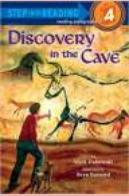


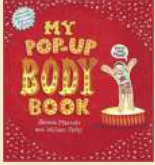







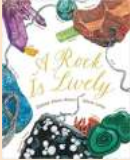



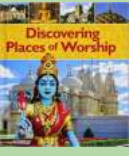












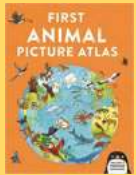
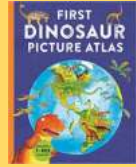




2022-2023 Curriculum Intent	EYFS (aut)	EYFS (sp)	EYS (sum)	Y1 (aut)	Y1 (sp)	Y1 (sum)	Y2 (aut)	Y2 (sp)	Y2 (sum)
Title	Only One You Hats, hats, hats!	Food, Glorious Food Boxes!	Home-grown garden I'm not scared...	Everybody's Equal (transition) The dark	Save our Wildlife Birds	Bright Lights, Big City (UK/London)	Dinosaur Planet	Stone age to Iron Age	Powerful Oceans
Overall Question	What makes us amazing? How do we stay safe?	How can we stay healthy?	How does your garden grow?	What makes us equal? What should we do if we disagree?	Is the weather the same all over the world? Why do birds migrate?		How do we know dinosaurs existed?	Could we survive the [stone/iron] age?	How predictable are our coastlines?
Convention of the rights of the child (UNICEF)	Article 27	Article 24 Article 15	Article 17 Article 29	Article 2 Article 4	Article 24 Article 6	Article 32	Article 29	Article 30	Article 24
Trips/Visits/visitors/experiences	Village walk People who help us	Kitchen Di Rowland	Rand Farm, local allotment, school garden		Wildlife Park or visitor, RSPCB		The Collection: Loan Boxes (fossils)	Creswell Cragg The Collection: Loan Boxes (prehistoric)	Seaside, RNLI
Supporting Causes	Lancaster Grange			RSPCB			RNLI		
Writing inc. GPS Progression docs new for 2022-2023 Grammar and Punctuation progression Spelling progression Progression in Spelling RWI linked to Spelling Shed.pdf Spelling Year 1 Spelling Timetable.docx EYFS Literacy Objectives	Write name Write words Retell stories	Write captions for pictures Silly soup Alliteration with foods Retell story of Handa's surprise Name countries Rhyming stories.	A dragon in a wagon – rhymes In my bucket I have Collect items of interest.	<i>Fairy tales</i> Forest description <i>Dogs Don't Do Ballet.</i> Narrative & Non-fiction <i>Prince Cinders</i> Character retell <i>Here is the Seed</i> Poetry <i>The Fox in the night</i> Expla	Recount - Wildlife visit Postcard – The Storm Whale: To write a postcard sequencing the journey Information Page – The Storm Whale Winter: To write an information page (fact file) about whales Poetry - Animal Riddle by Pie Corbett Structured Riddles Caterpillar Shoes		Narratives: Katie and the Dinosaurs - role play and predictions The Clockwork Dragon - the use of colour and font style and shape and size of font. The Black Hat - setting and character descriptions using expanded nouns and exclamation sentences., first person	Instructions: How to wash a woolly mammoth. Write a set of instructions on how to wash a woolly mammoth, how to make a pizza and how to plant a seed. This will include time conjunctions, verbs and adverbs. Narrative: Stone Age boy. Write a fictional diary entry from the point of view of a character. Write a	The Lighthouse Keeper - Lit Shed Letters from the Lighthouse Write a formal letter based on the lighthouse keeper The Lighthouse Keeper's Lunch: rewriting own story with a repetitive element Sharks vs Whales - poster (Lit Shed) Writing: To inform:



<p>Year 1 Literacy Objectives.docx Year 2 Literacy Objectives.docx Year 3 and 4 Objectives.docx Year 5 and 6 Literacy Objectives.docx Writing curriculum statement</p> <p>speaking-and-listening-progression.pdf Writing progression - overview.docx</p> <p>SMSC in English</p>		<p>Handa's surprise-label fruits</p> <p>Lists of favourite foods</p> <p>Role play area labels</p>		<p>nation/Instructions Beegu to persuade Guy Fawkes Report/Diary The Deep Dark Wood Instruction Alphabet List Poem A Monster Alphabet</p>	<p>Non-chronological report Present research</p>		<p>narratives and diary writing, synonyms, time conjunctions Story writing with a beginning, build up, problem and resolution. Non-fiction-Non chronological report: What is a Dinosaur? use the features of non chronological report writing eg title subheadings and paragraphs Poetry: T'was The Night Before Christmas-Recite Retrieve and infer to describe character. Grammatical patterns in sentences to indicate function Rhyming words Repetition</p>	<p>description of a character and a setting using expanded noun phrases and conjunctions. Write a description of a stone age spear including expanded noun phrases and conjunctions.</p> <p>The Secrets of Stonehenge Write questions to find out about Stonehenge. Write an explanation text explaining the creation of Stonehenge.</p>	<p>comparison. To persuade/a balanced discussion: an advert to argue <i>which sea animal is best?</i></p> <p>Help Hedgehog and Protect the Polar Bear (science habitats) non-fiction fact file/leaflet</p> <p>Grace Darling to the Rescue (history) - A diary entry, recount, newspaper report</p> <p>Exploring coasts (Geography) write a narrative for a coastal documentary including key features and coastal regions.</p>
<p>Reading</p> <p>Reading progression document-broken down strands</p> <p>Phonics</p> <p>Reading and Writing curriculum overview - Autumn</p> <p>Reading and Writing Curriculum overview Spring</p>	<p>Funny bones</p> <p>Titch</p> <p>Supertato</p> <p>Superkid</p> <p>Super Daisy</p>	<p>Handa's surprise</p> <p>The Tiger Who Came To Tea</p> <p>I will not ever eat a tomato</p> <p>The magic paintbrush</p>	<p>The Gigantic Turnip</p> <p>Jack and the Beanstalk</p> <p>The Very Hungry Caterpillar</p> <p>Jasper's Beanstalk</p> <p>Bedtime for monsters</p> <p>Yucky worms</p> <p>Aaaarrgghh Spider</p>	<p>Amazing Grace</p> <p>Princess smarty pants</p> <p>What are you playing at?</p> <p>Julian is a mermaid</p> <p>The owl who was</p>	<p>Earth</p> <p>The last wolf</p> <p>The enormous potato</p> <p>The World Came to My Place Today</p> <p>Migrations</p> <p>The Big Book of Birds</p> <p>The go away bird</p>	<p>You're not a proper pirate, Sidney Green!</p> <p>The night pirates</p> <p>Ruby's worry (PSHE feelings)</p>	<p>Katie and the Dinosaurs by James Mayhew</p> <p>Rocks and minerals by Caroline Bingham</p> <p>The boy who grew dragons by Andy Shepherd</p>	<p>'Stone Age Boy' by Satoshi Kitamura</p> <p>Stig of the Dump by Clive King</p> <p>The secret of Stonehenge by Mick Manning</p> <p>The First Drawing by Mordicai Gerstein</p> <p>The Wild Way Home by Sophie Kirtley</p>	<p>The Queen of the falls By Chris Van Allsburg</p> <p>Kensuke's Kingdom by Michael Murpurgo</p> <p>The magic School Bus inside the Human body by Joanna Cole</p>

<p>Reading and Writing curriculum overview Summer</p> <p>Reading curriculum statement</p> <p>Claypole CE Primary School Poetry Progression</p>	<p>Digital media: CBeebies What's on your head?</p>	<p>Oliver's vegetables</p> <p>Whatever Next</p> <p>Not a box</p> <p>My cat likes boxes</p> <p>On Sudden hill</p>		<p>afraid of the dark</p> <p>The Paper Dolls</p> <p>Tree: seasons come, seasons go</p>	<p>For the birds (lit shed-PSHE bullying)</p>		<p>The Christmasaurus By Tom Fletcher</p> <p>George's marvellous medicine by Roald Dahl</p>	<p>The Pebble in my Pocket by Meredith Hooper and Chris Coady</p> <p>Discovery In The Cave by Mark Dubowski</p> 	
<p>SCIENCE</p> <p>Progression chart</p> <p>Science Knowledge, Skills and Vocabulary Overview</p> <p>Science curriculum statement</p> <p>SMSC in Science</p>	<p>Body parts, similarities and differences, teeth and being healthy</p> <p>Vehicles, slopes, floating and sinking</p>   	<p>food-where it comes from, how it changes</p> <p>Animals-farms, woodland</p> 	<p><u>plants</u></p> <p><u>minibeasts</u></p> 	<p><u>Seasonal Changes</u></p> <p><u>Animals inc humans</u></p>    	<p><u>Seasonal Changes</u></p> <p><u>Plants</u></p> 	<p><u>Seasonal Changes</u></p> <p><u>Everyday materials</u></p> 	<p><u>Living things & their habitats</u></p> 	<p><u>Uses of everyday materials (inc rock as a material)</u></p> <p><u>The environment?</u></p>  	<p><u>Animals inc. humans</u></p> <p><u>Plants</u></p>
<p>Scientists</p>							<p>Wangari Maathai</p>	<p>Isaac Newton</p>	
<p>RE</p> <p>Understanding Christianity</p> <p>Lincolnshire Agreed Syllabus</p>	<p>Myself</p> <p>Special People to Me</p>	<p><i>Our Special Books</i></p> <p><i>Our special things</i></p>	<p>Our special places</p> <p>Our Beautiful World</p>	<p>God-Christianity Believing</p> <p>Community-Christianity-living</p>	<p>God-Islam believing</p> <p>Community-Islam living</p>	<p>places of worship</p> 	<p>LAS KS1 additional: thankfulness</p>	<p>Being human: Islam believing</p> <p>Life Journey: Islam living</p>	<p>Being human-Christianity</p> <p>Life journey-Christianity</p>

<p>RE curriculum statement</p> <p>RE Assessment Spreadsheet</p> <p>British Values & Christian Values</p> <p>SMSC in RE</p>	  			 				 	
RE People		Jesus		Florence Nightingale					
<p>Computing</p> <p>Computing curriculum statement</p> <p>SMSC in Computing</p>	<p>E-Safety: using the internet safely</p> <p>Digital literacy & E-Safety: using a computer/device</p>	<p>Coding (beebots)</p> <p>Digital literacy: files</p>	<p>Digital literacy: potty painters</p> <p>Coding: Scratch Jr (intro to fundamentals)</p>	<p>E-Safety: staying safe on the internet</p> <p>Digital literacy & E-Safety: using computer/device</p>	<p>Coding: Scratch Jr</p> <p>Digital Literacy: using a computer</p>	<p>Digital literacy: taking & using photos</p> <p>Creation stop-motion animation)</p> <p>Coding: Scratch Jr (mazes)</p>	<p>E-Safety: Google 'Share with care'</p> <p>Digital literacy (using computers/devices)</p>	<p>Digital literacy: explore learning theme with research & collaboration</p> <p>Coding: repeated animation</p>	<p>Coding: sounds/music</p> <p>Coding Project: interactive/functional animation (Sonic Pi)</p>
IT/Computing People						Walt Disney			
Main Project	Programming & running BeeBot			Creating a simple stop-motion animation		Functioning Computer Animation			
<p>HISTORY</p> <p>History curriculum statement</p> <p>SMSC in History</p>	<p><u>Changes in living memory</u> families (people important in our lives)</p> <p>How have I changed since I was a baby?</p>	<p><u>Events beyond living memory</u></p> <p>Why do we wear different clothes during the year?</p>	<p><u>Significant people of the past</u></p> <p>What are our favourite celebrations during the year?</p>	<p>Significant historical events, people and places: The Gunpowder Plot</p> 	<p><u>Significant people</u></p>	<p><u>Significant events beyond living memory-Great Fire of London</u></p>	<p><u>Events beyond living memory</u> (Dinosaur: Permian, Mesozoic...Jurassic)</p> <p><u>Significant people</u> Mary Anning</p>	<p><u>Changes in Britain from Stone Age to Iron Age</u></p> <p><u>Significant people</u> Dorothy Garrod/ John Lubbock</p>	<p><u>Study of an aspect of British history</u> (RNLI)</p> <p><u>Significant people</u> Grace Darling</p> 

Significant historical people				Guy Fawkes	Emily Williamson/	Alfred the Great	Fossils: Mary Anning		Grace Darling, William Hutchinson
GEOGRAPHY Geography curriculum statement SMSC in Geography	(Where in My World?) <u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human & Physical</u> <u>Fieldwork</u> Use Beebots to devise maps 	<u>Locational knowledge</u> ; <u>human & physical geography</u> <u>geographical skills & fieldwork</u> The United Kingdom & Weather		<u>Location knowledge:</u> London	<u>Geographical skills</u> The UK & Europe 	<u>Locational knowledge</u> naming locations <u>Human & physical</u> (settlements, UK, Europe) <u>Geographical skills</u> (maps of UK & aerial images of surviving monuments from stone & iron ages)	<u>Locational knowledge</u> - <u>Coastlines UK & non-EU (Australia)</u> continents, coastlines, climate impacts on coastal areas) <u>Place knowledge & human/physical geography</u> (comparing coasts & coastlines around the UK and abroad) 
Geography people			Ranulph Fiennes			Francis Drake & John Dee			
Progression of artists Progression of knowledge Development phases Using Sketchbooks Exemplifications Art curriculum statement SMSC in Art & Design	Self portraits (drawing + collage)	painting (bold, pop-colours).	Weaving (fine motor skills)	Drawing and painting (line, pattern, textures) Painting (colours, shades)	Observational drawing; Painting - colours, shades, tone.	Mixed media (drawing, printing, textiles)	Communicating - Printing, colour,	Sculpture - human form	Textiles inspired applique
Artist & Art Movement	Artist: Deborah Roberts (Modern)	Artist: David Hockney (Pop Art)	Arist: Anni Albers (Abstract)	Artist: Wassily Kandinsky (Expressionism)	Artist: Frida Kahlo (Modernism) 	Artist: Ruth Allen (Modern Art)	Artist: Banksy (Street Art)	Alberto: Alberto Giacometti (Formalism)	Artist: Delita Martin (Contagious Creativity)



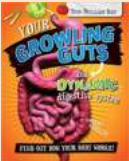





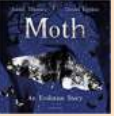

									
DT DT curriculum statement DT Milestones KS1 DT Milestones KS2 SMSC in DT		Cooking (spring rolls – CNY) Making musical instrument(s)	Baking cakes		Cooking and nutrition: bread	Make something that uses a variety of tools and needs strengthening & with mechanisms (linked to Art)		Fork to Fork: growing own food Cooking & nutrition: pizza	Textiles: joining fabrics
Designers								Jamie Oliver	
MUSIC Charanga Music curriculum statement SMSC in Music	Me! My Stories	Everyone! Our World	Big Bear Funk Reflect, Rewind, Replay	Hey You! Rhythm in the way we walk & banana rap	In the groove Round & round	Your imagination Reflect, rewind, replay	Hands, feet, heart Ho ho ho	I wanna play in a band Zootime	Friendship song reflect, rewind, replay
Musicians									
PE PE curriculum statement GetSet4PE SMSC in PE	Aut 1: Introduction to PE unit 1 Dance coach Aut 2: Introduction to PE unit 2 Gymnastics coach	Spr 1: Fundamentals unit 1 Tag rugby coach Spr 2: Games unit 1 Boxercise coach	Sum1: Net and Wall Ball skills unit 2 Sum 2: Game sunit 2 Fundamentals unit 2	Aut 1: Fundamentals Dance coach Aut 2: Ball skills Gymnastics coach	Spr 1: Sending and receiving Tag rugby coach Spr 2: Team building Boxercise coach	Sum 1: Net and wall Target games Sum 2: Striking and fielding Athletics	Aut 1: Fundamentals Dance coach Aut 2: Ball skills Gymnastics coach	Spr 1: Sending and receiving Tag rugby coach Spr 2: Team building Boxercise Coach	Sum 1: Net and wall Target games Sum 2: Striking and fielding Athletics
Sport people				Real PE: Nikki Hamblin and Abbey D'Agostino & Derek Redmond	Tag Rugby: Jonathan Joseph		Social Skills: Luz Long and Jesse Owens		Athletics/fitness: Dina Asher-Smith Tennis: Djokovic
PSHE PSHE curriculum statement	KEEPING/STAYING SAFE	RELATIONSHIPS Assessment - Baseline Friendship	FEELINGS AND EMOTIONS Assessment - Baseline Jealousy	KEEPING/STAYING SAFE	BEING RESPONSIBLE	COMPUTER SAFETY Image Sharing	KEEPING/STAYING SAFE Staying Safe Leaning Out of	BEING RESPONSIBLE	COMPUTER SAFETY

<p>PSHE - Age-related expectations</p> <p>Inc. whole school R.Time (fortnightly)</p> <p>Vocabulary</p> <p>Protected Characteristics</p> <p>SMSC in PSHE/RSE</p>	<p>Assessment - Baseline Road Safety</p> <p>KEEPING/STAYING HEALTH Assessment - Baseline Washing Hands</p>  	<p>BEING RESPONSIBLE Assessment - Baseline Water Spillage</p>  	<p>COMPUTER SAFETY Assessment - Baseline Online Bullying</p>	<p>Tying Shoelaces</p> <p>KEEPING/STAYING HEALTH Healthy Eating Brushing Teeth</p> <p>RELATIONS HIPS</p> <p>Bullying Body Language</p> 	<p>Practice Makes Perfect Helping Someone in Need</p> <p>FEELINGS AND EMOTIONS Worry Anger</p>	<p>HAZARD WATCH Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative</p>	<p>Windows Assessment - Summative</p> <p>KEEPING/STAYING HEALTHY Medicine Assessment - Summative</p> <p>RELATIONSHIPS Touch Assessment - Summative</p>	<p>Stealing Assessment - Summative</p> <p>FEELINGS AND EMOTIONS Grief Assessment - Summative</p>	<p>Making Friends Online Computer Safety Documentary Assessment - Summative</p> <p>MONEY MATTERS Assessment - Summative</p>
<p>Courageous Advocates</p>									
<p>Maths</p> <p>Progression maps (NCETM)</p> <p>Maths curriculum statement</p> <p>SMSC in Maths</p>	<p>Getting to know you</p> <p>Just like me</p> <p>It's me. 1, 2, 3!</p> <p>Light and dark!</p>	<p>Alive in 5</p> <p>Growing 6, 7, 8</p> <p>Building 9 and 10</p>	<p>To 20 and beyond</p> <p>First, then, now</p> <p>Find my pattern</p> <p>On the move</p>	<p>Place value within 10</p> <p>Addition and subtraction within 10</p> <p>Shape</p>	<p>Place value within 20</p> <p>Addition and subtraction within 20</p> <p>Place value within 50</p> <p>Length and height</p> <p>Mass and volume</p>	<p>Multiplication and division</p> <p>Fractions</p> <p>Position and direction</p> <p>Place value within 100</p> <p>Money</p> <p>Time</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Space</p>	<p>Money</p> <p>Multiplication and division</p> <p>Length and height</p> <p>Mass, capacity and temperature</p>	<p>Fractions</p> <p>Time</p> <p>Statistics</p> <p>Position and direction</p>


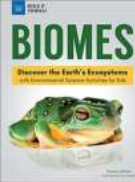

Mathematicians									
Life Skills	Using a knife & fork and [table] manners			Folding clothes & Emergency telephone numbers			Tying Shoelaces & managing their time (telling the time by this age is imperative)		
British Values (Democracy)	To participate in simple votes to choose things.			To express and justify our own opinions. To understand that all opinions count and are valuable. To understand the importance of teamwork.			To express and justify our own opinions. To understand that all opinions count and are valuable. To understand the importance of teamwork. To make choices and begin to understand and respect the democratic process.		
British Values (Rule of Law)	To be able to follow the school behaviour principle(s). To know how to learn right from wrong. (PSED) To know how to make the right choices and the consequences of not making the right ones. (PSED) To know people who help us.			To know what is right/ wrong and apply this in our lives. To understand the need for rules. To know our values. To know that everyone has rights and responsibilities. To know that we are all part of a community. To know who can help in school and in the wider community.			To know what is right/ wrong and explain why it is importance to know the difference. To know the need for rules. To know our values. To know that everyone has rights and responsibilities within a community. To know who helps us in our community and know why it is important.		
British Values (Tolerance of different cultures & religions)	To recognise that people have different beliefs and celebrate special times in different ways. Celebrations of Diwali, Chinese New Year, Christmas... (UTW) To know own family customs and others from around the world.			To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc... To know that people have things in common, but everyone is unique. RE (Religious Education) and PSHE lessons explicitly promote understanding of and tolerance of other people and their beliefs. Children regularly engage in handling of and discussion of artefacts in lessons to explore and discuss differing religions and views.			To explain the importance of encouragement when respecting everyone's differences. To describe how to welcome people of different cultures and ways of life. To begin to know about what different people in Britain are like RE learning is vital in this area. Children are taught about caring for everybody in the world, celebrating special and sacred times, and Islam. Discussions on the importance of seeking to understand other religions.		
British Values (Mutual Respect)	To know that we are all equal. Begin to accept the needs of others in learning activities and take turns and share resources. (PSED)			Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. To know the importance of being sensitive to & respecting others feelings.			Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. To consider the hopes and dreams we all have.		
British Values (Individual Liberty)	Express their feelings and consider the feelings of others. Show different emotions in drawings and paintings. (PSED) Identify and moderate their own feelings socially and emotionally. (PSED)			To develop an awareness of our own needs, views and feelings. To be able to talk about our own and others feelings. To make decisions.			To celebrate the uniqueness of each individual. To know ways that we are free to be ourselves. To know ways to help others to be free to be themselves.		

[Subject IntentionsCurriculum Intention Timetable \(example\)](#)

	Y3 (aut)	Y3 (sp)	Y3 (sum)	Y4/5 (aut)	Y4/5 (sp)	Y4/5 (sum)	Y5/6 (aut)	Y5/6 (sp)	Y5/6 (sum)	
Title	Biomes	'Lend me your ears'	Back to the future	Into the Abyss	Maya Civilisation	Raiders and Traders (Vikings)	Into the Abyss	Maya Civilisation	Raiders and Traders	
Overall Question	Why is Columbia so biodiverse?	How Roman are we?	How does our past influence our future?	What is happening beneath the oceans?	Why did the Maya civilization collapse?	How Viking are we?	What is happening beneath the oceans?	Why did the Maya civilisation collapse?	How Viking are we?	
Convention of the rights of the child (UNICEF)	Article 29	Article 30	Article 24	Article 24	Article 19	Article 14	Article 28 Article 32	Article 13	Article 12	
Trips, Visits, Visitors		Roman workshop visit to school VR workshop	Civil War Museum	The Deep	VR Workshop		The Deep	VR Workshop		
Supporting Causes	Emmaus Trust			Emmaus Trust			Save the Children			
Quality English outcomes (including one cross curricular piece from a subject other than English) Literacy Objectives Grammar and punctuation Progression docs new for 2022-2023 Writing exemplifications Reading Spelling Phonics Writing Writing curriculum statement	Amazon setting description Diary writing a day in Columbia Kennings of rainforest animals Story writing set in the Amazon Persuasive letter on palm oil	Description - Mount Vesuvius eruption Gladiator Recount Roman Myths Non chronological report	Discussion text - Roundheads vs Cavaliers Chronological report - Civil War				Flashback Information text - ocean layers Informal letter - HMS Challenger Poetry - Flanders Fields Formal persuasive letter - plastic pollution Narrative with inner monologue	Atmospheric narrative - Room 13 Diary - room 13		

<p>Reading main texts</p> <p>Reading progression-broken down strands</p> <p>Reading curriculum statement</p> <p>Reading Curriculum Autumn</p> <p>Reading Curriculum Spring</p> <p>Reading curriculum Summer</p> <p>SMSC in English</p>	<p>The Boy Who Biked the World</p> <p>Nothing to see here hotel</p>	<p>The Train to Impossible Places</p> <p>Butterfly Lion</p>	<p>An Alien in the Jam Factory</p>	<p>Malamander</p> <p>Girl of Ink & Stars</p>	<p>Beetle Boy</p> <p>Clockwork</p>	<p>Viking Boy</p> <p>The Middler</p>	<p>Orphans of the tide</p> <p>Brightstorm</p>	<p>Room 13</p>		
<p>Additional texts</p>	<p>The Great Kapok Tree</p>	<p>Escape from Pompeii</p>								
<p>SCIENCE</p> <p>Progression map</p> <p>Progression chart (how units link to prior & future units)</p> <p>Science Knowledge, Skills and Vocabulary Overview</p> <p>Science curriculum statement</p> <p>SMSC in Science</p> <p>Year 4/5/6</p> <p>Space</p>  <p>y5</p> 	<p>Plants</p> <p>Animals inc humans (nutrition and skeletons)</p>	<p>Rocks and fossils</p> <p>Light</p>	<p>Properties of Materials</p>	<p>Living things and their habitats (classification/e nvironmental change)-Year 4</p> <p>Animals inc humans (digestion, teeth, food chains)-Year 4</p> 	<p>Sound-Year 4</p> <p>Electricity-Year 4</p>  	<p>States of matter-Year 4</p>	<p>Light-Year 6</p> <p>Electricity-Year 6</p>  	<p>Living things and their habitats-(classification) Year 6</p> <p>Animals inc humans (circulatory system)-Year 6</p> 	<p>Evolution and inheritance-Year 6</p>  	

Main Project	Movie			Game Designing			Create & Code a website/network (Autumn Term2) App (Summer)		
<p>HISTORY</p> <p>History curriculum statement</p> <p>SMSC in History</p>	<p>Historical interpretation and enquiry</p>	<p>Significant events: Romans</p> <p>World history: Romans</p>    	<p>Significant individuals: Civil war: cavaliers/round heads</p> <p>Local history: civil war</p>	<p>Study of an aspect of British history (HMS Challenger - oceanography)</p> <p>Jacques Cousteau-Pioneering inventor</p>  	<p>Non-European society contrasting British history (Mayans)</p>   	<p>Significant historical events in own locality & settlements & struggles (Saxons, Vikings - Lincolnshire)</p>  	<p>Study of an aspect of British history (HMS Challenger - oceanography)</p> <p>Jacques Cousteau-Pioneering inventor</p>  	<p>Non-European society contrasting British history (Mayans)</p>   	<p>Significant historical events in own locality & settlements & struggles (Saxons, Vikings - Lincolnshire)</p>  
<p>Significant historical people</p>			<p>King Charles I</p> <p>Oliver Cromwell</p>	<p>Jacques Cousteau</p>		<p>Alfred the Great</p>	<p>Jacques Cousteau</p>		<p>Alfred the Great</p>

<p><u>GEOGRAPHY</u></p> <p>Geography curriculum statement</p> <p>SMSC in Geography</p>	<p><u>Geographical skills</u></p> <p><u>Place knowledge</u> Central America, Africa-Zaire, Indo-Malaysia</p>    	<p><u>Locational knowledge</u> naming locations</p> <p><u>Human & physical</u> Volcanoes and earthquakes</p> <p><u>Geographical skills</u></p> <p><u>Place knowledge</u> Italy-volcanoes</p>	<p><u>Locational knowledge</u> Local area</p> <p><u>Place knowledge & human/physical geography</u> Local fieldwork</p>	<p>Human & physical characteristics (inc. environmental issues; plastics pollution [cause & effect] on aquatic life)</p> <p><u>Place knowledge</u> (The Reef)</p>	<p><u>Geographical skills</u></p> <p><u>Place Knowledge</u></p>	<p><u>Locational knowledge</u></p> <p><u>Fieldwork</u> Peak District residential</p>	<p><u>Human & physical characteristics</u> (inc. <u>environmental issues: plastics pollution [cause & effect] on aquatic life</u>)</p> <p><u>Place knowledge</u> (The Reef)</p>	<p><u>Geographical skills</u></p> <p><u>Place Knowledge</u></p>	<p><u>Locational knowledge</u></p> <p><u>Fieldwork</u> Peak District residential</p>	
<p>Geography people</p>	<p>Yanomami Tribe</p>						<p>Darwin (see Science)</p>			
<p>Progression of artists</p> <p>Progression of knowledge</p> <p>Development phases</p> <p>Using Sketchbooks</p> <p>Exemplifications</p> <p>Art curriculum statement</p>	<p>Drawing (proportion, drawing and shading techniques)</p>	<p>Decorative Art with mosaics</p>	<p>Textiles: (mixed media, colour, pattern)</p>	<p>Drawing and painting</p>	<p>Textiles</p>	<p>Sculpture</p>	<p>Drawing and painting</p>	<p>Textiles</p>	<p>Sculpture</p>	

SMSC in Art & Design										
Artists & Art Movements	Kendra Haste (Contemporary)	Antoni Gaudi and The Romans (Art Nouveau)	Cas Holmes (Textiles)	Elaine Hahn (Realism)	Reggie Laurent (Modern, abstract)	Nick Mackman (Realism)	Elaine Hahn (Realism)	Reggie Laurent (Modern, abstract)	Nick Mackman (Realism)	
DT DT curriculum statement DT Milestones KS1 DT Milestones KS2 SMSC in DT	Rainforest cookies Rainforest fruit smoothies		Model buildings	Preparing a meal: soup			Construction materials : Cam toy		Food and nutrition: Greek salad	
Designers	Jamie Oliver						Brunel		Akis Petretzikis	
MUSIC Music curriculum statement Charanga SMSC in Music	Mamma Mia Glockenspiel 1 and 2	Stop Lean on me	Blackbird Reflect, rewind and replay	Living on a prayer classroom jazz	Make you feel my love The Fresh Prince of Bel-Air	Dancing in the street Reflect, rewind and replay	Living on a prayer classroom jazz	Make you feel my love The Fresh Prince of Bel-Air	Dancing in the street Reflect, rewind and replay	
Musicians	ABBA									
PE GetSet4PE PE curriculum statement SMSC in PE	Aut 1: Fundamentals Dance coach Aut 2: Ball skills Gymnastics coach	Spr 1: Hockey Tag rugby coach Spr 2: Dodgeball Boxercise coach	Sum 1: Tennis Basketball Sum 2: Rounders Athletics	Aut 1: Volleyball Dance coach Aut 2: Hockey Gymnastics coach	Spr 1: Swimming Tag rugby coach Spr 2: Swimming Boxercise coach	Sum 1: Tennis Basketball Sum 2: Rounders Athletics	Aut 1: Swimming Dance coach Aut 2: Swimming Gymnastics coach	Spr 1: Hockey Tag rugby coach Spr 2: Volleyball Boxercise coach	Sum 1: Tennis Basketball Sum 2: Rounders Athletics	
Sports people	Personal skills: Jonathon Broom-Edwards		Basketball: Rachel DeMita Tennis: Williams Sisters	Hockey: Shona McCallin	Swimming: Lizzie Simmonds & Ellie Simmonds	H/F: Mo Farah Tennis: Nadal	Rhythmic: Simone Biles	Physical skills : Usain Bolt	Tennis: Alexander Zverev Basketball: Michael Jordan	
FRENCH https://mrfrench.uk/ SMSC in MFL	1)Review previous learning 2)Pets	4)Classroom 5)Lunch at school 6)Subjects	7)Sports/hobbies 8)Weather	1) Review previous year 2)emotions 3)body	5)Countries/Cities 6)Travel around world	8)numbers 80-100 9)Money (inc. euros) 10)Supermarket	1)Review of previous 2) The time 3) Daily routine	4) Physical description 5)Clothes & colours 6)Shopping for clothes	7)Places in the city & directions 8)At the café 9)Professions	

French curriculum statement	3)At home		9)Numbers 50-80 10)Fruits (at the market)	4) Doctors	7)Nationality & Language				10)Writing a letter	
PSHE Inc. whole school R.Time (fortnightly) PSHE Age-related expectations Year 22/23 (see why this? Why now? document-year 4/5/6 will focus on the year 5 units and ensure the year 6 ones are covered for year 6) PSHE curriculum statement Vocabulary Protected Characteristics SMSC in PSHE/RSE	KEEPING/STAYING SAFE: KEEPING/STAYING HEALTHY: GROWING AND CHANGING:	BEING RESPONSIBLE: FEELINGS AND EMOTIONS:	COMPUTER SAFETY: THE WORKING WORLD: A WORLD WITHOUT JUDGEMENT:	KEEPING/STAYING SAFE: Peer pressure - adult's and children's views KEEPING/STAYING HEALTHY: Smoking - Adults and children's views GROWING AND CHANGING: Assessment - Baseline Year 5/6 only: Puberty Adults' & Children's Views	BEING RESPONSIBLE: Looking out for others - adult's and children's views FEELINGS AND EMOTIONS: Anger - adult's and children's views	COMPUTER SAFETY: Image sharing - adult's and children's views THE WORKING WORLD: Enterprise Adults & Children's Views A WORLD WITHOUT JUDGEMENT: Inclusion & Acceptance Adults & Children's Views	KEEPING/STAYING SAFE: Peer pressure - adult's and children's views KEEPING/STAYING HEALTHY: Smoking - Adults and children's views GROWING AND CHANGING: Assessment - Baseline Year 5/6 only: Puberty Adults'	BEING RESPONSIBLE: Looking out for others - adult's and children's views FEELINGS AND EMOTIONS: Anger - adult's and children's views	COMPUTER SAFETY: Image sharing - adult's and children's views THE WORKING WORLD: Enterprise Adults & Children's Views A WORLD WITHOUT JUDGEMENT: Inclusion & Acceptance Adults & Children's Views	
Courageous Advocates	Sam Ruddock		<i>Sarah Outen</i>	Bethany Hamilton - Surfer	Sophie Allen		Aneurin Bevan (NHS)	Greta Thunberg		
Maths Maths curriculum statement Progression maps (NCETM) SMSC in Maths	Place value Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions Mass and capacity	Fractions Money Time Shape Statistics							

Mathematicians					
Life Skills	Gardening: watering, weeding, planting Personal hygiene	Banking/Handling Money Swimming: Swim 25 metres + lifesaving skills	First Aid Skills and Road Safety (bicycle) DAART		
British Values (Democracy)	To know ways we can express our opinions and campaign for democratic change. To begin to know the term democracy and why it is important. To know the importance of and to take part in a fair vote.	To explore changes that have been made due to campaigns for democratic change. To explain the term democracy and know why it matters. To know the importance of and to take part in a fair vote.	To explore changes that have been made due to campaigns for democratic change. To explain the term democracy and know why it matters. To know the importance of and to take part in a fair vote		
British Values (Rule of Law)	To begin to know the term rule of law and why it is important. To know our values and follow them. To make rules, learning their value and purpose. To think thoughtfully about why rules are needed.	To know the term rule of law and why it is important. To know why following rules impacts myself and others. To know rules, learning their purpose and impact on settings & communities.	To know the term rule of law and why it is important. To know why following rules impacts myself and others. To know rules, learning their purpose and impact on settings & communities.		

British Values (Tolerance of different cultures & religions)	To use encouragement when respecting everyone's differences. To know how to welcome people of different cultures and ways of life and practice being welcoming. To know about what different people in Britain are like – what are the similarities and differences. RE and PSHE lessons explicitly promote understanding of and tolerance of people of different cultures and religions. Respect shown to French culture through French lessons.	To know how all people are equal and different. To continue to respect and celebrate everyone's differences. RE – respecting differences of cultures and religions, in class, within the community, nationally and globally. Respecting French culture through French lessons.	To know how all people are equal and different. To continue to respect and celebrate everyone's differences. During our R.E (Religious Education) and PSHE lessons we know different cultures and faiths. To know how to show a compassionate awareness for those of other faiths and backgrounds. Respecting French culture through French lessons.	
British Values (Mutual Respect)	To understand ways to help others and to encourage others to be free to be themselves. To value and respect everyone's	Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.	Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.	
British Values (Individual Liberty)	To celebrate the uniqueness of each individual and the power of being different. To explore ways that we are free to be ourselves and think about the importance of this.	To know the right to live in freedom and individual liberty. To know ways to support other people's right to live in freedom and individual liberty. To know that individual liberty has to be within the rules.	To know the right to live in freedom and individual liberty. To know ways to support other people's right to live in freedom and individual liberty. To know that individual liberty has to be within the rules.	

[Subject Intentions Curriculum Intention Timetable \(example\)](#)