

The Curriculum at Elburton

The school has decided as an Academy to use the National Curriculum as the basis of ensuring that pupils follow a Broad and Balanced Curriculum.

Pupils will encounter daily literacy and maths. This will be closely based on the National Curriculum. Whenever possible both Literacy and Numeracy will be referenced to other aspects of the curriculum. The school uses Letters and Sounds as its Phonics scheme.

In the Foundation Stage pupils will follow the National Early Years Foundation Stage curriculum. Pupils will be taught knowledge and skills in Communication and Language, Personal, Social and Emotional development, Physical development, Literacy, Numeracy, Understanding the World and Expressive Arts and Design.

The school believes that children need to be aware of the discrete subject that they are being taught in any lesson. So although they may be taught a topic, pupils will know which subject they are being taught as part of that topic.

Please see Year Group pages for further details of what will be taught each term.

	Science	IT	History	Geography	Art	DT	PE	Music	MFL	RE
Year 1	<p>Ourselves</p> <p>Animals including Humans</p> <p>Materials (3 little Pigs)</p> <p>Plants</p> <p>Seasonal Changes</p>	<p>Computer Skills –logging on, mouse control, using a keyboard, computer navigation, word processing.</p> <p>Programming- Bee-bots.</p> <p>We are collectors</p>	<p>Famous Lives – Guy Fawkes, Florence Nightingale, Queen Elizabeth.</p> <p>Toys- past and present</p>	<p>Elburton study-Our locality.</p> <p>Amazon Rainforest –a comparison with Elburton</p>	<p>Self Portraits</p> <p>Painting</p> <p>Drawing</p> <p>Sculpture- Andy Goldsworthy- Natural materials and clay</p> <p>Printing- Printing patterns found in nature/linked to plants.</p>	<p>Moving pictures – mechanisms</p> <p>Food – perfect pizzas.</p>	<p>Game Skills (multiskills)</p> <p>Yoga</p> <p>Gymnastics</p> <p>Dance- Animals/Penguins</p> <p>Swimming</p> <p>Jump Start Jonny</p>	<p>Songs about our body (percussion)</p> <p>In the groove</p> <p>Round and Round</p> <p>Tempo</p> <p>Duration</p> <p>Timbre</p> <p>Dynamics</p>	N/A	<p>Myself(what do we do in relationships?)</p> <p>Celebrations</p> <p>Belonging to a faith/community/family/club.</p> <p>Baptism.</p>
Year 2	<p>Materials</p> <p>Animals Including Humans</p> <p>Plants</p> <p>Living things and their habitats</p>	<p>Word Processing</p> <p>Computer Science</p> <p>Use of Internet</p>	<p>Significant Events – The Great Fire of London and Pepys</p> <p>Significant people – Brunel</p>	<p>Locational Knowledge</p> <p>Coll</p> <p>Local Study</p> <p>Elburton</p>	<p>Painting – Landscapes- (drawing, painting, colour mixing, collage.)</p> <p>Textiles – Great Fire of London Group collage.(Tie die,plaiting,sewing)</p> <p>Printing-vegetables,mi</p>	<p>Flags</p> <p>Bridges</p> <p>Food - Picnics</p>	<p>Dance</p> <p>Gymnastics</p> <p>Swimming</p> <p>Multiskills</p> <p>Games (unihoc,football)</p> <p>Athletics</p>	<p>Pitch</p> <p>Duration</p> <p>Texture</p> <p>Structure</p>	N/A	<p>Believing</p> <p>Leaders/Teachers</p> <p>Symbols</p>

					croprint, bread .Pointelism. Artist-William Morris – Wallpaper designs for wrapping paper.					
Year 3	Light and Darkness Animals including Humans Rocks Forces and Magnets Plants	Computer Sciences Word Processing Communication with the Internet Data Multimedia	Stone Age to Iron Age. Romans Local History – WW2	Locational Knowledge Contrasting Region in the UK (Sherford/London) Fieldwork	Stone Age Printing/Painting 3D Architecture Painting and Printing WW2 posters	Shields Architecture models Food – ration Cakes	Multiskills Invasion Games Athletics Striking and Fielding Dance Gymnastics Swimming	Tempo Timbre Dynamics	French	Worship, Pilgrimage and Sacred Places Symbols and Religious Expression Teaching and Authority
Year 4	Animals Including Humans Sound States of Matter	Computer Science Multimedia Data Word Processing	Anglo Saxons Local History – Drake and Buckland Abbey Egyptians	Locational Knowledge Japan – Mountains and Volcanos	Painting, drawing, textiles/collage and 3D through the following projects	Food – Sushi Weaving	Gymnastics Dance Yoga Swimming Multiskills	Pitch Duration Texture Dynamics	French	Inspirational People Religion, Families and Community Religion and the Individual

	Electricity Living Things and Habitats			Contrasting Region of UK Fieldwork	The Mousehole Cat Hokusai Egyptian Gods Weaving		Outdoor Adventure Invasion Games Striking and Fielding Athletics	All pupils receive Clarinet teaching		
Year 5	Properties and changes of materials. Earth and Space Forces Animals including humans, living things and their Habitats.	Computer Science Multimedia Spreadsheets	Vikings Ancient Greece	Locational Knowledge Modern Greece Florida	Painting, drawing, textiles/collage and 3D through the following projects History of Painting, drawing, textiles/collage and 3D through the following project Art – Winter through Depictions Textiles and making a	Food- Greek Food Designing a money container	Gymnastics Table tennis Dance Striking and Fielding Swimming Multiskills Orienteering Invasion Games Outdoor Education Athletics yoga	Tempo Timbre Dynamics Clarinet Charanga	French	Faith and the Arts Beliefs in Action in the World It Matters to me, it matters to others

					money container					
Year 6	<p>Animals including Humans</p> <p>Electricity</p> <p>Light</p> <p>Living Things and Habitats</p> <p>Evolution and Inheritance</p>	<p>Computer Sciences</p> <p>Multimedia</p> <p>Safe use of Internet</p> <p>Power Point Skills.</p> <p>Kodo – programming.</p> <p>Prezi – presentation.</p>	<p>Local history – development of Elburton, Brunel, Railway and Industrial Development</p> <p>Ancient Civilization – Aztec/Mayan</p>	<p>Local Knowledge</p> <p>Contrasting Country – Mexico</p> <p>Climate change</p> <p>Rivers – with fieldwork on Dartmoor</p>	<p>Painting, drawing, textiles/collage and 3D through the following projects</p> <p>William Morris</p> <p>Mexico</p> <p>landscape</p>	<p>Food – Mexican</p> <p>Design – Mobile phone covers</p>	<p>Multiskills</p> <p>Games</p> <p>Athletics</p> <p>Swimming</p> <p>Gymnastics</p> <p>Dance</p> <p>Outdoor Activities</p>	<p>Pitch</p> <p>Duration</p> <p>Texture</p> <p>Dynamics</p> <p>Structure</p>	<p>French</p>	<p>Beliefs and Questions</p> <p>Belief in Action</p> <p>The Journey of Life and Death</p>

Other aspects of the curriculum such as PSHE and Citizenship are taught in a variety of ways. These may be one or two sessions on such aspects as Sex education and Drugs Action. They may be linked to other subject matter i.e. Moral Education linked to RE or Democracy and British values through History. They may also be taught through visitors to the school i.e. aspects of Multi-cultural Britain being taught through speakers in Assemblies. Other faiths have regular opportunities to present assemblies. School and class assemblies also teach these aspects of the curriculum.

The curriculum is shared with parents through termly class newsletters and annual "Getting to Know Meetings".

Overview of Early Years Curriculum

Communication and Language

Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

Children follow instructions involving several ideas or actions. They answer "how" and "why" questions about their experiences and in response to stories and events.

Speaking

Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narrative and explanations by connecting ideas and events.

Personal, Social and Emotional

Making relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical

Moving and Handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing

Health and Self Care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy

Reading

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read

<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<p>Numeracy</p>		
<p>Numbers</p> <p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Shape, Space and Measures</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	
<p>Understanding our World</p>		
<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations about animals and plants and explain why some things, occur, and talk about changes.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Expressive Arts and Design</p>		
<p>Exploring and Using Media and Materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Being Imaginative</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	