks 	Light <ul style="list-style-type: none"> Understand we need light to see (and light reflected from surfaces) Recognise that light from the Sun can be dangerous Define transparent, translucent and opaque Describe how shadows are formed 	Forces & Magnets <ul style="list-style-type: none"> Observe how magnets attract or repel each other and attract some materials Explore magnets and forces in everyday life Understand magnetic forces can act at a distance Explore objects moving differently on different surfaces 	Science Week - Deforestation	Animals inc. Humans <ul style="list-style-type: none"> Identify humans and some other animals have skeletons and muscles Explore the importance of nutrients as part of a healthy diet Classify food groups 	Plants <ul style="list-style-type: none"> Identify and describe the functions of different parts of a plant Explore requirements for growth Explore the lifecycle of flowering plants
History	The Stone Age (2.6 million years ago to 3300 BCE) <ol style="list-style-type: none"> How do we know about life in the Stone Age? Which animals lived during the Ice Age? 		Ancient Egypt 3100 – 30BCE <ol style="list-style-type: none"> Why was the River Nile so important to Ancient Egyptians? What was the structure of Ancient Egyptian society? What was life like for Ancient Egyptians? 		Ancient Greece 800 – 146 BCE <ol style="list-style-type: none"> How was Ancient Greece organised? What was the Golden Age in Greece? What did the Greeks believe? Who were the Ancient Greek philosophers? 	

	<ol style="list-style-type: none"> 3. What were the different periods of the Stone Age? 4. What was life like in a Stone Age settlement? 5. How did the Bronze Age change how people lived? 6. Who were the Celts and why did they use iron? 	<ol style="list-style-type: none"> 4. What did Ancient Egyptians believe about life after death? 5. Discover how the Egyptians built the pyramids. 6. How do we know so much about Tutankhamun? 	<ol style="list-style-type: none"> 5. Why was Alexander so great? 6. Discover how our lives today have been influenced by the Greeks? 			
Geography	Villages, Towns and Cities <ol style="list-style-type: none"> 1. What is a settlement and are there different types? 2. What affects where people live? 3. Where the key cities of the United Kingdom and what are their populations? 4. What are the key features of some UK cities? 5. Where are the counties of the South-west? 6. How is land-used in different cities? 	Mountains, volcanoes & earthquakes <ol style="list-style-type: none"> 1. What is the earth made of? 2. What are mountain fold made of? 3. How are volcanoes made? 4. How does an earthquake occur? 5. What happens when an earthquake erupts? 6. What is the earth made of? 	Water, weather and climate <ol style="list-style-type: none"> 1. Where is Earth's water? 2. What is the water cycle? 3. What makes up the weather? 4. Why does it rain? 5. Why does the UK have wild weather? 6. Why is the world's weather changing? 			
Computing	Online Safety: Health wellbeing and lifestyle Privacy and security	Online Safety: Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety: Self-image and identity Online reputation			
	Programming: Sequencing sounds (3.3) Creating sequences in a block-based programming language to make music	Data and information: Branching databases (3.4) Building and using branching databases to group objects using yes/no questions Computing systems and networks: The internet (4.1) Recognising the internet as a network of networks including WWW and why we should evaluate online content	Programming: Events and actions in programs (3.6) Writing algorithms and programs that use a range of events to trigger sequences of action			
Art & Design	Human Bodies and Faces – drawing, pastel and digital media <i>Inspirational Artists - Julian Opie, Frida Kahlo, Clementine Hunter</i> <small>(Science human body Link)</small>	Masks - drawing, 3D sculpture and painting <i>Inspirational Artist - Kimi Cantrell</i> <small>(History Egyptian Art Link Egyptian masks)</small>	Flowering Plants and Trees – drawing and painting, shades and tones & Clay <i>Inspirational Artists - Van Gogh & Paul Cummins</i> <small>(Science Plants Link)</small>			
Design & Technology	Making light up signs – recycled materials and circuits <small>(Science Light/Electricity Link)</small>	Photo frames from cardboard and wood - cutting and joining	Moving story books - pins, pivots, levers, flaps Make a sandwich			
MFL (French)	Phonetics 1 & I'm learning French (J'apprends le Français)	Animals (Les Animaux)	Fruits (Les Fruits)	Musical Instruments (Les Instruments)	Little Red Riding Hood (Petit Chaperon Rouge) or Ancient Britain <small>(L'ancienne Histoire de la Grand Bretagne)</small>	I can... (Je peux...)
RE	Divali KQ: Would celebrating Divali at home and in the community bring a feeling	Christmas KQ: Has Christmas lost its true meaning? Religion: Christianity	Jesus' Miracles KQ: Could Jesus heal people? Were these miracles or is there some	Easter - Forgiveness KQ: What is 'good' about Good Friday? Religion: Christianity	Hindu Beliefs KQ: How can Brahman be everywhere and in everything?	Pilgrimage to the River Ganges KQ: Would visiting the River Ganges feel special to

	of belonging to a Hindu child? Religion: Hinduism		other explanation? Religion: Christianity		Religion: Hinduism	a non-Hindu? Religion: Hinduism
PE (revised scheme 'The PE Hub' to be introduced Sep '23)	Invasion Games A – Handball Striking & Fielding A – Cricket	Gymnastics Dance – unit 1	Net & Wall Games – Badminton Dance - unit 2	Tennis Gymnastics	Athletics Invasion Games B – Basketball	OAA (Outdoor & Adventurous) Striking & Fielding B – Rounders
Music	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Relationships, Health & Sex Education)
Visits, visitors and 'Wow' days	Visit to SD Stone Circle		Bristol Museum (Egyptology) Cooking Day with Live, Learn, Cook	Volcano experiments (Science)	Visit to CV lake Bournemouth Symphony Orchestra visit	Greek 'Wow' day MOP (Mendip Outdoor Pursuits) – Caving

Y4 Curriculum Map

Subject	T1	T2	T3	T4	T5	T6
English Reading text	Whole School Text The Iron Man Until I met Dudley	Escape from Pompeii Tar Beach FaRther	Winter's Child The Selfish Giant The Lion and the Unicorn	Odd and the Frost Giants The Matchbox Diary Weslandia (British Values – Individual Liberty)	Whole School Poem Pride Jabberwocky	Cinnamon The Lion, the Witch and the Wardrobe
English writing outcomes (from text)	Character description, newspaper report and mystery narrative Explanation text and explanatory paragraph	Newspaper report and setting description Setting description and poetry Sequel story and a recount	Fantasy sequel and setting description Kindness narrative and recount Historical narrative and non-chronological report	Alternative re-tell and descriptions Non-chronological report and mini-autobiography Biography and diary entry	Poetry Biography and leaflet Nonsense poem and explanatory description	Mythical Tale and poetry Narrative and eye witness report
Maths	Number: Place Value, Addition & Subtraction, Multiplication & Division Measurement: Area Number: Multiplication & Division Consolidation		Number: Multiplication & Division Measurement: Length & Perimeter Number: Fractions Number: Decimals		Number: Decimals Measurement: Money, Time Consolidation Geometry: Shape, Position & Direction Statistics Geometry: Position & Direction	
Science	Animals in. Humans <ul style="list-style-type: none"> Describe the simple functions of the human digestive system Identify the different types and functions of teeth in humans Construct & interpret food chains (inc. producers, predators and prey) 	Sound <ul style="list-style-type: none"> Identify how sounds are made Recognise vibrations travel through a medium to the ear Find patterns between volume and the strength of vibrations Explore changes in volume and pitch 	States of Matter (Changing State) <ul style="list-style-type: none"> Compare and group materials together Name the properties of solids, liquids & gases Observe that some materials change state Identify evaporation and condensation in the water cycle 	Science Week – Carbon Footprint	Electricity <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct simple series circuits inc. switches Recognise some common insulators & conductors Use drawings of circuits to communicate electrical circuits 	Living Things & Their Habitats <ul style="list-style-type: none"> Recognise living things can be grouped in a variety of ways Explore and use classification keys Recognise that environments can change from human and natural causes (and this sometimes poses dangers to living things)

History	The Romans 27 BCE – 476 AD <ol style="list-style-type: none"> How did the Roman Empire become so powerful? How did the Romans conquer Britain? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? What did the Romans believe? Why did the Romans leave Britain? 		The Anglo Saxons and Scots 449–1066 AD <ol style="list-style-type: none"> How do we know about the Anglo Saxons? Why did Vortigern make a deal with the Anglo Saxons? What was life like for the Anglo Saxons? What did the Anglo Saxons believe? What was the heptarchy? How did Alfred the Great protect the Anglo Saxons? 		The Vikings 793 – 1066 AD <ol style="list-style-type: none"> Why did the Vikings invade Britain? What happened at Lindisfarne in 793? Why did Alfred sign a treaty with Guthrum? How did the Vikings travel and were they the first Europeans to discover the Americas? Who were the Norse Gods? Did King Canute try to stop the tide from coming in? 	
	Geography	Rivers <ol style="list-style-type: none"> Where are the world's rivers? How do rivers help shape the land? What landforms can rivers create? Why are rivers important to people? Why is the River Severn important? What happens when a river floods? 		Europe and Migration <ol style="list-style-type: none"> How many countries are there in Europe and where are they located? How can we compare the countries of Europe? Where are the capital cities of Europe and what are they like? What is migration? What is a refugee? How will climate change affect migration? 		Natural resources <ol style="list-style-type: none"> Where are the world's natural resources? How has the use of natural resources changed? What resources does Chile have? What resources does the UK have? How does resource exploitation cause problems? What is the circular economy?
Computing		Online Safety: Health wellbeing and lifestyle Privacy and security		Online Safety: Online relationships inc. bullying Copyright and ownership Reliability of information		Online Safety: Self-image and identity Online reputation
	Programming: Repetition in shapes (4.3) Using a text-based programming language to explore count-controlled loops when drawing shapes		Creating media: Photo editing (4.5) Manipulating digital images and reflecting on the impact of changes and whether the required process is fulfilled		Programming: Repetition in games (4.6) Using a block-based programming language to explore count-controlled and infinite loops when creating a game	
Art & Design	3D Art Mosaic, Papier Mache & Clay <i>Inspirational Artist - Antonio Gaudi</i> (History Romans Link)		Textiles – weaving and batik <i>Inspirational Artists - Dawn Delver & Margaret Storer-Roche</i> (History Saxon Link)		People and Places – drawing, painting and watercolour, pointillism <i>Inspirational Artists - Seurat & Signat</i>	
Design & Technology	Bridges - cutting, joining and strengthening (Geography Rivers Link)		Textiles sewing a pencil case or purse (History Saxons Link)		Moving insects and creatures – pneumatics (Science Habitats Link) Make biscuits	
MFL (French)	Phonetics 2 & Presenting myself (Je me présente)	My Family (Ma Famille)	My Home (Chez Moi)	Habitats (Les Habitats)	In the Classroom (En Classe)	Goldilocks (Boucle d'Or Et Les Trois Ours) or Tudors (La Maison Tudor)
RE	Buddha's teachings KQ: Is it possible for everyone to be happy?	Christmas KQ: What is the most significant part of the	The 8-fold path KQ: Can the Buddha's teachings make the world a	(NB Easter)/ Passover KQ: How important is it for Jewish people to do what	Rites of Passage and good works KQ: What is the best way	Prayer and Worship KQ: Do people need to go to Church to show they are

	Religion: Buddhism	nativity story for Christians today? Religion: Christianity	better place? <i>(+What is the best way for a buddhist to lead a good life?)</i> Religion: Buddhism	God asks them to do? Religion: Judaism	for a Jew to show commitment to God? Religion: Judaism	Christians? Religion: Christianity
PE (revised scheme 'The PE Hub' to be introduced Sep '23)	Invasion Games A – Football Gymnastics – unit 1	Invasion Games B - Hockey Dance – unit 1	Tennis Dance – unit 2	Net & Wall Games – Volleyball Gymnastics – unit 2	Athletics Striking & Fielding A – Rounders	OAA (Outdoor & Adventurous) Striking & Fielding B – Cricket
Music	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on Me	Blackbird	Reflect, Rewind and Replay
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Relationships, Health & Sex Education)
Visits, visitors and 'Wow' days	Roman Baths visit	River visit	Anglo Saxon campfire & story telling Cooking Day with Live, Learn, Cook	We The Curious visit (Water Cycle workshop) or Bristol Avon Rivers Trust	Bournemouth Symphony Orchestra visit Hindu Temple and Bristol Museum visit (insects & art)	Eco Day MOP (Mendip Outdoor Pursuits) – Archery

Y5 Curriculum Map

Subject	T1	T2	T3	T4	T5	T6
English Reading text	Whole School Text The man who walked between the towers The Lost Thing	The children of the Benin Kingdom The Sleeper and the Spindle	Curiosity Kong	Hidden Figures Beowulf	Whole School Poem Freedom Bird	The Tempest Firebird
English writing outcomes (from text)	Diary entry Biography Fantasy narrative and diary entry	Diary entry Non-chronological report Missing narrative Sequel narrative	Newspaper report Explanation text Newspaper report Missing narrative	Memoir Persuasive letter Descriptive fight scene Narrative (legend)	Poetry Biography/poem/ recount	Missing scene Play script Fairytale narrative
Maths	Number: Place Value, Addition & Subtraction, Multiplication & Division Number: Fractions A		Number: Multiplication & Division, Fractions B, Decimals & Percentages Measurement: Perimeter & Area Statistics		Geometry: Shape, Position & Direction Number: Decimals, Negative Numbers Measurement: Converting Units, Volume	
Science	Forces <ul style="list-style-type: none"> Explore gravity Identify the effects of air resistance, water resistance and friction that act between moving surfaces Explore mechanisms and how they work inc. levers, pulleys & gears 	Properties of Materials <ul style="list-style-type: none"> Compare and group materials based on their properties inc. hardness, solubility, transparency, conductivity and response to magnets Explore how mixtures might be separated through filtering, sieving & evaporation Explore reversible and non-reversible changes 	Space <ul style="list-style-type: none"> Describe the movement of the Earth and other planets relative to the Sun Use Earth rotation to understand day and night Explore and understand different time zones around the world 	Science Week – Renewable Energy	Living Things & their habitats <ul style="list-style-type: none"> Describe the lifecycles of mammals, amphibians and insects Explore and describe the life process of reproduction in some animals and plants 	Animals inc. Humans <ul style="list-style-type: none"> Describe the changes as humans develop from birth to old age Explore the changes of boys & girls in puberty
History	The Benin Kingdom 1180 – 1897 AD <ol style="list-style-type: none"> How did the Benin Kingdom begin? What was life like for the Edo people in the Benin Kingdom? 		Medieval and Tudor Monarchs 1458 –1603 AD <ol style="list-style-type: none"> In 1066, who was the rightful heir to the throne? What happened at the Battle of Hastings? Who was responsible for the death of Thomas Becket? 		The Industrial Revolution and Victorians 1760 –1840 AD <ol style="list-style-type: none"> What were the key features of Victorian society? In the Industrial Revolution, what were living 	

	<ol style="list-style-type: none"> How were trade links established by the people? What goods did the people trade? What led to the Civil war in the 1700s? What was the Transatlantic Slave Trade? Why did the British colonise Benin and what impact did this have? 	<ol style="list-style-type: none"> Who was the worse King: Richard or John? Why did Henry VIII initiate the Reformation? Was Elizabeth I 'weak and feeble'? 	<p>conditions like for families? What was life like?</p> <ol style="list-style-type: none"> How did working conditions change during the Industrial Revolution? What inventions revolutionised the lives of British people? What impact did Brunel have on the Victorian Era? Could include a question about the changing power of monarchs: How did Queen Victoria change life for British people during her reign? 			
Geography	Slums <ol style="list-style-type: none"> What is a slum? Why do slums develop? What is life like in a slum? How can we use 4-figure grid references to locate features of slums? What challenges do people face living in slums? How can life in slums be improved? 	Biomes <ol style="list-style-type: none"> What are the Earth's biomes? What affects biomes and ecosystems? What biomes are located between the Tropics of Cancer and Capricorn? Tundra, Taiga and Savannah: what's the same and what's different? How will climate change impact biomes? How can we use 4 figure grid reference to locate biomes? 	Energy and sustainability <ol style="list-style-type: none"> What is sustainability? How do we produce energy? How do we produce energy? How does Curitiba compare to Bristol? How does Freiburg compare to Curitiba and Bristol? What is the time in Curitiba, Freiburg and Bristol? What does the future hold? 			
Computing	Online Safety: Health wellbeing and lifestyle Privacy and security	Online Safety: Online relationships inc. bullying Copyright and ownership Reliability of information	Online Safety: Self-image and identity Online reputation			
	Programming: Selection in quizzes (5.6) Exploring selection in programming to design and code an interactive quiz	Data and information: Flat-file databases (5.4) Using a database to order and create charts to answer questions	Creating media: Webpage creation (6.2) Designing and creating webpages, giving consideration to copyright, aesthetics and navigation			
Art & Design	Textiles - block printing, silk screen and multi-layer prints <i>Inspirational Artists - Andy Warhol & William Morris</i>	Architecture & perspective - drawing, pen and ink, Comic book art <i>Inspirational Artist - Shaun Tan</i>	Landscapes – drawing and paint, use of view finders, proportion, scale <i>Inspirational Artists - Rousseau, Monet & Constable</i> <i>(Geography Biomes link)</i>			
Design & Technology	Building tall structures	Textiles sewing and decorating a cushion	Moving Toys - axels, wheels and cams (History Victorians Link) Make bread			
MFL (French)	Phonetics 3 & Do you have a pet? (As-tu un animal?)	The date (La date)	The Weather (Quel temps fait-il?)	Clothes (Les Vêtements)	At the Tea Room (Au Salon de Thé) or Romans (Les Romains)	Olympics (Les Jeux Olympiques)

RE	Prayer and Worship KQ: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	Christmas KQ: Is the Christmas story true? Religion: Christianity	Hindu beliefs KQ: How can Brahman be everywhere and in everything? Religion: Hinduism	Easter KQ: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Beliefs and Moral values KQ: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	Beliefs and Practices KQ: What is the best way for a Christian to show commitment to God? Religion: Christianity
PE (revised scheme 'The PE Hub' to be introduced Sep '23)	Invasion Games A – Netball Dance - unit 1	Tennis Gymnastics – unit 1	Invasion Games B - Tag rugby Dance – unit 2	Net & Wall games - Badminton Gymnastics – unit 2	Athletics Striking & Fielding A – Rounders	OAA (Outdoor & Adventurous) Striking & Fielding B – Cricket
Music	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancin' in The Street	Reflect, Rewind and Replay
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Relationships, Health & Sex Education)
Visits, visitors and 'Wow' days	Residential Visit Author Visit	Pantomime trip	Cooking Day with Live, Learn, Cook	Adventure to the Arctic Day (virtual!) Tudor history visit – Red Lodge, Bristol	Y5 Residential O&A Trip to Charterhouse Victorians visit (Radstock Museum) Liquid Nitrogen Science Show	Chew Valley Lake visit Bournemouth Symphony Orchestra visit (tbc) MOP (Mendip Outdoor Pursuits) – Climbing

Y6 Curriculum Map

Subject	T1	T2	T3	T4	T5	T6
English Reading text	Whole School Text The Arrival	The Hidden Forest The Unforgotten Coat	News reports The Promise	Suffragette - The Battle for equality The Wind in the Wall	Whole School Poem Can We Save the Tiger?	Romeo and Juliet or The Tempest A Beautiful Lie
English writing outcomes (from text)	Short Playscript Diary narrative	Non chronological report Formal letter Issues and dilemmas narrative	News report Story sequel	Speech Formal letter Gothic narrative/setting description	Poetry Discussion text Narrative Non-chronological report	Playscript Diary entries
Maths	Number: Place Value, Four Operations, Fractions A & B Measurement: Converting Units		Number: Ratio, Algebra, Decimals, Fractions Decimals & Percentages, Measurement: Area, Perimeter & Volume Statistics		Geometry: Shape, Position & Direction Themed Projects, Consolidation and Problem- solving	
Science	Living Things & their Habitats <ul style="list-style-type: none"> Describe how living things are classified into broad groups Explore reasons for classifying plants & animals based on specific characteristics Use classification keys to identify unknown plants & animals 	Evolution & Inheritance <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may 	Electricity <ul style="list-style-type: none"> Compare and give reasons for variations in how components function Explore effects/changes of a lamp/buzzer with the number and voltage of cells Use recognised symbols when representing simple circuits in a diagram Understand electrical hazards 	Science Week – Air Quality & Pollution	Light <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines Explain how light travels from light sources to our eyes or from light sources to objects to our eyes Explain why shadows have the same shape as the objects that cast them 	Animals inc. Humans <ul style="list-style-type: none"> Identify the main parts of the human circulatory system and the function of the heart, blood vessels and blood Explore the ways in which nutrients and water are transported within animals inc. humans Recognise the impact of diet, exercise, drugs & lifestyle on human body function

		lead to evolution		
History	World War II 1 Sep 1939 – 2 Sep 1945 AD <ol style="list-style-type: none"> 1. Was the Second World War inevitable? 2. How did Britain prepare for war and what was the phoney war? 3. Was the evacuation of Dunkirk a victory or disaster? 4. What was the Battle of Britain? 5. Was D-Day an important factor in determining the end of WW2? 6. How did the Second World War end and what was its legacy? 			The Windrush Generation 1948 –1970 AD Civil Rights and the Bristol Bus Boycott 1963 AD <ol style="list-style-type: none"> 1. What was the United States of America like in the 1950s? 2. Why did Oliver Brown take the Board of education to the Supreme Court? 3. Why did Rosa Parks NOT give up her seat on the bus? 4. What was Dr Martin Luther King Jr's dream? 5. What was the influence on the UK and what was the Bristol Bus Boycott? 6. What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush? 7. Why did the Windrush Generation come to Britain? 8. What is important about the Black Lives Matter Movement?
Geography	Population <ol style="list-style-type: none"> 1. Where are all the people? 2. Why does population change? 3. What is a population pyramid? 4. What challenges can a growing population present? 5. What challenges can an aging population present? 6. How do we feed the planet? 	Local fieldwork <ol style="list-style-type: none"> 1. Why do fieldwork? 2. What tools do geographers use? 3. What tools do geographers use? 4. How do geographers collect data? 5. How do geographers present their data? 6. What do geographers do with their data? 		Globalisation <ol style="list-style-type: none"> 1. What is globalisation? 2. How has globalisation changed the way we communicate? 3. How does globalisation effect trade? 4. What does globalisation have to do with fashion? 5. What does globalisation have to do with food? 6. Where will globalisation lead us?
Computing	Online Safety: Health wellbeing and lifestyle Privacy and security	Online Safety: Online relationships inc. bullying Copyright and ownership Reliability of information		Online Safety: Self-image and identity Online reputation
	Programming: Variables in games (6.3) exploring variables when designing and coding a game	Data and information: Introduction to spreadsheets (6.4) Answering questions by using spreadsheets to organise and calculate data Computing systems and networks: Internet communication (6.1) Recognising how the WWW can be used to communicate and be searched to find information		Creating media: 3D modelling (6.5) Planning, developing and evaluating 3D models of physical objects
Art & Design	Space – drawing, pastel, digital art, mixed media <i>Inspirational Artists - Peter Thorpe & Julie Perrot</i>	Surrealism – drawing & imaginative art (own choices of medium) <i>Inspirational Artists - Dali, Picasso & Magritte</i>		Street Art – paint, pastels and digital art <i>Inspirational Artists - Banksy & Lady Pink</i>

Design & Technology	Shelters and Structures (History WW2 Link)		Fairground rides and games (Science Forces Link – levers gears and pulleys)		Props and set building for performances – recalling and using skills independently (Optional) Make burgers	
MFL (French)	Phonetics 4 & At School (A L'Ecole)	Regular Verbs (Les Verbes Réguliers)	The Weekend (Le Week-end)	World War II (La Seconde Guerre Mondiale) or Habitats (Les habitats)	The Planets (Les Planètes)	Me In The World (Moi Dans Le Monde)
RE	Beliefs and Practices KQ: What is the best way for a Muslim to show commitment to God? Religion: Islam	Christmas KQ: How significant is it at Mary was Jesus' mother? Religion: Christianity	Beliefs and Meaning KQ: Is anything ever eternal Religion: Christianity	Easter KQ: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Islam	Beliefs and Moral Values KQ: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam	
PE (revised scheme 'The PE Hub' to be introduced Sep '23)	Invasion Games A - Handball Tennis	Gymnastics – unit 1 Dance – unit 1	Invasion Games B - Football Dance - unit 2	Invasion Games - netball Gymnastics – unit 2	Athletics Invasion Games - basketball	Striking & Fielding B – Rounders & Cricket
Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind and Replay
PSHE	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Relationships, Health & Sex Education)
Visits, visitors and 'Wow' days	Residential Visit	Pantomime trip Science Dome WWII Wow day (visit to MSN railway?)	Lifeskills visit (Create Centre, Bristol) Cooking Day with Live, Learn, Cook	Bath TAPS into Science Holburne Museum, Bath	Bournemouth Symphony Orchestra visit	MOP (Mendip Outdoor Pursuits) – Stand Up Paddleboarding

Special dates/ themed days/weeks and religious festivals (to be celebrated in whole school and Class Assemblies) **inc. Jigsaw Assemblies.** Assemblies are planned one term in advance by Mr Cook; please ask Mr Cook for further information.

T1	T2	T3	T4	T5	T6
Roald Dahl birthday 13 th Sep MacMillan Coffee morning International Day of Peace 21 st Sep European Day of Languages 26 th Sep Harvest Festival (Julian House)	National Poetry Day 7 th Oct Black History Month (October) Children in Need Road Safety Week Bonfire Night 5/11 Remembrance 11 th Nov Anti-Bullying week (November) World Kindness Day 13 th Nov Christmas	Martin Luther King Day 18 th Jan Holocaust Memorial Day 27 th Jan Safer Internet Day/Week (February) Chinese New Year Shrove Tues/Ash Wednesday Fair trade fortnight (Feb/March) World Book Day International Women's Day (March) Mothering Sunday Red Nose Day	World health Day 7 th April STEM week World book day Easter St George's day	Mental Health Awareness week Earth day Father's Day Wrong Trousers Day	Sports Day World Environment Day 5 th June World Music Day World Population Day 11 th July
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Sukkot ✨ Rosh Hashana ✨ Yom Kippur ✨ Navaratri ☸	Guru Nanak ☸ Bodhi Day ✨ Christmas † Hannukah ✨ Diwali ☸	Epiphany † Magha Puja ✨ Birthday of Guru Gobindha Singh ☸ Nirvana Day ✨ Purim ✨ Mahayana New Year ✨	Holi ☸ Lent (Shrove Tuesday, Ash Wednesday) † Easter † Passover ✨	Vaisakhi ☸ Ramadan ☸ Vesak ✨	Eid Al-Fitr ☸ Hajj ☸

Our School values are celebrated and covered on a 2-year plan, see below. British Values are promoted and taught in many aspects of school life; each value is also highlighted in a termly assembly, see below also.

	T1	T2	T3	T4	T5	T6
Year A (2021/22) and (2023/24)	Excellence	Responsibility	Creativity	Confidence	Determination	Trust
Year B (2022/23) and (2024/25)	Independence	Aspiration	Curiosity	Courage	Honesty	Friendship
	British Values overview	Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance
	Throughout the year: School values Kindness (including Respect and Empathy) and Happiness and Well-being as well as the one Golden Rule <i>'We always do our best to be kind, be safe and be responsible'</i> .					

British Values

Embedding British Values at the Federation of Bishop Sutton and Stanton Drew

'Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important.' Department for Education (2014)

The government set out its definition of British values in the 2011 Prevent Strategy. These are the values of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At both schools, we actively promote these values in all aspects of our school life. Alongside these, we focus on our school's values which flow from our vision and are the habits and practices we seek to exemplify in all adults and children at both schools:

Kindness (including Respect and Empathy), Excellence, Honesty, Friendship, Trust, Determination, Confidence, Creativity, Independence, Aspiration, Responsibility, Curiosity, Courage, Happiness and well-being

Democracy

Each year, teachers discuss the single golden rule and the children agree their class rules/charter and the rights and responsibilities associated with these. Class Charters and the single Golden Rule are displayed in all classrooms and around the school sites.

We teach and develop children's understanding of democratic experiences so that these are accessible to everyone. We also explore specific teaching and beliefs about democracy through Christianity and other faiths, both within the daily life of the school, in Assemblies and throughout the curriculum. PHSE and RE lessons in particular, reinforce learning about democracy. Year 4 explore the beginnings of democracy when they study their History Topic about the Ancient Greeks.

We have a School Council which meets frequently with our Deputy Head to discuss current school issues. Every child on the School Council is voted in by their class.

Children also vote for Year 6 House and Sports Captains to represent their respective Colour Team Houses.

We are able to see the impact of learning about Democracy in the way that our children:

- show that they respect and understand each other's thoughts and opinions;
- respect the outcome of a democratic process as a result of their own first-hand experience;
- learn how to manage their emotions if they do not get elected and also how to respect and support those who are successful
- are able to make cross-curricular links e.g. with current affairs;
- show that they understand their responsibilities as a member of the school community and the wider world by developing as good citizens.

The Rule of Law

The importance of the rule of law is consistently reinforced at both schools so that the children are aware of the way in which laws protect us and influence our behaviour.

As soon as they join our school pupils are taught about our school rules. They are taught about reasons behind rules, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help our staff to reinforce this message. Children therefore learn about fairness and about their individual and collective rights and responsibilities.

We are able to see the impact of learning about The Rule of Law in the way that our children:

- are able to make the right choices and follow our school rules;
- understand their responsibilities and the consequences of their behaviour;
- are able to learn at their best and take on risks and challenges in a safe environment that enables them to thrive.

Individual Liberty

Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we provide boundaries so that our children are able to make informed choices in a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our Online Safety and PSHE lessons.

We are able to see the impact of learning about Individual Liberty in the way that our children:

- feel a sense of belonging and strive to make their own choices;

- recognise that their views and opinions are valued and the way in which they are encouraged to be active citizens within the school community and beyond;
- confidently develop strategies and vocabulary to enable them to express their ideas;
- take risks and challenges within a safe environment;
- are self-motivated and strive to do and be their very best at all times;
- know that their personal achievements and attitudes are valued by all; especially by their peers (developing empathy and pride);
- develop increasing independence;
- develop increasing understanding of the wider community, including global citizenship and differences within countries about the concept of individual liberty.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours affect their own rights and those of others. All members of the school community treat each other with respect.

We are able to see the impact of learning about Mutual Respect in the way that our children:

- respect and value each other's achievements;
- demonstrate tolerance and respect for others;
- respect differences and diversity;
- take pride in what they do and achieve;
- are able to work together and feel part of a community;
- show empathy.

Tolerance of those of Different Faiths and Beliefs

We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their own beliefs to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

We are able to see the impact of learning about tolerance of different faiths in the way that our children:

- understand the importance of reporting and kind of discriminatory behaviour;
- are able to discuss issues from different viewpoints and show empathy with one another;
- are appreciative of other cultures and language;
- show that they feel safe to question in a respectful environment.

British Values



Parental engagement (overview)

Parental engagement	T1	T2	T3	T4	T5	T6
	Meet the teacher Parents' Evenings YR phonics and maths workshops Class/Celebration assembly	YR/Y1/Y2 Nativity Christmas Celebration Assembly Open afternoon Nov. Class/Celebration assembly	Grandparents ? Class/Celebration assembly	Parents' Evenings Easter Celebration Assembly Class/Celebration assembly	Class/Celebration assembly Open afternoon May/June Queen's Platinum Jubilee (May/June 2022)	Sports day Annual Reports Parents' Evenings Y3-Y6 Play performance Class/Celebration assembly YR induction – meeting and stay/play/story sessions