

**South Hams Federation**  
**Stokenham Area Primary School**  
**Curriculum Map- Long Term Overview 2018-2019**

**Aim: to develop independent, resilient, resourceful learners for life.**

At Stokenham Area Primary School we will provide a rich and stimulating environment, which will enable children to face future challenges with confidence and enthusiasm. We are committed to helping children to become responsible and caring members of the community so that we can all be "the best we can be - in pursuit of excellence".

All of our School Improvement Action Plans/ ECM focus, link to the Spiritual, moral, social and cultural development experiences and ethos within our school family

### **The development of English Skills**

Reading: Phonics is taught daily using the "Letters and Sounds" Programme from Foundation Stage to the end of Year 2. Where necessary a Phonics intervention programme based on the "Letters and Sounds" is delivered to individual and small groups of pupils to support reading development in Key Stage 2. A range of reading schemes (linked to the Book Banding system), are used across the school to develop reading and comprehension skills. All children who are not "Free Readers" are regularly "Bench marked" to assess the development of reading skills, and to ensure all children make good progress and move onto the next colour band to ensure a systematic development of reading, decoding and comprehension skills.

All Key Stage 1 and 2 children undertake daily spelling activities in order to develop their spelling skills which is underpinned by The Spelling Shed programme.

The development of English skills - all classes within the school use good quality texts as a basis of all English teaching. The school accesses "Texts that teach"- the programme of learning developed by Babcock LDP to ensure continuity, cohesion and progression in the delivery of the English National Curriculum.

### **The development of Mathematics**

#### **White Rose**

The South Hams Federation is using the White Rose Maths Units in order to teach a mastery curriculum in Mathematics. Teaching for mastery is crucial in embedding skills and knowledge in students. The recent National Curriculum in mathematics underlines the importance and value of teaching approaches that give students the best chance of securing both deep understanding of mathematical concepts and fluency in applying them.

There is a termly plan for each year group from Year 1 to Year 6; each term is split into twelve weeks. You will see from the overviews that a significant amount of time is devoted to developing key number concepts each year. This is to build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number

	Learning	Relationships	Community
<b>Values</b>	Attend and enjoy school Ensure all groups of children are literate and numerate to a high standard. Achieve stretching national educational standards Achieve personal and social development and enjoy recreation	Develop positive relationships with each other Be physically healthy Mental and emotionally healthy Healthy Lifestyles Keeping safe Security and caring for each other Develop self confidence and successfully deal with significant life changes and developments	Engage in decision-making and support the community and environment. Make a positive contribution to society – be active citizens in the local community. Develop enterprising behaviour
<b>Key Skills</b>	<b>Independent Enquires</b> Enquire- be curious, question. Problem Solve-plan, make choices, reason. Apply Knowledge-form opinions, apply knowledge. <b>Reflective Learners</b> Evaluation- reflect, revise. <b>Creative Thinkers</b> use imagination, lateral thinking, Meta-Learning	<b>Self Managers</b> Motivation- Persevere, Manage distractions, set goals. Emotional Skills-be self-aware, manage own feelings, understand others feelings Empathy	<b>Team Workers</b> Be independent, collaborate, value and support others, communicate, listen
<b>Personal Qualities</b>	Enquiry Adaptability Resilience	Respect Morality Co-operation	Thoughtfulness Communication
<b>International Mindedness IM</b>	<b>Curiosity</b> and interest in the world around, based on knowledge of the earth and its human and physical geography. <b>Knowledge and understanding</b> of the scientific basis that identifies the	<b>Open attitudes</b> towards other ways of life and a predisposition to tolerance towards other cultures and their beliefs. <b>Human values</b> that combine respect for other ways of life with care and	Recognition of the <b>interconnectedness of human affairs</b> (in place and time) as part of the holistic experience of life. <b>Political IM</b> - best interest of all in global terms

	earth's environment as a common entity of value to everyone. <b>Diplomatic IM</b> <b>Economic and Commercial IM</b>	concern for the welfare and well-being of people in general. <b>Spiritual IM</b> <b>Multiculturalism IM</b> <b>Human Rights IM</b>	<b>Humanitarian IM</b> <b>Environmentalist IM</b> <b>Globalization IM</b>
<b>School Events</b>	Theme Weeks Productions and Performances Sports Activities/ Competitions Musical Performances in school /K.C.C/Devon.	School Open Days Parents Consultations Coffee Afternoons/Mornings Residential Experiences for Year 3/4/5/6 Sex Education/Drug Awareness Forest Schools Cyber Safety	Christmas Fayre Summer Fayre Community Tree Hearing Dogs for the Deaf Charity Fund Raising Activities and Events. Activities with KASP Schools Activities with K.C.C. History Society Swim-marathon Rotary Club Life Skills Harbour House Exhibition Craft Displays Village Hall Gardening /Agricultural Shows
<b>National</b>	EYFS Baseline Assessment and End of EYFS Outcomes Year 1 Phonics Screening Key Stage 1 SATs Key Stage 2 SATS		Children in Need Red Nose Day Sports Relief
<b>SMCC</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>SMSC/PSHE</b>	Healthy Living- healthy diet/developing a positive body image/ the benefits of exercise. Mental and emotional wellbeing	Internet Safety- e- safety/ Social Media Extremism	Growing and Changing Drug Awareness  Sex Education
<b>SEAL</b>	Going for Goals Getting on and falling out	British Values PANTS Rule Online Safety	Good to be me Changes
<b>FOREST SCHOOLS</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>The children will re-familiarise themselves with their environment as well as a "theme" running through each session. The children will also be able to access the woods and</b>	<b>Foundation Stage</b> Introduction to space, boundaries, FS Rules and the concept of keeping self safe. Working around and cooking on the fire. <b>Year 1-Seed</b> Collection/planting/creating a tree nursery. Journey stick.	<b>Foundation Stage</b> Who lives in the woods?  <b>Year 3</b> Compass points, making a natural compass, tracking the sun.	<b>Foundation Stage</b> Changes in the woods, identifying natives flowers and trees.  <b>Year 5</b> Setting a camera trap. Preparing wood for Summer. Cutting back, mulching young trees.

<b>build on previous experiences, interests, activities or projects such as fire lighting, tool use, woodland management, shelter, building and cooking on the fire.</b>	<b>Year 2</b> Planting a willow bed. Insect survey, signs of animals.	<b>Year 4</b> Creating a herb spiral. Using natural colours and materials to paint with.	<b>Year 6</b> John Muir Award.
<b>P.E.</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	Invasion games and athletics and gym	Invasion games, dance, net and wall games. KS 2 Orienteering and problem solving.	Athletics, Swimming, Outdoor Education Activities- climbing, sailing, canoeing, problem solving, abseiling. Hitting and Fielding
<b>English</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>English</b> The school uses "Texts that Teach" (Babcock LDP) to ensure continuity, consistency and cohesion when delivering the English National Curriculum	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.
<b>Mathematics</b> The school uses White Rose Mathematics Hub teaching and learning programme across the whole across all year groups.	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Number – Place value Number – Addition and subtraction Geometry – Shape Number – Place value	Number – Addition and Subtraction Number – Place value Measurement – Length and height Measurement – Weight and volume	Number – Multiplication and division Number – Fractions Geometry – Position and direction Number – Place value Measurement – Money Measurement - Time
<b>Year 2</b>	Number – Place value Number – Addition and subtraction Measurement – Money Number – Multiplication and division	Number – Multiplication and division Statistics Geometry – Properties of shape Number – Fractions Measurement – Length and height	Geometry – Position and direction Problem Solving Measurement – Time Measurement – Mass, Capacity, Temperature

<b>Year 3</b>	Number – Place value Number – Addition and Subtraction Number – Multiplication and division	Number – Multiplication and division Measurement – Money Statistics Measurement – Length and Perimeter Number - Fractions	Number – Fractions Measurement – Time Geometry – Properties of shapes Measurement – Mass and capacity
<b>Year 4</b>	Number – Place value Number – Addition and Subtraction Measurement – Length and perimeter Number – Multiplication and division	Number – Multiplication and division Measurement – Area Fractions Decimals	Decimals Measurement – Money Measurement – Time Statistics Geometry – Properties of shape Geometry – Position and direction
<b>Year 5</b>	Number - Place Value Number – Addition and subtraction Statistics Number – Multiplication and division Measurement – Perimeter and area	Number – Multiplication and division Number – Fractions Number – Decimals and Percentages	Number – Decimals Geometry – Properties of shapes Geometry – Position and direction Measurement – Converting units Measurement - Volume
<b>Year 6</b>	Number – Place value Number: Addition, Subtraction, Multiplication and Division Fractions Geometry – Position and Direction	Number – Decimals Number – Percentages Algebra Measurement – Converting units Measurement – Perimeter, Area and Volume Number - Ratio	Geometry – Properties of shapes Problem Solving Statistics Investigations
<b>IPC Themes</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	Patterns Animals	Transport	Treasure Sand and Water.
<b>Year 1</b>	People of the Past Including The First Olympians	The Stories People Tell	Treasure Island- Explore the globe like pirates Including map work

<b>Year 2</b>	People of the Past including The First Olympians	The Stories People Tell	Treasure Island- Explore the globe like pirates Including map work.
<b>Year 3</b>	Temples, Tombs and Treasures	Saving the World	Island Life- Explore life on an island Including map work.
<b>Year 4</b>	Temples, Tombs and Treasures	Saving the World	
<b>Year 5</b>	The Great, the bold and the brave.	Go with the flow.	Earth as an Island- Exploring globalisation. Including map work.
<b>Year 6</b>	AD 900	Go with the flow.	Earth as an Island- Exploring globalisation. Including map work.

<b>Science</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Everyday Materials	Everyday Materials	Animals including humans	Animals – naming and classifying	Plants	Seasonal Changes
<b>Year 2</b>	Uses of Everyday Materials and their properties.	Uses of Everyday Materials and their properties	Animals including Humans All Living Things	Living Things and their habitats.	Plants	Habitats.
<b>Year 3</b>	Rocks	Animals including humans	Light	Forces and magnets	Plants	Plants
<b>Year 4</b>	Electricity	States of Matter	Sound	Living Things and Habitats	Animals including Humans	Living Things and Habitats
<b>Year 5</b>	Forces	Earth +Space	Properties and Changing Materials	Properties and Changing Materials	Living Things and their Habitats	Animals including Humans

<b>Year 6</b>	Living Things and their Habitats Evolution and Inheritance	Evolution and Inheritance	Light	Electricity	SATs	Animals including Humans
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Computing</b>	<b>Digital Literacy</b>	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>	<b>Computer Science</b>	<b>Information Technology</b>
<b>Year 1</b>	Organising and Sorting Data	Sequencing Instructions and Algorithms	KS1 Apps/ Unplugged activities.  Identifying the main features of a computer	Programming/De - Bugging	KS1 Apps/ Unplugged activities.	Online Safety
<b>Year 2</b>	Algorithms /flow charts/de-bugging	Programming Floor Robots	How computers Work Identifying the main features of a computer	Online/Off line Communication using technology safely	Internet Safety	Sorting and organising Data basis/ Branch data bases
<b>Year 3</b>	<b>Digital Literacy</b> Understanding Computer Networks	<b>Information Technology</b> Sequencing and de-bugging programmes	<b>Computer Science</b> 3/4 Apps/ Unplugged  Using Search Technologies	<b>Digital Literacy</b>  Designing and writing programmes	<b>Computer Science</b> 3/4 Robots  Collecting and presenting data	<b>Information Technology</b>  Computers- Internet Safety
<b>Year 4</b>	Using Search Technologies Myths and Context - Legends	Networks Computer Context - Science Fiction	Computer Science 3/4 Apps/ Unplugged  Identifying the main features of a computer	Presenting Data	Computer Science 3/4 Robots  Internet Safety	Animation

<b>Year 5</b>	<b>Digital Literacy</b> Algorithms and Programming Context-King Arthur	<b>Information Technology</b> How Computers work. Context-Railway Children	<b>Computer Science</b> 5/6 Robots Communication Context- China and India	<b>Digital Literacy</b> Data and Information Context-Kensuke's Kingdom by Michael Morpurgo.	<b>Computer Science</b> 5/6 Apps/ Unplugged Algorithms and programming Context-Greek Mythology	<b>Information Technology</b> E-Safety Context- The Arctic and Antartic-Shakelton and the South Pole.
<b>Year 6</b>	How Computers Work Context- Great Journeys	Algorithms and Programming Context-Fantasy World	Computer Science 5/6 Robots Data and Information Context-Africa	Communication Context-Evacuees	Computer Science 5/6 Apps/ Unplugged Algorithms and Programming Context-Victorians	Recap all areas. Context-Final Project.
<b>Art, Craft and Design</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
(Each Craft and Design topic has a 'Projects on a Page' unit)	<b>Art, Craft and Design</b>	<b>Design Technology</b>	<b>Art, Craft and Design</b>	<b>Design Technology</b>	<b>Art, Craft and Design</b>	<b>Design Technology</b>
<b>KS1</b>	Drawing (Landscape)	Food Preparing fruit and vegetables including cooking and nutrition requirements.	Printmaking	Structures Freestanding structures	Mixed Media Collage	Structures Freestanding structures
<b>Lower KS1</b>	Drawing (Landscape)	Food Healthy and varied diet including cooking and nutrition requirements.	Printmaking	Structures Shell structures (including computer aided design)	Mixed Media Collage(including digital media)	Textiles 2D to 3D shape product

<b>Upper KS2</b>	Drawing (Landscape)	Food Celebrating culture and seasoning including cooking and nutrition requirements.	Printmaking	Structures Frame structure	Mixed Media Collage	Electrical systems More complex circuits and switches (including programming, monitoring and control)
<b>R.E</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Foundation</b>	Christianity/Judaism  <b>Discovery R.E Special People</b>  KQ: What makes people sad?	Christianity  <b>Understanding Christianity Incarnation</b>  KQ: Why do Christians perform Nativity plays at Christmas?	Islam/Judaism  <b>Discovery R.E Celebrations</b>  KQ: How do people celebrate?	Christianity  <b>Understanding Christianity Salvation</b>  KQ: Why do Christians put a cross in an Easter garden?	Buddhism, Christianity, Islam, Hinduism, Sikhism  <b>Discovery R.E Stories</b>  KQ: What can we learn from stories?	Christianity, Islam, Judaism  <b>Discovery R.E Special Places</b>  KQ: What makes places special?
<b>Year 1</b>	Christianity  <b>Understanding Christianity Creation</b>  KQ: Who made the world?	Christianity  <b>Understanding Christianity Incarnation</b>  KQ: Why does Christmas matter to Christians?	Christianity  <b>Understanding Christianity Jesus as a friend</b>  KQ: Was it always easy for Jesus to show friendship?	Christianity  <b>Understanding Christianity Salvation</b>  KQ: Why does Easter matter to Christians?	Judaism  <b>Discovery R.E Shabbat</b>  KQ: Is Shabbat important to Jewish people?	Judaism  <b>Discovery R.E Rosh Hashanah and Yom Kippur</b>  KQ: Are Rosh Hashanah and Yom Kippur important to Jewish children?
<b>Year 2</b>	Christianity  <b>Discovery R.E What did Jesus teach us?</b>	Christianity  <b>Understanding Christianity Gospel</b>	Islam  <b>Discovery R.E Prayer at home</b>  KQ: Does	Christianity  <b>Understanding Christianity God</b>	Islam  <b>Discovery R.E Community and Belonging</b>	Islam  <b>Discovery R.E Hajj</b>

	KQ: Is it possible to be kind to everyone all of the time?	KQ: What is the good news that Jesus brings?	Praying at regular intervals everyday help a Muslim in his/her everyday life?	KQ: What do Christians believe God is like?	KQ: Does going to the Mosque give Muslims a sense of belonging?	KQ: Does completing a Hajj make a person a better Muslim?
<b>Year 3 and 4</b>	Buddhism  <b>Discovery R.E</b> Buddha's teachings  KQ: Is it possible for everyone to be happy?	Christianity  <b>Understanding Christianity</b> People of God  KQ: What is it like (for Christians) to follow God?	Buddhism  <b>Discovery R.E</b> The 8-fold path  KQ: Can the Buddha's teachings make the world a better place?	Christianity  <b>Understanding Christianity</b> Easter  KQ: Is forgiveness always possible for Christians?	Buddhism  <b>Discovery R.E</b> The 8-fold path  KQ: What is the best way for a Buddhist to lead a good life?	Christianity  <b>Understanding Christianity</b> Kingdom of God  KQ: When Jesus left, what was the impact of Pentecost?
<b>Year 5</b>	Hinduism  <b>Discovery R.E</b> Prayer and Worship  KQ: What is the best way for a Hindu to show commitment to God?	Christianity  <b>Understanding Christianity</b> Incarnation  KQ: Was Jesus the Messiah?	Hinduism  <b>Discovery R.E</b> Hindu Beliefs  KQ: How can Brahman be everywhere and in everything?	Christianity  <b>Understanding Christianity</b> Salvation  KQ: What do Christians believe Jesus did to save Human Beings?	Hinduism  <b>Discovery R.E</b> Beliefs and moral values  KQ: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity  <b>Understanding Christianity</b> God  KQ: What does it mean (for Christians) if God is holy and loving?
<b>Music</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer2</b>
Foundation Stage/1	Ourselves (Exploring Sounds)	Number (Beat)	Animals (Pitch)	Weather (Exploring Sounds)	Machines (Beat)	Seasons (Pitch)
2	Our School (Exploring Sounds)	Pattern (Beat)	Storytime (Exploring Sounds)	Our Bodies (Beat)	Travel (Performance)	Water (Pitch)
3	Environment (Composition)	Building (Beat)	Sounds (Exploring Sounds)	Poetry (Performance)	China (Pitch)	Time (Beat)

4	Poetry (Performance)	Environment (Composition)	Sounds (Exploring Sounds)	Recycling (Structure)	Building (Beat)	Around the World (Pitch)
5	Our Community (Performance)	Solar System (Listening)	Life Cycles (Structure)	Keeping Healthy (Beat)	At the Movies (Composition)	Celebration (Performance)
6	World Unite (Performance)	Journeys (Song cycle performance)	Growth (Street dance performance)	Roots (Mini musical performance)	Class Awards (Awards Show Performance)	Moving On (Leaver's assembly performance)