



Halwin Primary School

Curriculum Intent Statement

Written: June 2019 Updated: Jan 2020

Reviewed: Nov 2020 Next Review: Sept 2021

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

Overall we seek for pupils to have CARE: building their Confidence, Aspiration, Resilience and Enjoyment in learning

At Halwin School this statement sets out the principles underpinning the curriculum and reflects the school's commitment to developing all aspects of pupils' lives.

We aim for our children to:

- Develop inquisitive minds, a spirit of curiosity and enjoyment for learning
- Be equipped with the skills to fully participate in an ever changing world
- Be respectful and productive members of the community
- Have high expectations and self-belief
- Reflect on their learning and seek to extend themselves mentally, physically and spiritually
- Uphold the caring ethos of the school, respecting their own cultures and beliefs and those of other people
- Persevere and learn from their mistakes
- Develop an understanding and respect for the environment
- Have the courage and confidence to take calculated risk
- Celebrate their own successes

This is the philosophy of how we want to work and learn. These aims underpin all of the learning that takes place in our school.

It is a curriculum founded upon the development of the child; their emotional intelligence, their values, their well-being, their communication, their problem solving, their motivation and their skills to learn.

This primary education will set them up for the next stage in their education and onwards to be a secure and successful adult.

All children need to have the following to achieve these:

- People who care for and guide them
- Language
- Experiences to learn from
- Times to be challenged
- Opportunities for celebration of learning

When a child leaves Halwin School they will have had these. The evidence will be in talking to the children, in their work and in their attitudes.

For each subject area we are aiming for pupils to become competent and confident in using and applying the skills of that particular subject, have a good knowledge base and approach the subject with a positive and affirming attitude for success.



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Many of the skills are transferable between the subject areas. For example, research skills in history or science. Equally we seek to promote standards of reading, writing and speaking and listening across the curriculum as well as solving mathematical problems within a foundation topic area.

To learn well and achieve high standards pupils need to listen well, work independently with confidence, question the learning and themselves, challenge themselves to go further and find joy in achievement. They need to learn to do this in the classroom environment when paired or group working is also expected. Pupils need to have a focus on their work, excluding any distractions and be able to reflect on their own work, that of others and on the learning they have achieved. All of these learning dispositions the school aims to instil.

Planning starts from the Inspire Curriculum. This curriculum was developed by educational professionals to meet the aims and objectives of the 2014 National Curriculum. As such we recognise that coverage and depth are inherent within the scheme.

We adapt this curriculum to meet the needs and interests of our pupils.

The school has other policies which are relevant to our curriculum and pupil learning, namely:

- Teaching and learning
- Assessment and Marking
- Continuing professional development (CPD) *
- Equality duties
- Behaviour
- Anti-bullying
- Sex and relationships education (SRE)
- Drugs and substance abuse
- Education of children in care *
- Collective worship
- Homework
- Special Educational Needs (SEN)
- Personal, social, health education (PSHE)
- Online safety and data security *

Those marked with an asterisk * are Southerly Point Cooperative Multi Academy Trust policies



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Religious Education (RE)

That pupils develop thinking within a religious framework

The school follows the locally agreed RE syllabus.

At Halwin Primary School, children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. In the Foundation Stage and KS1 the Christian faith and Hinduism will be taught. In KS2 the study of Christianity and Hinduism is developed and Sikhism, Judaism and Islam are also studied.

Pupils who succeed in RE have developed:

- Open mind
- Reflective skills
- Spiritual understanding
- Christian values
- Appreciation and respect for other faiths

Implementation: Objectives for learning come from the local SACRE curriculum. The Understanding Christianity programme will be woven into the learning.

Impact: measurement is through ongoing assessments and a final end of year judgement

English

That all children read fluently and can communicate well, using spoken and written English

At Halwin Primary School we use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We believe that developing a love of our language in our children is vital in achieving success at school and later in life.

The exploration and enjoyment of the English language is our priority and we value all its aspects – speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities. Developing early reading and a pride in writing is key to the start the children have in their learning at Halwin School. Fundamental to success at school and in reducing disadvantage in life is the depth of vocabulary and its usage. Halwin Primary aims to develop a rich vocabulary in our pupils and this will be tackled primarily within English lessons and reinforced across the broader curriculum.

Speaking and Listening

Talking is fundamental to learning. Pupils are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions.

Just as important is the need to listen carefully to others and respond in appropriate ways. At Halwin Primary, pupils are given opportunities in all areas of the curriculum to develop their oracy skills, in talk partners, group or whole class situations. Drama activities are intrinsic elements of speaking and listening across the school.



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Reading

Children who read for pleasure gain a richer vocabulary, more knowledge, and critical thinking skills, developing into learners.

Guided Reading is an important part of our curriculum. Children work in focused groups to develop their reading skills and their understanding of texts. Whole books are shared, studied and enjoyed.

We provide children with rich reading experiences and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills.

Our children take their reading books home daily to share with their families/carers. As they go through the school, they are given more responsibility for making their own reading choices from the excellent resources we have in school. Children are encouraged to choose books from our library and other books brought in to support the topics.

Spelling

We place great value on the importance of accurate spelling. A structured, progressive, programme of spelling extends across the whole school, beginning with Letters and Sounds in EYFS and Key Stage 1. Due consideration is given to children with a specific educational need.

Phonics

Phonics is taught in a multisensory way to suit all styles of learning. The school uses Letters and Sounds phonics enriched with songs and rhymes from Jolly Phonics and letter formation rhymes and pictures from Read/Write/Inc.

Grammar and punctuation

There is a grammar and punctuation focus within English lessons, linked to the specific form of writing being studied. Stand-alone grammar lessons supplement the learning.

Writing

At Halwin Primary we aim for children to be independent writers. We encourage them to write clearly and with confidence for a chosen audience in any given form. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements.

We place value on the development of correct letter formation and neatly presented handwriting. A continuous cursive style is being introduced through the Letter-Join programme from the start of school. We give children a wide range of opportunities in which to develop their writing skills and display work of which they are proud.

Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives.

Pupils who succeed in English have developed:

- Phonic strategies of encoding and decoding words
- Spelling, punctuation and grammar for writing
- Read for enjoyment and meaning
- Speaking and listening skills
- Clear and cursive handwriting



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- Drama and role play skills

Implementation: Rolling programmes ensures coverage of all forms of writing linked to the current topic where appropriate and in line with National Curriculum objectives.

Impact: measured through termly teacher assessments, EYFSP, Y1 phonics, KS1 and 2 SATs, Y3,4,5 end of year assessments; GPS testing takes place in y2,3,4,5 and 6 at the end of the year and shorter testing throughout the year within the older year groups

Mathematics

That pupils can communicate their understanding of the world and solve problems using mathematics

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

The school follows a mastery approach in fluency, problem solving and reasoning.

During the Early Years Foundation Stage Curriculum, maths forms part of many interactive learning experiences. Pupils develop their knowledge and understanding of mathematics through play, exploration and discussion.

Children develop their use of mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

They move from counting reliably to calculating fluently with all four number operations. Children will use a wider range of mathematical vocabulary as they progress.

They learn to tackle a problem with mental methods before using any other approach.

In seeking to develop pupils to become mathematicians we are looking for them to:

- Learn age appropriate number facts including number bonds and times tables
- Use and apply knowledge and skills to solve problems in different contexts
- Work meticulously
- Find patterns and links
- Use reasoning skills to explore and justify solutions

Implementation: Long and medium term planning comes from Hamilton Maths, supported by a number of other resources including White Rose and Maths No Problem.

Impact: measured through termly teacher assessments, EYFSP, KS1 and 2 SATS, Y3,4,5 end of year assessments

Science

Pupils develop the skills and attitudes for them to become scientists

We aim to foster curiosity, analytical thinking, enquiry, creativity and perseverance so they can make sense of the world around us. Key to this is the children's ability to communicate their understanding through a range of methods.



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The relevant key science skills and knowledge for each year group are delivered through topic work supplemented at times with a specific lessons to meet learning needs.

Pupils will develop into scientists by developing:

- Investigative skills
- Experimental skills
- Research skills
- Recording skills
- Clear communication
- Meticulous approach

Implementation: Long and medium term planning comes from the Inspire curriculum and supported by specific science weeks.

Impact: measured by EYFSP, end of year teacher assessment

Art and Design

That we develop artists and designers in our pupils

Art and Design contributes to the development of the whole child emotionally, aesthetically, physically, socially and cognitively. It provides all children with the opportunity to express themselves imaginatively, creatively and develop their understanding of, and respond to the world around them. Pupils are exposed to many visual, tactile and sensory experiences. Halwin Primary School enables pupils to become involved in, enjoy and appreciate the visual arts and how it can enrich their personal lives. They learn the part that art and design plays in their own and others' lives, in contemporary life and in different times and cultures. Pupils who succeed in art and design have developed:

- Appreciation of work by different artists
- Creating own artwork inspired by existing artwork and artists
- Skills of art in different media
- Their own creativity and enjoyment

Implementation: Long and medium term planning comes from the Inspire Curriculum adapted and from other sources.

Impact: measured by end of year teacher assessment

Design and Technology

That pupils can evaluate, design and build to meet a challenge

Design and Technology provides our children with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills from a number of other subjects. Skills are developed using tools and equipment in designing and making artefacts and food products. Working with a variety of materials aims to help children learn



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important life skills. Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. They learn to make their own decisions.

Pupils who succeed in design technology have developed:

- Evaluation skills
- Designing skills
- Creating and constructing skills
- Problem solving strategies

Implementation: Long and medium term planning comes from the Inspire Planning

Impact: measured by end of year teacher assessment

Geography

That pupils develop a sense of place and people

Geography develops children's knowledge and understanding of people and places. At Halwin, we learn about the wider world as well as local areas, looking at the physical, human, social and economic issues surrounding each case study. Use of maps, atlases, photos and the internet ensures a well-balanced and interactive method of learning for all pupils. There are many cross-curricular links. Children are able to discuss their own immediate environment and can compare how environments may vary from one to another.

Pupils who succeed in geography have developed:

- Research and recording skills
- An understanding of connections between human and physical geography
- Knowledge of use of sources of evidence to create argument
- Hypothesis skills
- Investigative skills
- A sense of place including our Cornish identity and heritage

We do this by: Long and medium term planning comes from the Inspire Curriculum adapted

Impact: measured by end of year teacher assessment

History

That pupils understand and learn from the past



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We see history as an opportunity to develop skills of enquiry and questioning; to become open minded “historical detectives” and explore the past in an exciting way. We aim to provide first hand experiences with role play, class visits, workshops and visiting experts playing an important part in all our topics. History is taught through our cross curricular topics. The past comes to life when children use a variety of sources of information to find clues and evidence and take part in discussions with their peers. Through history, children learn to make comparisons and links between the past and modern times and discover how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. Children are taught how to investigate and record their findings in interesting and creative ways including writing, art, drama and information communications technology.

Pupils who succeed in history have developed:

- Research and recording skills
- Connections between past and present
- Use of sources of evidence to create argument
- Hypothesis skills
- A sense of time and chronology

Impact: Long and medium term planning comes from the Inspire curriculum and adapted

Impact: measured by end of year teacher assessment

PSHE

That pupils learn to live life in all its fullness, safely and with good values

Personal, social, health, economic (PSHE) education is a programme of learning opportunities and experiences that enable children and young people to grow and develop as individuals and as valuable members of families and of social and economic communities.

PSHE education provides children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It inspires them to be enterprising and supports them in making effective transitions, good career choices and in planning their futures. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

Pupils who succeed in PSHE have developed:

- Emotional intelligence including empathy
- Resilience
- Listening
- Self-control
- Assertiveness
- Understanding of healthy living and making healthy choices
- Tolerance and forgiveness



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Implementation: We follow the Character Learning programme further supplemented in assemblies and in informal classroom discussions. There is a locally designed and agreed curriculum due.

Impact: End of year teacher assessment

Sex and Relationship Education

That pupils make healthy personal choices

We follow a programme which has been set up in accordance with county and national support information that focuses on loving relationships, respect and healthy choices. We use the Christopher Winter's programme

Physical Education (P.E.)

That pupils develop active and healthy lifestyles

Physical Education develops children's physical skills, confidence and health. It gives opportunities for children to be creative and competitive while learning to work with and respect others. At Halwin School children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. We promote a positive attitude towards active lifestyles and aim to introduce children to lifelong enjoyment of physical activity.

In addition to being taught by their class teacher children across the school are taught by specialist coaches.

Pupils who succeed in PE have developed:

- Good sportsmanship
- Ability to challenge themselves
- Coordination and control
- Balanced competitive attitude
- Healthy approach to life and well-being
- Water skills

Implementation: Long and medium term planning has come from Real PE. A broader curriculum is in place with further opportunities using the sports premium money. Eg watersports.

Impact: measured by end of year teacher assessment

Computing

That pupils are prepared for our digital age

We aim for the children to confidently and independently use and apply information technology skills to support and extend their learning. We develop a culture where the use of ICT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances of the future.



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Every child at school has use of the computer suite and iPads. The children learn how to navigate the Internet safely and communicate through the internet. They use a range of equipment and have access a wide variety of software.

The children are taught using Interactive whiteboards and numerous other technologies. Our children are taught how to access information, evaluate its suitability, store it, share it with others and manipulate it to meet their own needs.

Pupils who succeed in computing have developed:

- Problem solving and decomposition skills
- Digital literacy
- Coding skills
- Online safety awareness

Implementation: Long and medium term planning has come from an internal scheme of work

Impact: measured by end of year teacher assessment

Music

That pupils develop their well-being and creativity through music

Music is taught throughout the school as a class subject and in a cross-curricular way. The aim is to develop each child's musical potential giving opportunities for self-expression and creativity.

Instrumental tuition is available to children who wish to take advantage of it. The children are taught individually or in small groups and parents are required to meet the cost.

During the year there will be musical performances from the children.

Pupils who succeed in music have developed:

- Appreciation and appraisal of music from different genres and cultures
- Performing including singing skills
- Composition skills

Implementation: Long and medium term planning comes from the Inspire Curriculum

Impact: measured by end of year teacher assessment

Languages

That pupils can connect to people around the world

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Halwin School we teach French throughout the school. The children enjoy “playing with language” and use it in a range of situations.

Pupils who succeed in languages have developed:

- Listening and speaking skills
- Intercultural understanding



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- Reading and writing skills
- History of languages

Implementation: Long and medium term planning comes from the Inspire Curriculum.

Impact: Fluency improves through their time and the teaching.

Early Years Foundation Stage

That the pupils get the best start and learn to love learning

There are seven areas of learning and development.

All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language
- physical development
- personal, social and emotional development.

Additionally there are four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

Implementation: The EYFS curriculum underpins all planning and teaching for children in this age group. The learning is through a variety of open ended play-based experiences which invite children to explore the world around them. The INSPIRE curriculum topics are the vehicle for learning, where appropriate.

Impact: measured by ongoing teacher assessments against the EYFSP

Coverage

Halwin is a small school and as such has mixed aged classes. In order to ensure coverage, the school has devised rolling programmes: across EYFS and KS1 and for KS2.

Research

The school aims to ensure it develops the curriculum and teaching and learning in line with best practice. To that end, research is used to benefit the curriculum development. Staff engage in action based research to develop practice.

Southerly Point MAT

The trust supports learning in the school through research based practice and developmental subject specific working groups.



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Inclusion

Halwin is a highly inclusive school welcoming all members of our community regardless of their needs and challenges. Individual curricular are developed where appropriate in consultation with parents/carers. This approach enables all pupils to have access to learning.

Entitlement

Where pupils are considered as vulnerable and have greater challenges to their learning and the opportunities they face, the school in association with the trust is building a curriculum of entitlement.

Special Educational Needs

Where necessary, the curriculum is adapted for those with special educational needs.

Additional support and intervention is provided for identified groups and individuals. Children with Education and Health Care Plans have their learning needs met from the provision identified in their plan. Where children are presenting with Social, Emotional or Behavioural Difficulties (SEBD) we use a range of strategies to support their learning.

Curriculum enhancement

The curriculum is enhanced by using visits and visitors whenever possible. We aim that each class should have one of these enhanced opportunities each term.

Each year there is the opportunity for the children to enjoy some form of theatre experience.

There are opportunities for the children to take responsibilities within their class and the whole school.

Theme Weeks

Some aspects of the curriculum are delivered through theme weeks and days. The timetable is enhanced and focuses on the theme. These take place termly and involve the whole school in age and stage appropriate learning around a particular theme, deemed important for pupil development.

Identity Weeks

Near the start of each term every child takes part in learning around personal development. This may be an understanding of personal identity or development of the pupils' emotional intelligence. Equally, values are explored and a development of pupils' spirituality is promoted.

Extended School opportunities

The school offers a variety of clubs for children to participate in during and after school.

The Role of the Governing Body

The governing body must consider and agree the policy and monitor and review its implementation. They receive an annual report from the Head teacher and need to consider the impact of the curriculum on various groups of learners within the school.

The Role of the Headteacher

The headteacher completes the Curriculum Statement each year for consideration of the governing body. The headteacher reports to the Governing body on standards within the school, giving consideration to:

- year groups



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- comparisons with national averages and similar schools nationally and for the LA
- gender; ethnicity; special educational needs
- other vulnerable groups
- pupils for whom the curriculum was disapplied
- the nature of any parental complaints concerning the curriculum.

The Role of the class teachers.

The teachers have a responsibility to deliver the agreed curriculum through careful planning, teaching and evaluation.

Each teacher has the responsibility for at least one curriculum area and they monitor the delivery and progress of pupils for these subjects. They report to the headteacher and colleagues and are held to account by the governors.

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the Head teacher and the Governing Body.

Policy written by: Mr Richard Lawrence

Head teacher: Mr Richard Lawrence

On behalf of Governors:

Date: June 19



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3 Year Rolling programme

| | Robins Class | | | Owls Class | | | Kingfishers Class | | |
|--|--|--|---|--|---|---|--|--|---|
| | Term 1 | Term 2 | Term 3 | Term 1 | Term 2 | Term 3 | Term 1 | Term 2 | Term 3 |
| Year A | Who Am I? Y1 | To the Rescue Y1 | Animal Allsorts Y1 <i>Science: Animals/humans</i> | What did the Romans do? Y3 <i>History: Roman Empire-Julia's Caesar</i> | Set in Stone Y3 <i>History: Neolithic hunter gatherers and early farmers e.g. skara Brae</i> Science: Rocks | From Source to Sea Y3 | To the Stars Y5 <i>Science: Earth/space/light</i> | Poles Apart Y5 <i>Science: Forces</i> | Voyage to discovery Y6 <i>Science: revolution/inheritance</i> |
| | Let's Celebrate Y1 <i>History: Significant person DT – Cooking</i> | Sowing and Growing Y2 | Trading Places Y2 | Why are humans animals too? Y3 <i>Science: animals/humans</i> | Art on the doorstep Y3 <i>Geog: Local history study</i> <i>Science: Plants</i> | Town & Country Mouse Y2 <i>Geog: Human/physical</i> <i>Science: Living things/habitats</i> | What is Happening Now? Y6 <i>North/South America/UK cities & Countries</i> | Who's the Mummy? Y6 <i>History: Ancient Egypt</i> | Battle of Britain <i>History: Battle of Britain</i> |
| | Seasonal Changes | | | | | | | | |
| Every 3 rd year Kingfishers and Owls both have same topics Year B | The Big Build Y1 <i>Science: materials</i> | Posting & Places Y1 | Where Shall We Go? Y1 <i>Science: seasons</i> | Where Does my Food Go? Y4 <i>DT: Cooking/nutrition</i> <i>Science: Animals/humans</i> | | Batteries Included Y4 <i>Science: Electricity</i> | | Sounding Off Y4 <i>Science: Sound</i> | |
| | Blown Away Y2 | The Potting Shed Y1 <i>Science: Plants</i> | Brilliant Bodies Y1 | Amazing Amazon Y4 <i>Science: States of matter</i> | | Were the Dark Ages Dark? Y4 <i>Anglo-Saxon invasions Viking raids</i> <i>Geog: Countries/cities Europe</i> | | A Place for Everything Y4 <i>Science: living things/habitats</i> <i>Geog: Compass/fieldwork</i> | |
| | Seasonal Changes | | | | | | | | |
| Year C | | | | What do I need to be me? Y2 <i>Science: Animals/humans</i> | Around the World in 20 days Y3 | What's the Attraction Y3 <i>Science: Magnets/forces</i> <i>Geog: Compass</i> | Ancient Greeks Y5 <i>History: Ancient Greece</i> | No Way Back Y5 <i>Science: Changing materials</i> | Round and Round Y5 <i>Science: Living things/habitats/animals & Y6 Objectives</i> |
| | | | | Flying High Y2 <i>History: 1st Aeroplane flight</i> | Two Queens Y2 <i>Geog: Continents/Oceans</i> <i>History: Queen Elizabeth/Victoria</i> | Shadow Dancers Y3 <i>Science: Light</i> | Who is taking control Y6 <i>Comp: programming</i> <i>Science: Electricity</i> | Rites and Rituals Y5 <i>History: Mayan civilization</i> | The World is our Oyster Y5 <i>Geog: Fieldwork/human/physical</i> |



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Implementation: Long term Planning
Year A (1st year of 3 year rolling programme)

| Year A Robins | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|---|---|
| Topic: | Who Am I? | Let's Celebrate | To the Rescue | Sowing & Growing | Animal Allsorts | Trading places |
| English | Poems/poetry reciting & performing Instructions Alphabetical order Narrative – books by same author | Recipes Recount Narrative – traditional and fairy tales | Poems & nursery rhymes performance Lists/logs/labels & captions Making and taking calls Narrative – dilemma/issues | Letters & envelopes Narrative - Traditional tales Persuasive posters | Information texts Fact files Design leaflet Prefix 'un' | Write letters Recount Captions, lists & labels |
| Topic Based Maths – Hamilton/Maths no Problem for regular planning | Songs to count on and back & Order numbers. | Number bonds Measures Data | Doubling & Halving Ordering numbers Multiplication and division Models 2D & 3D | Money Measuring Bar charts | Tally chart Shop – money pictogram | Olympic games – points Shapes on football pitch Size - houses |
| Science | Seasonal Changes | | Seasonal Changes | Planting bean seeds Fair tests Cress growing | Animals & Humans Mammals, birds, reptiles, amphibians and fish. Herbivores, carnivores & omnivores | Seasonal Changes |
| RE Understanding Christianity planning | F1 God/Creation | F1 God/Creation | Buddhism | 1.5 Salvation | 1.5 Salvation | Curriculum Kernewek |



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|------------------|--|---|--|--|--|--|
| History | Local historical event or building Timelines | Significant Person Birthdays now and past National celebrations | Grace Darling Sea rescue Modern lifeboat station RNLI | | | |
| Geography | | | | | | South American Continent Brazil Human and physical contrasts |
| Music | Clapping games & Rhymes | Singing performance | Vocal – new songs | Composing, pitch, singing | Instrumental groups Percussion Chant & match | samba |
| IT | Common sense media planning – Online safety. BeeBots – Basics, 1 2 3, Tinkering | Image and sound | Poster-Copy & paste Internet search Fonts, colours, size | Technology to monitor growth Photo story | Databases Paint | Publisher – general document production skills |
| Art | Paint Self-Portrait | John Dyer Brush strokes Colour mixing | Tony Plant Large-scale 'pictures' Stormy Sea paintings | Beatrix Potter Line drawings Unusual mark making tools | Design animal Sculpture | Carnival costumes Oil pastels sgraffito technique |
| D&T | Collage | Jelly recipe Taste, texture, appearance of fruit. Preparing fruit. | | Natural objects collections | Textiles Thread, sew, stitch | Design and make flags Brazil & GB |



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|--|---|--|---|--|--|---|
| PE | | | | | | |
| Languages | | | | | | |
| PHSE Y1 Dimensions curriculum | Y1 Aut 1 Rules/expectation Internet safety Friendships Taking turns | Y1 Aut 2 Manners Happiness Anger Feelings Responses Opinions | Y1 Spr 1 Washing hands Healthy eating Physical activity Comparisons | Y1 Spr 2 Bullying Unkindness Behaviour Personal safety Emotional Safety | Y1 Sum 1 Kindness Family Caring Lending/borrowing Sharing | Y1 Sum 2 Sun safety Road safety Money |
| PSHE EYFS Dimensions curriculum | Lesson 1 – 4 | Lessons 5 – 8 | Lessons 9 – 12 | Lessons 13 – 16 | Lessons 17 – 20 | Lessons 21 - 25 |

| Year A Owls | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|-----------------------------------|--|--|--|--|
| Topic: | What did the Romans do? | Why are humans animals too? | Spring 2 Set in Stone | Art on the Doorstep | From Source to Sea | Town and Country Mouse |
| English | Biography Newspaper article | Fact files Fictional Story | Info Pamphlet Narrative: Myths & legends | Narrative Adventure story Non-chron leaflet Poetry, rhythm | Poetry -Haiku Non Fiction: Explanation text Mystery narrative/sequential narrative | Recount Narrative: Letters & emails Narrative: Persuasion text |
| Topic Based Maths See Hamilton planning for regular Maths | Ready reckoner Fractions & timelines | Bar charts Tables data | PV ordering Fractions Measures Right angles | Estimating length Ordering paintings Magic squares | Measure lengths timetables | Statistics Measures Position and direction |



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| | Shapes/angles amphitheatre | | | | | |
| Science | | Animals & humans Nutrition and food groups Skeleton, backbones & muscles Carnivore, herbivore classification | rocks | Plants – Create flower diagram Presentation about plants | | Living things & habitats – Live or dead Habitats Food chains decomposing |
| RE See Understanding Christianity planning | 2A.3 Gospel | 2A.3 Incarnation/God | Islam | 2A.2 People of God | 2a.6 Kingdom of God | Curriculum Kernewek |
| History | Roman empire – Julias Caesar invasions Hadrians wall | | Neolithic hunter gatherers & early farmers Chronology | | | |
| Geography | Physical & human features Italy, location in EU Rich north & poor south | | | Local study – map symbols World maps | River explorer Water cycles Mountains & hills Vegetation belts Weather on rivers | Human & physical features – Contrast link Transport Communications Food, work healthcare, schools, green space, leisure UK countries capital cities SKYPE |
| Music | Roman march Roman instruments | Action rhymes Body part/food songs | Drums, blocks, shakers and | Listen to and compose programme music | Water themed music Compose & perform | Pitch, tempo, duration & dynamics representations |



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| | | | chanting voices | | | |
| Art | | Shading, shape, size sketches Matisse art | Prehistoric cave paintings | Sketchbook Story sculpture leaflet | Sketch observations of rivers | 3 habitats 3D display Photography |
| IT | Common Sense Media Planning – internet safety Roman Research Press conference | Timers, measuring devices Data collection, analysis & presentation Research & graphics | Scratch | Plant life cycle programme | Research water cycle Google maps Animation - Photo story 3 | Floor robots Sequence instructions |
| D&T | Nettle tea Celtic chefs – soup & bread | | | Sculpture inspired dances | Digital images, collages & weavings | Vehicle making Garage visit, mechanic traffic survey |
| PE | | | Swimming | Swimming | | |
| Languages | Introduction, age, family, days of week, French/Latin | Greetings & introductions Picnic food vocab French songs | | Asking and answering questions Read & write simple words | | |
| PHSE Dimensions curriculum planning | Y2 Aut 1 Friendships Belonging Staying Safe | Y2 Aut 2 Consequences Aspirations Co-operation | Y2 Spr 1 Health & Hygiene Drugs safety | Y2 Spr 2 Human body & Changes Physical activity Exercise | Y2 Sum 1 Behaviour Local citizenship Responsibility | Y2 Sum 2 Emotions Love Sadness Money Choices Enterprise |

| | | | | | | |
|---------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Year A Kingfishers | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|



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| Topic: | To the Stars | What is Happening Now? | Poles Apart | Who's the Mummy? | Voyage to Discovery | Battle of Britain |
|---|---|--|---|---|---|--|
| English | Read and write space journals Newspaper reports Explanation texts | Persuasive writing/debate Diary writing Narrative –adventure | Poetry – Haiku Non-fiction Biography Report writing | Myths & Legends: Egyptian Isis & Osiris Instructions for mummification process Play scripts | Letters, Recount, explanation journal | Diaries War stories biographies |
| Topic based Maths See Hamilton planning for regular maths | Read, write, order and compare numbers up to 1000000 Negative numbers Rounding Multi-step problems Time conversions | Richter scale Comparative sizes | Metric conversions Areas Problem solving | Egyptian numbers Rhind Papyrus Number puzzles | Distance & measurement calculations Graphs | Co-ordinates – battleships Angles, height of planes Coding & Enigma decoding machine |
| Science | Earth, space, light – Earths rotation Sun/moon relative to earth Place in solar system | | Forces, friction, motion Gravity | | Revolution & Inheritance Charles Darwin | Light Blackouts, searches Reflected light periscopes |
| RE See Understanding Christianity Planning. | 2B.1 God | Judaism | 2B8 Kingdom of God | 2B.6 Salvation | 2B.2 Creation/Fall | Curriculum Kernewek |
| History | | | | Ancient Egypt timeline Egyptian Gods Pharaohs Mummification | Battle of Britain | Britain at war with Germany |



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| | | | | Symbols & Hieroglyphics. Pyramids | | Child during WW2 Importance RADAR victory |
| Geography | | North & south America – Hurricanes/Tornados etc. Aid agencies UK cities & countries | Globes, atlases, maps of world, online maps. Latitude, longitude, equator, Antarctic circles, time zones | Location of Egypt Geographical features Fact file on modern Egypt | HMS Beagle (Darwin's ship) latitude, longitude, hemispheres, Tropic of caner/capricorn, time zones, vegetation belts, volcanoes | |
| IT | Common Sense Media Planning – Internet Safety | Control Programming Flowol 3 | Animation Studio 3 | Powerpoint presentation – Egyptian Gods and Goddesses | Research, Google earth, Virtual tour | emailing |
| Music | Electronic instrumental sounds | Song writing project | Ice/fire music Compose & perform | Inventing & exploring rhythm patterns Egyptian themed music, listening & composing | Programme music, temp, pitch, dynamics | WW2 music WW2 radio station - broadcasting |
| Art | Van Gogh's starry night Painting and collograph skills | Graffiti Stencil images | | Egyptian jewellery Canopic jars | Leonardo de Vinci, Cartoon strip | Designs and slogans of WW2, design own |
| D&T | Collage texture and structure | Photography of graffiti | | | Totem pole of evolution | Large scale mural of London during Blitz Scherensch nitte – Wilhelm Gross |



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| PE | | | | | | |
| Languages | Days of week, name of words to stars Planet themed sentences | Weather & compass directions Message in bottle Greeting and weather songs | Seasons revision Animals from arctic & Antarctic | Parts of body Who is it game | Animal vocabulary Birds, evolved, adapted, developed | Dates – numbers, days of week, months of year Translate facts |
| PHSE | Y5 Aut 1 Structure Law & Order U.N. Rights Online relationship Drugs & Alcohol | Y5 Aut 2 Death & Grief Managing conflict Community event | Y5 Spr 1 Puberty Healthy lifestyles Tobacco Substance abuse | Y5 Spr 2 Physical, Emotional & Mental Confidentiality Listening responding | Y5 Sum 1 Food choices Cooking Physical Contact | Y5 Sum 2 Responding Shared goals Community Spirit Basic first aid |
| PSHE Year 5/6 only (With discretion) | Extremism & radicalisation – 5 lessons | | Substance related abuse – 5 lessons | | Relationships & Sex Education | |

Year B (2nd year of 3 year rolling programme)

| Year B Robins | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|--|--|---|---|--|
| Topic: | The Big Build | Blown Away | Posting and Places | The Potting Shed | Where shall we go? | Brilliant Bodies |
| English | 3 little pigs Labelling & captioning instructions | Poetry – weather Instruction writing Narrative reports | Letter writing Postcards Diary writing | The Gingerbread Man – story writing, maps and telling | Fantasy story writing Lists Posters, signs, labels, tickets | Poetry stick Senses stick poem sensory trail leaflet |



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| | | | | | Narrative – fairy tales/familiar settings Information text | Instructional writing Passports Seasonal book | Recount Invitation poster |
| Topic based Maths | Count & label sticks/cubes Bricks to support counting in steps of 1,2 & 5 Patterns 1 more/less | Repeated addition Quarters & halves Identical sides (Symmetry) | Weight – parcels Measurement – sizes of parcels Data handling – recording & comparing | | Nature counting, count seeds Measuring beans growing | Capacity – mass of luggage Time – planning a journey | Count sounds, measurement of sound Handspans Measure time |
| Science | Materials used and qualities Visit to pig farm, housing & transportation Building site - construction | Data collection – weather Ask simple questions Collate and compare data | | Plants needs and where they grow. Caring, planting and growing | Seasons, months, birthdays Nature walk Nature collections Patterns & changes Weather symbols & forecast Record weather, clothing and climate noticing | Smell of plants and sounds in grounds Senses – touch Wind chimes, outdoor xylophones 5 senses challenge | |
| RE (alternate) See Understanding Christianity for lesson plans | B | F2 Incarnation | F2 Incarnation | Hinduism | 1.1 God | 1.2 Creation | Curriculum Kernewek |
| | C | 1.4 Gospel | 1.3 Incarnation | 1.3 Incarnation | F3 Salvation | F3 Salvation | Curriculum Kernewek |
| History | | | | George Forrest Plant hunting | Christopher Columbus – voyage Old & new maps of world | | |



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| Geography | Plans of builds Aerial photos 3D layouts to maps with symbols & keys | Weather/climate Hot/cold areas in world Temperatures in parts of world North pole – equator Pekanbaru & Baffin Island | Pinpointing places on maps, where has the post come from? Compass directions Beebot to travel Record temperature daily | | Maps, countries Globes – 7 continents & 5 oceans Compass points | Senses recording sheet Routes Amend/alter & improve |
| Music | Tchaikovskys 'Peter & the Wolf' Building songs | Sunshine, storms, snow songs Wind instruments | Traditional songs, local and Arctic Drumming & chanting | Beat & Rhythm Seed growth songs | Musical magical carpet ride Music about weather, sing songs and create own | 5 senses rap Compare raps Danse Macabre |
| IT | Dancemat Typing Hectors world | Recording & entering data Bar & column charts Autosum feature | Communicate long distances Fact sheet Inuit friend - post | Scratch/ Nao programming | Insert text, pictures and music PowerPoint Fonts, sizes, shapes & colour delete | Computer senses |
| Art | Wolf masks – study, design & make Sketch books Colour mixing | Cloud painting – Constable | Design own postcard Inuit art | Pictures of plants | Observational drawings botanical pictures Sort colours to match season Collage tree pictures | Observational drawing – minibeasts Graphite/oil pastels |
| D&T | 2D & 3D skills | | Block printing technique | 3D sculptures | Design and weave own magic carpet | Clay model mini beasts – 3D |
| PE | | | | | | |



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| Languages | | | | | | |
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| PHSE Y1 Dimensions curriculum | Y1 Aut 1 Rules/expectations Internet safety Friendships Taking turns | Y1 Aut 2 Manners Happiness Anger Feelings Responses Opinions | Y1 Spr 1 Washing hands Healthy eating Physical activity Comparisons | Y1 Spr 2 Bullying Unkindness Behaviour Personal safety Emotional Safety | Y1 Sum 1 Kindness Family Caring Lending/borrowing Sharing | Y1 Sum 2 Sun safety Road safety Money |
| PSHE EYFS Dimensions curriculum | Lesson 1 – 4 | Lessons 5 – 8 | Lessons 9 – 12 | Lessons 13 – 16 | Lessons 17 – 20 | Lessons 21 - 25 |

| Year B Owls/Kingfishers | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---|---|---|
| Topic: | Where does my food go? | Amazing Amazon | Batteries Included | Were the Dark ages Dark? | Sounding off | A Place for everything |
| English | Non-Fiction Explanation Text Poetry-humorous Non-chronological report | Amazing Survivor! Juliane Keopke. Autobiography persuasive, informative writing Research and compare | Non-Fiction Instructions. Narrative: Adventure | Myths & legends – British Isles & Scandinavia. Old English language. Biographical writing – King Alfred and the Viking raids. | WH Auden poem. Poems that convey an image Saint-Saens. Report writing | Recounts. Arguments Non Fiction Suspense story Diagrammatic planning, evaluating and editing. |
| Themed Maths Follow Hamilton planning for Curriculum objectives | Length of digestive organs, time taken for food to pass through digestive system | Order & compare numbers up to and beyond 1000. Analogue – digital clocks. | Statistics. Measurement. Number work | Multiplication tables, symmetry, plotting coordinates | Interpret & present data Multiples of 6, 7, 9, 25 & 1000. Identify, represent | Measures. Wild-life survey |



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| | | 2 step problems | | | and estimate numbers. Comparison, sum & difference problems | |
| Science | What happens to food after eaten. 'Tight' drawing and writing. Human & animal teeth, | Water cycle, prediction, condensation, adaptation of trees & plants | Circuits, electricity, appliances, components, conductors and insulators | | Science of Sound! Travelling, volume, pitch, source. Phonemena | Animal & plant identification. Grouping & using keys. +ve & -ve impacts of environment and habitat changes. |
| RE (Y3/4) See Understanding Christianity Planning. | 2A.3 Incarnation/Go d | 2A.4 Gospel | Sikhism | 2A.5 Salvation | 2A.1 Creation/Fall | Celtic Church, Diocese of Truro & importance of cathedral. |
| History | | | | Invaders & settlers. Archaaological treasures Sutton Hoo burial. Vikings & Norse Culture. Bayeux Tapestry | | |
| Geography | | Climate & location – tropical rainforests. Deforestation in Amazon, Biodiversity | | Iceland Ice & fire Reykjavik Tourism | | Compasses & direction. Grid references & map reading. OS maps. Fieldwork. Sketch Maps. scales |



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| Music | Percussion & composition, food songs. Learn & perform own instrumental composition. | Monkey music – swing. Compose & perform music. Philip Glass, Aguas da Amazonia | Magical & atmospheric music. Compose, record and perform to an audience | Anglo-Saxon & Viking instruments. Minstrels. Group composition and performance | Instrument families. Live music. How are sounds made by instruments ? | Create a picture of natural environment out of sound. |
| Art | Sketch books – Guiseppe Arcimboldo. Drawing in style of studied artists | Line drawing, monoprinting, block printing. | Textures, colours, shapes and materials. Decorations. | Bayeux Tapestry study. Colour mixing. | Sound drawings. Observe and tell someone how to draw. Draw while listening. Sound waves. | |
| D&T | Stop Animation film of fruit/veg faces | Prints on frieze fabric | 3D sculpture, lantern. | Embroidery | Mobile structures | Create felt art work pieces. |
| IT | Common Sense Media Planning – internet safety | Nao Programming | Coding - Python Variables & broadcast commands | Animation – Movie Maker | Audacity Audio wave forms Applying effects to music, tempo, pitch & volume. Loops Jam Studio r Soundation | Classify animals. Branching database – binary tree. |
| PE | | | | | | |
| Languages | Animal vocabulary. Geographical facts | 10 amazon Amazon animals. Ask | Words, phrases, sounds, rhyme & | Plural forms of nouns. Write simple words and phrases. | French phonics. Pierre et le Loup. | Madame Grenouille Masculine & feminine. |



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| | | and answer questions | rhythm. festivals & celebrations | | Prokofiev's piece. | Prepositions. |
| PHSE | Y4 Aut 1 Online privacy Internet use Gender stereotypes | Y4 Aut 2 Frustration Self-worth Persistence & resilience Negative persistence Feelings | Y4 spr 1 Balanced diet Working with food | Y4 Spr 2 Responding to others Expressing opinions Loss/separation Family changes | Y4 Sum1 Identify strengths Self-respect Setting goals | Y4 Sum 2 Connections Family links Religious views Diversity Money choices Managing money |

Year C (3rd year of 3 year rolling programme)

| Year C Owls | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--|---|--|---|--|---|
| Topic: | What do I need to be me? | Flying High | Around the World in 20 days | Two Queens | Whats the attraction? | Shadow Dancers |
| English | Life cycle – fiction & non-fiction books. Poetry – riddles. Transcription – writing menus Chronological report. | Poetry rhyming Recipes Letters | Traditional Fables, USA, UK & France. Persuasive leaflets | Cinderella Fairy stories Invitations Biographical report | Fiction. Poem – learn by heart and recite it. Design an indoor treasure hunt game. Playscripts. | Read, write and perform poetry – simile & metaphors Oral and written instructions. Recount stories. |
| Maths | Ordering & adding prices. Giving change | Using money and giving change Units of measurement | Converting currency. Comparing measurement. Recording | Bunting and flags Number puzzles | Data Measure Number work | Measurement of shadows. Clapping patterns, |



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| | | for mass and distance. Recording results - pictogram | and interpreting data. | | | halving and doubling. Time zones. |
| Science | Lifecycle of butterfly and other animals. Human changes – health. | | | | Movement of objects Forces, magnetism, strength, poles. | Light and dark Shadow challenges. Measure and record accurately Sun dangers. Light phenomenon |
| RE See Understanding Christianity planning. | Year A or B – alternate Y3/4 | | | | | |
| History | | Flight history. Wright Brothers. Inventors. Inventions. | | Queen Victoria & Queen Elizabeth II Changes in Britain. Reigns. Government. Diamond Jubilee | | |
| Geography | | Aerial photographs. Maps. Directions | UK, France and USA study. Flags, cities, rivers, mountains, landmarks, oceans, climates. | England Countries Capital cities Union Jack Commonwealth British Empire | Compass work. Grid reference Commercial maps. | Positions, names and significance of lines on globes or maps. Day/night and seasons. Earth's tilt. Time zones. Routes. |



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| Music | Harvest song. Composition | Link music to colour and season. Emotions and feelings. | Folk music. Traditional music. Jigs/reels, French Musette and bluegrass | Royal celebration music Patriotic songs. | Magnetic rock story. Melodies. | Call and response. Major and minor melodies. |
| Art | Animal patterns. Printing blocks. Inks. Still life drawings. | Chimeric flying creatures using collage. 3D bird/angel/other Xmas decorations. Pipe cleaner and foil to create decs. | Collage Scale and position. | Portraits | Sketches/object s information from school grounds. | Mirror reflection. |
| D&T | Smoothie making. 5 a day | Slider and single pivot level mechanism to make movement. Make a moving Xmas card. | | 3D embellished frames for portraits | Collage of objects. Print. | Create shadow puppets. |
| IT | Common Sense Media Planning – Internet safety. Photography Photo Story 3. | | Powerpoint or blog of a country. | Upload videos and audio Adding transitions and texts. Research. MS Publisher/Word or Powerpoint. Rotating, cropping and chopping images | Photographs How to store and add images Draw arrows Upload images. Google maps | Create patterns and graphics. |
| PE | | | Swimming Liam | Swimming Liam | | |



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| Languages | | | Jules Verne. Travel. Maps of journeys. | | Le Pole Nord Numbers 1 – 12 French Xmas song with actions Understand and practise commands and learn directions. | Shadow theatres. Four seasons. |
| PHSE | Y3 Aut 1 E-safety Online privacy Rules Thinking ahead Taking the lead | Y3 Aut 2 Friendships Loss & Separation | Y3 Spr 1 PEM-I am who I am PEM-Hearts and Minds PEM-3 in 1 Sleep | Y3 Spr 2 Clear messages How to listen Communities | Y3 Sum 1 Puberty Changes How to help Emergency calls | Y3 Sum 2 Health Physical Lifestyle Working together Shared goals |

| Year C Kingfishers | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|--|---|---|---|--|--|
| Topic: | Ancient Greeks | Who is Taking Control? | No Way Back | Rites and Rituals | Round and Round | The World is our Oyster |
| English | Greek Myths. Write own myths. Role plays. Daedalus and Icarus. Demeter and Persephone. Greek Gods. TV script. Poems – simile & metaphors | Modern Legends. Instructions – imperative tense. Narrative opening. Story mapping | Report – where does food come from? Formal debates. Research recipes. Advertising leaflet or flyer. | Non fiction texts of Mayan civilisation. Formal and informal letters. Job advertisements and news reports. | Narrative – sci-fi Lyrics and poems Podcasting and movie making | Survival leaflet Persuasive advertisemen t Formal debate Poems - Cinquain. |



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| Maths | Sieve of Eratosthenes . Finding prime numbers. Tourist activity. Platonic Gods. Euclid. Rectangle properties. | 2 step function machines. Algorithms, using inverse operations. | Calculate nutritional value in foods. Options and costs of meals. | Time conversions. Problems of up to 3 decimal places. PV grids in different bases. | Number patterns Patterns of shapes | Money, length and mass problems. |
| Science | | Torches. Electrical circuits. Fault finding. Stationary robot. Explanation Text | Materials. Dissolving and changes of state. | | Interactive display of life-cycles. 6 stages of human lifecycle: gestation, baby, childhood, adolescence, adulthood and old age. Lifecycles of animals. | |
| RE See Understanding Christianity planning | 2B.5 Gospel | 2B.4 Incarnation | Hinduism | 2B.7 Salvation | 2B.3 People of God | Curriculum Kernewek |
| History | Ancient Greek civilisation. Connections with sport, art, philosophy, architecture and theatre. Government and democracy. Cities – Athens. | | | Mayan civilisation. Era's. Religious significance of buildings. Mayan mathematicians and astronomers. | | |



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| | Board games. | | | | | |
| Geography | Aegean Islands and The Hebrides. Blog or wiki. Internet search. Letter writing. Role play conversation . | | | Scarceness of water. Trade Farming techniques. | | Grampians Rockies Field trip |
| Music | Playing instruments and singing. Timbre, dynamics, tempo, tonality, pitch. Composing. Musical games. | Compose and perform electronic or synthesised music. Pitch, tone, rhythm, pace and dynamics. | Singing skills Perform 8 beat melody. | Mayan music. Sun Dance | Rounds Canoe song and The land of the Silver Birch. | Create own arrangement, using instruments and voices. |
| Art | Grecian Pots, design and painting using sable type brushes. | Large sculptures – Angel of the North, Wicker Running Man. Impacts. | | Mayan art and masks Design own mask | Tessellation drawings Kaffe Fassett Escher. Metamorphoses and lifecycles. | Native Americans – Navajo design Winnie Henry |
| D&T | Coil and pinch pot making skills. | Create own 3D class sculpture | Ingredients and recipes to cook pizzas. | Create mask from card and papier mache | Gallery of artwork! | Design own rug in groups. |
| IT | Common Sense Media Planning –internet safety. | Sequence, repetition and selection programs. Algorithms. | Powerpoint presentation and use of cameras. Create a menu. | Research | RSS feeds. Feedly Project blog Google log in and account? | Google Earth Blogs |



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| | Cameras, image editors, desktop publishers. Create a document with text and images. | Nao Programming | | | | |
| PE | | | | | | |
| Languages | Ask and answer questions. Use a dictionary or word list. Write short sentences using a reference. | Colours and numbers. 2D shapes Adjectives Label robot in French words. Connectives. | Pascal Poireau Translate menu using dictionary. | Chocolate and cocoa Mayan spices. Calendars. | Time Phrases for daily routines. | Oysters! French jobs. |
| PHSE – All children | Y6 Aut 1 Identified strengths Setting goals Internet safety | Y6 Aut 2 Race & Ethnicity Gender stereotypes Culture | Y6 Spr 1 Physical Illness Immunisation Marriage | Y6 Spr 2 Healthy Minds Mental wellbeing Support & Care | Y6 Sum 1 Budgeting Consumer sense | Y6 Sum 2 Making money Raising money |
| PSHE Year 5/6 only (With discretion) | Extremism & radicalisation – 5 lessons | | Substance related abuse – 5 lessons | | Relationships & Sex Education | |