



South Hams Federation Stokenham Area Primary School Proposed Curriculum Map- 2021-2022

Federation vision

We are an inclusive school federation family that values the unique personality of each child and inspires all learners, empowering them to achieve through building knowledge, skills and resilience.

*"Aiming to be the best we can be by
developing independent, resilient, resourceful learners for life".*

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

At Stokenham Area Primary School we provide a rich and stimulating environment, which enables children to face all 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 best we can be by developing independent, resilient, resourceful learners for life".

An imaginative school curriculum provides a range of interesting activities that are well matched to the needs of the pupils, including disabled pupils and those with special educational needs" **Ofsted 2019**

We plan our curriculum in three phases. We have agreed a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2 children. This indicates what topics and specific subject areas are to be taught in each term, and to which cohorts of children. The curriculum is based on an annual programme which ensures that all children experience a broad and balanced curriculum where learning builds on prior knowledge which is reactivated through regular retrieval practise.

Our curriculum is planned through the delivery of subject specific knowledge, understanding and key skills arranged across a year. This is to ensure rigour, consistency, cohesion and progression in learning throughout all subject areas. As a school we have identified four main "drivers" that underpin our curriculum which are linked to the Spiritual, moral, social and cultural development experiences and ethos within our school family.

English

Reading

At Stokenham Area Primary School we are fully committed to providing high quality reading resources for our children. We have well resourced library areas in each unit which are continually being updated through direct book purchasing and through our Service Level Agreement with Devon School's Library Service. Each classroom has an inviting, rich reading area and a reading working wall with our main aim being to foster a love of reading and to develop each pupils' ability, understanding and enjoyment as a reader.

Reading: Phonics is taught daily using the Little Wandle – validated programme, from Foundation Stage to the end of Year 2. If necessary a Phonics intervention programme is delivered to individual and small groups of pupils to support reading development in Key Stage 1 and 2.

Early reading is linked to our phonics to ensure pupils are using the phonic knowledge that they have to decode words within a range of contexts. Book banded books are also used to develop reading and comprehension skills. In Key Stage 1, guided reading is taught in small groups throughout the week. Within these sessions teachers focus on particular sounds, vocabulary, fluency, punctuation, summarising and reasoning.

When the child show that they are able to decode with fluency, we are implementing “Accelerated Reader”. This reading programme supports teachers to further monitor pupils progress and ensure that all children are accessing a range of books to meet their needs and interests.

Whole class reading is taught in Years 3-6 daily. During these sessions, teachers use high quality age related texts and extracts to support children's knowledge and vocabulary of the wider curriculum. Our whole school reading approach helps pupils to foster a range of reading skills and transferable knowledge.

Reading Diaries

Each child, from Foundation Stage through Key Stage 1 and Key Stage 2 is given a reading diary which they themselves, parents and staff use to record progress of reading. Parents are encouraged to listen to their child read and share books regularly and to record this in their child's reading diary. As a school we value the importance that you as parents have in the development of your child's enjoyment of reading and we hope that you will play an active part in sharing books with your child as they journey throughout school.

Text model

The development of English skills – all classes within the school use high quality texts as a basis of all English teaching . The school accesses “Texts that Teach”- A programme of learning developed by Babcock LDP to ensure continuity, cohesion and progression in the delivery of the English National Curriculum. Each unit consists of reading, speaking and listening and writing tasks. A Talk for Writing approach is used throughout the school to ensure that children are given frequent opportunities to write for a variety of purposes and audiences. Our approach follows three distinct stages, text model, practising writing and independent writing. We use this approach as a basis to teach different genres of writing.

During this stage, pupils immerse themselves in the text in order to familiarize themselves with the language and features of the text. This is delivered through a variety of activities- such as story mapping, vocabulary games and role play.

Practising writing

Once children are familiar with the text, they are taught the key skills for the genre of writing. As they unpick the writing process to prepare for independent writing, they build up a toolkit. The building stage will include a range of activities such as creating their own story maps, exploring variation in sentence structures and learning how to control writing with appropriate punctuation and grammar. Opportunities are provided for children to practice key targets related to their identified next steps. This stage is completed when children have built a piece of writing based on the genre.

Independent writing

Once the children have these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the genre they have been working on and incorporate the grammar and language structures. Throughout this section, grammar toolkits are used which enables children to include the elements needed for a successful piece of writing. Children are given opportunities to plan their invented writing by amending story maps (editing, re-drafting, proof reading) and boxing up to structure a piece of independent work which is then used for assessment.

Oracy

At Stokenham Area Primary School we aim to develop confident children, who can express themselves with clarity. We encourage our pupils to talk in purposeful and imaginative ways, to explore ideas and feelings, adapting vocabulary according to purpose, listeners and content. We also stress the importance of listening skills with the role of the listener being as important as that of the speaker. The children learn about predicting, persuading, reflecting and debating as part of their oracy activities. This year our English lead will be part of the “SWIFT” Oracy project and she will be leading CPD for other staff.

Mathematics

Mathematics is taught through a mastery approach. Pupils are taught through whole class interactive teaching where the focus is on all pupils working together on the same lesson focus. Lessons are carefully sequenced to support the children in their understanding through the use of concrete and visual resources. Learning is built up in small steps and the children are given the opportunity to discuss

and rehearse their learning before moving on. The children are encouraged to explain their answers showing their depth of understanding by reasoning and problem solving. The teaching of mathematics follows the revised National Curriculum Framework.

Lessons will start with the children revising key mathematical skills to develop fluency. The lesson's objective will be broken down into small steps to ensure that children are secure in their understanding before the lesson moves forward. (For any children who find the learning objective challenging, concrete resources and /or further adult support will be provided either within or after the lesson- this is Mastery with support). Small steps will be clearly modelled using concrete and visual resources with the children having time to rehearse these skills through practical and written activities. Depth of learning and challenge is developed through variation in activities and representations of learning.

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

Times Tables

In addition to daily mathematics lessons, children from Years 2 to 6 will use the Times Tables Rock Star programme to develop their times table knowledge. Children have a login to access the online programme at home.

	Learning	Relationships	Community
Emotional and Social Awareness Values	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
Creativity Key Skills	Independent Enquires Enquire- be curious, question.	Self Managers	Team Workers

	<p>Problem Solve-plan, make choices, reason. Apply Knowledge-form opinions, apply knowledge. Reflective Learners Evaluation- reflect, revise. Creative Thinkers use imagination, lateral thinking, Meta-Learning</p>	<p>Motivation- Persevere, Manage distractions, set goals. Emotional Skills-be self-aware, manage own feelings, understand others feelings. Empathy</p>	<p>Be independent, collaborate, value and support others, communicate, listen.</p>
Personal Qualities	<p>Enquiry Adaptability Resilience</p>	<p>Respect Morality Co-operation</p>	<p>Thoughtfulness Communication</p>
Understanding of the World And The Environment	<p>Curiosity and interest in the world around, based on knowledge of the earth and its human and physical geography. Knowledge and understanding of the scientific basis that identifies the earth's environment as a common entity of value to everyone. Diplomatic Economic and Commercial IM</p>	<p>Open attitudes towards other ways of life and a predisposition to tolerance towards other cultures and their beliefs. Human values that combine respect for other ways of life with care and concern for the welfare and well-being of people in general. Spiritual Multiculturalism Human Rights</p>	<p>Recognition of the interconnectedness of human affairs(in place and time) as part of the holistic experience of life. Political - best interest of all in global terms Humanitarian Environmentalist Globalization</p>
School Events	<p>Theme Weeks Productions and Performances Sports Activities/ Competitions Musical Performances in school /Federation/SDPP/ Devon. Forest Schools</p>	<p>School Open Days Parents Consultations Coffee Afternoons/Mornings Residential Experiences for Year 3 Forest Schools Cyber Safety</p>	<p>Christmas Fayre Summer Fayre Charity Fund Raising Activities and Events. History Society Swim-marathon Rotary Club Life Skills Harbour House Exhibition Craft Displays Village Hall Gardening /Agricultural Shows Residential Experiences for Year 4/5/6 Sex Education/Drug Awareness</p>

National	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		
PSHE/SMC C	Autumn Health and Wellbeing <i>Minimum 10 lessons</i>			Spring Relationships <i>Minimum 10 lessons</i>			Summer Living in the wider world <i>Minimum 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
Year 1	What helps keep bodies healthy	Recognising what they are good at; goals; loss and how it feels	Keeping safe around the house; how to ask for help	Recognising feelings; sharing feelings	Secrets and keeping safe, special people in their lives	Respecting similarities and differences; sharing views and ideas	Groups and class rules; everybody is unique in some ways and the same in others	Looking after the environment	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own	Recognising what they are good at; setting goals. Describing feelings; conflicting	School rules on health and safety; basic emergency aid; people who help them stay healthy and	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS

	choices with food; what influences their food choices; habits	feelings and how to manage feelings	safe		affect ourselves and others; working collaboratively		community		YEAR-
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet;	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of

	different influences on food; skills to make choices	transition; bereavement and grief			feedback				money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise

FOREST SCHOOLS	Autumn	Spring	Summer
<p>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 build on previous experiences, interests, activities or projects such as fire lighting, tool use, woodland management, shelter, building and cooking on the fire.</p>	<p>Foundation Stage Introduction to space, boundaries, FS Rules and the concept of keeping self safe. Working around and cooking on the fire.</p> <p>Year 1-Seed Collection/planting/creating a tree nursery. Journey stick.</p> <p>Year 2 Planting a willow bed. Insect survey, signs of animals.</p>	<p>Foundation Stage Who lives in the woods?</p> <p>Year 3 Compass points, making a natural compass, tracking the sun.</p> <p>Year 4 Creating a herb spiral. Using natural colours and materials to paint with.</p>	<p>Foundation Stage Changes in the woods, identifying natives flowers and trees.</p> <p>Year 5 Setting a camera trap. Preparing wood for Summer. Cutting back, mulching young trees.</p> <p>Year 6 John Muir Award.</p>
English	Autumn	Spring	Summer
English	Fiction Texts- a range of genres	Fiction Texts- a range of genres	Fiction Texts- a range of genres

<p>The school uses “Texts that Teach” (Babcock LDP) to ensure continuity, consistency and cohesion when delivering the English National Curriculum.</p>	<p>Non- Fiction Texts- a range of genres.</p>		<p>Non- Fiction Texts- a range of genres.</p>		<p>Non- Fiction Texts- a range of genres.</p>	
<p>these are only the topics for the progress writes. Any remaining time other units of teacher’s choosing: fiction, poetry, non-fiction, play-scripts, will be followed.</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Year 1</p>	<p>Dear Mother Goose Fiction Zim, Zam, Zoom poetry</p>	<p>Non-Fiction- How to Wash a Woolly Mammoth</p>	<p>Fiction A mouse called Jullian</p>	<p>Non-Fiction Hidden World-Ocean</p>	<p>Fiction- Don’t Spill the milk</p>	<p>Non-Fiction – This is how we do it</p>
<p>Year 2</p>	<p>Fiction-Stuck</p>	<p>Non-Fiction- Weather</p>	<p>Fiction-Bonkers about Beetroot</p>	<p>Non-Fiction- What do you do with a tail like this?</p>	<p>Non-Fiction- Reptiles Elsworths electric cars Poetry</p>	<p>Fiction- Fatou fetch the water</p>
<p>Year 3</p>	<p>Fiction- Jack and the Dreamsack</p>	<p>Non-Fiction- Penguins Poetry Paint me Poem</p>	<p>Fiction- Meerkat Mail</p>	<p>Non-Fiction- Ask Dr K Fisher</p>	<p>Fiction- Fantasticly Great Women Who have changed the world</p>	<p>Fiction- Mirror and the day of Ahmed’s secret</p>

Year 4	Fiction- Arthur and the golden rope	Non-Fiction- Until I met Dudley	Poetry- Rivers Fiction- Paddington	Non-Fiction Poetry Rivers	Fiction- The Paperbag Prince	Non-Fiction- Rainforest Rough Guide
Year 5	Fiction-The Tear Thief Poetry- I am a cat	Non-Fiction- Wallace and Gromit Cracking Contraptions.	Fiction-Ice Bear	Non-Fiction— Incredible edibles	Fiction- How the Whale Became...	Non-Fiction- Everest
Year 6	Fiction-Westlandia Poetry- Bethlehem	Non-Fiction- Women in Science	Fiction- A word in your ear	Non-Fiction- Are humans damaging the atmosphere	Fiction- Blackberry Blue	Non-Fiction- The lost book of adventure Play- Shakespeare text
Mathematics	Autumn		Spring		Summer	
Year 1	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	
Year 2	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	
Year 3	Number – Place value		Number – Multiplication and division		Number – Fractions	

	Number – Addition and Subtraction Number – Multiplication and division		Measurement – Money Statistics Measurement – Length and Perimeter Number - Fractions		Measurement – Time Geometry – Properties of shapes Measurement – Mass and capacity	
Year 4	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	
Year 5	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	
Year 6	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	
	Autumn		Spring		Summer	
EYFS Topics	All About Me	Traditional Tales	Celebrations	Transport	Growing/Mi ni Beasts	Treasure

History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	History- My Family history.		History- The Greatest Explorers Who were the greatest explorers and what did they do?		History- Great Inventions- The First Flight. How did the first flight change the world?	
Enquiry Question	What was life like when our grandparents were little?					
Year 2 Topic	History-Bonfire Night and the Great fire of London Did the Great fire make London a better or worse place?		History- Local History Who are our local heroes and why should we remember them?		History-Holidays How have seaside holidays changed over time?	
Enquiry Question						
Year 3 Topic	History- The Stone Age What was new about the Stone Age?		History- The Bronze Age and Iron Age Which was more impressive- the Bronze Age or the Iron Age?		History- The Ancient Egyptians How much did the Ancient Egyptians achieve?	
Enquiry Question						
Year 4 Topic	History-The Mayan Society Why should we remember the Maya?		History-The Ancient Greeks What did the Greeks do for us?		History-Roman Britain Was the Roman Invasion good or bad for Britain??	
Enquiry Question						
Year 5 Topic	History-The Anglo Saxons		History- The Vikings		History- Journeys	

Enquiry Question	Was the Anglo Saxon period really a Dark Age?	Would the Vikings do anything for money?	
Year 5 Topic Enquiry Question (2022/23)	History-The Anglo Saxons Was the Anglo Saxon period really a Dark Age?	History- The Vikings Would the Vikings do anything for money?	History- Benin The development of a non-European society
Year 6 Topic Enquiry Question	History-The Mayan Society Why should we remember the Maya?	History-The Ancient Greeks What did the Greeks do for us?	History- The Impact of War Did WW1 or WW11 have the biggest impact in our locality?
Year 6 Topic (2022/23) Enquiry Question	History- The Impact of War Did WW1 or WW11 have the biggest impact in our locality?	Local history	History-Migration What makes people go on a journey?
Geography	Autumn	Spring	Summer
Year 1	Our Local Area	People and their communities	Animals and their habitats
Year 2	Seasons	Our wonderful world	Journeys- Food
Year 3	Climate and Weather	Our World	Coasts
Year 4	The Americas	Rivers and the water cycle	Earthquakes and volcanoes

Year 5	Changes in our local environment		Journeys- clothes		Alpine Regions	
Year 6	The Amazon		Global warming and climate change		Our world in the future	
Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Everyday Materials	Everyday Materials	Animals including humans	Animals including humans – naming and classifying	Seasonal Changes	Plants
Year 2	Uses of Everyday Materials and their properties.	Uses of Everyday Materials and their properties	Living things and their habitats	Animal including humans	Plants,	Living things and their habitats
Year 3	Rocks	Animals including humans	Light	Forces and Magnets	Plants	Plants
Year 4	Electricity	States of matter	Sound	Living things and Habitats- Classification	Animals including Humans- Digestive system	Living Things and Habitats- Changing environments
Year 5	Forces	Earth and Space	Properties and Changing Materials	Properties and Changing Materials	Living Things and Habitats- Life cycles	Animals including humans growth
Year 6	Living Things and their Habitats - Classification	Animals including Humans- Circulatory system	Light	Electricity	Evolution and Inheritance	Animals including Humans- Diet health and drugs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing						
Year 1	We are treasure hunters [L] [SEP]	We are TV chefs [L] [SEP]	We are painters [L] [SEP]	We are collectors [L] [SEP]	We are storytellers [L] [SEP]	We are celebrating [L] [SEP]
Unit summary	Using programmable toys	Filming the steps of a recipe	Illustrating an eBook	Finding images using the web	Producing a talking book	Creating a card electronically
Programme of study	Programming	Computational thinking	Creativity	Computer networks	Communication/ Collaboration	Productivity
Year 2	We are astronauts [L] [SEP]	We are games testers [L] [SEP]	We are photographers [L] [SEP]	We are researchers [L] [SEP]	We are detectives [L] [SEP]	We are zoologists [L] [SEP]
Unit summary	Programming on screens [L] [SEP]	Exploring how computer games work	Taking, selecting and editing digital images	Researching a topic	Communicating clues	Recording bug hunt data
Programme of study	Programming	Computational thinking	Creativity	Computer networks	Communication/ Collaboration	Productivity
Year 3	We are programmers [L] [SEP]	We are bug fixers [L] [SEP]	We are presenters [L] [SEP]	We are network engineers [L] [SEP]	We are communicators [L] [SEP]	We are opinion pollsters [L] [SEP]
Unit summary	Programming an animation	Finding and correcting bugs in programs	Videoing performance	Exploring computer networks, including the internet	Communicating safely on the internet	Collecting and analysing data
Programme of study	Programming	Computational thinking	Creativity		Communication/ Collaboration	Productivity

				Computer networks		
Year 4	We are software developers [SEP]	We are toy designers [SEP]	We are musicians [SEP]	We are HTML editors [SEP]	We are co-authors [SEP]	We are meteorologists [SEP]
Unit summary	Developing a simple educational game	Prototyping an interactive toy	Producing digital music	Editing and writing HTML	Producing a wiki	Presenting the weather
Programme of study	Programming	Computational thinking	Creativity	Computer networks	Communication/ Collaboration	Productivity
Year 5	We are game developers [SEP]	We are cryptographers [SEP]	We are artists [SEP]	We are web developers [SEP]	We are bloggers [SEP]	We are architects [SEP]
Unit summary	Developing an interactive game	Cracking codes [SEP]	Fusing geometry and art	Creating a web page about cyber safety	Sharing experiences and opinions	Creating a virtual space
Programme of study	Programming	Computational thinking	Creativity	Computer networks	Communication/ Collaboration	Productivity
Year 6	We are app planners [SEP]	We are project managers [SEP]	We are market researchers [SEP]	We are interface designers [SEP]	We are app developers [SEP]	We are marketers [SEP]
	Planning the creation of	Developing project			Developing a simple mobile	Creating video and web copy

Unit summary	a mobile app	management skills	Researching the app market	Designing an interface for an app	phone app	for a mobile phone app
Programme of study	Computer networks	Computational thinking	Productivity	Communication Collaboration	Programming	Creativity
Art, Craft and Design Projects on a page Scheme of work for DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology
KS1	Drawing – Portraits Specific artist/ Range of mediums	Food Preparing fruit and vegetables including cooking and nutrition requirements.	3D Sculpture	Textiles – templates and joining techniques	Painting – specific artist/ style/skills	Mechanisms Wheels and Axles
Lower KS2	Drawing –Portraits Specific artist/ Range of mediums	Food Healthy and varied diet including cooking and nutrition requirements.	3D Sculpture	Electrical systems – circuits and switches	Painting specific artist/ style/skills	Mechanical systems – levers and linkages

Upper KS2	Drawing –Portraits Specific artist/ Range of mediums	Food Celebrating culture and seasoning including cooking and nutrition requirements.	3D Sculpture	Textiles – combining different fabric shapes including computer aided design	Painting specific artist/ style/skills	Mechanical systems – pulleys and gears.
R.E Using the new Devon Agreed Syllabus (Sept 2019-2024) and Discovery RE Scheme of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Learning Outcomes (Possible links with Early Learning Goals)	F4 - Being special – Where do we belong?	F2 – Why is Christmas special for Christians?	F6 – Which stories are special and why? Covered throughout learning and Open the Book assemblies.	F3 – Why is Easter special for Christians?	F6 – Which stories are special and why? Covered throughout learning and Open the Book assemblies.	F5 – Which paces are special and why?
Year 1	1.6 Who is Muslim and how do they live?	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? Part 2	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 2	U1.2 CREATION Who do Christians say made the world?	U1.10 What does it mean to belong to a	U1.1 GOD What do Christians believe God is like?	U1.7 Who is Jewish and	U1.7 Who is Jewish and how	U1.9 How should we care for the

		faith community? (Christianity, Judaism & Non-religious)		how do they live? Part 1	do they live? Part 2	world and for others, and why does it matter? (Christianity & Judaism)
Year 3	L2.3 GOD/INCARNATION : What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'?	L2.6 KINGDOM OF GOD: For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 4	L2.1 CREATION/FALL What do Christians learn from the creations story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to Muslims?	L2.4 GOSPEL What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (Christianity, Islam, Non-religious)

Year 5	U2.2 CREATION: Creation and Science: Conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 SALVATION: What do Christians believe Jesus did to 'save' people?	U2.6 KINGDOM OF GOD: For Christians, what kind of king was Jesus?	U2.12 How does faith help people when life gets hard?
Year 6	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 INCARNATION Why do Christians believe that Jesus is the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.1 GOD What does it mean for Christians that God is holy and loving?	U2.4 GOSPEL How do Christians decide how to live? 'What would Jesus do'	U2.10 What matters most to Humanists and Christians? (Christianity and Humanist)
Music Following the model Music curriculum DFE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Foundation Stage	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
1	How can we make friends when we sing together?	How does music tell stories from the past?	How does music make the world a better place?	How does music help us to understand our neighbours?	What songs can we sing to help us through the day?	How does music teach us about looking after our planet?

2	How does music help us to make friends?	How does music teach us about the past?	How does music make the world a better place?	How does music teach us about our neighbourhood?	How does music make us happy?	How does music teach us about looking after our planet?
3	How does music bring us closer together?	What stories does music tell us about the past?	How does music make the world a better place?	How does music help us get to know our community?	How does music make a difference to us every day?	How does music connect us with our planet?
4	How does music bring us together? Disco Musical Soul Orchestral R&B	How does music connect us with the past? Pop Folk Jazz	How does music make the world a better place? Orchestral Reggae Folk Bangra	How does music teach us about our community? R&B Classical Jazz Orchestral Rock	How does music shape our way of life? Dance Choral Gospel Romantic Orchestral	How does music connect us with the environment? Gospel Choral Funk Calypso Electronic dance
5	How does music bring us together? Orchestral Gospel	How does music connect us with the past? Pop Orchestral Minimalist Gospel	How does music make the world a better place? South African Jazz Orchestral Pop	How does music teach us about our community? Reggae Orchestral Pop Film	How does music shape our way of life? Pop Orchestral Hip-Hop Funk	How does music connect us with the environment? Pop Choral Orchestral Musical

6	How does music bring us together? Motown Electronic Pop Orchestral Soul	How does music connect us with the past? Soul Hip-Hop Swing 20th/21st Century Rock	How does music make the world a better place? Disco Romantic Rock Zimbabwean pop R&B	How does music teach us about our community? Rock Romantic Folk Pop	How does music shape our way of life? Hip-Hop Gospel Soul Salsa	How does music connect us with the environment? Reggae Musical Pop Film Soul
MFL	Autumn	Spring	Summer			
Year 3	<u>Unit 1: Introductions</u> Pupils introduce themselves <u>Unit 2: School</u> Classroom instructions, numbers 1-20 and classroom objects.	<u>Unit 3: Birthdays</u> Days, months, and numbers 21-31. <u>Unit 4: Jack and the Beanstalk</u> Basic dictionary and translation skills to read a fairy tale	<u>Unit 5: Parts of the body</u> Parts of the body and colours <u>Unit 6: At the café</u> Snacks, drinks and prices to order in a café.			
Year 4	<u>Unit 7: Transport</u> Types of transport to school. <u>Unit 8: Shopping</u> Numbers 1-69 , prices and shops.	<u>Unit 9: Cinderella</u> Dictionary and translation skills. <u>Unit 10: Healthy Eating</u> Fruit & vegetables, breakfast in France.	<u>Unit 11: Sports and Hobbies</u> The present tense, sports and hobbies <u>Unit 12: Carnaval des Animaux</u> Saint-Saëns			
Year 5	<u>Unit 13: Weather</u> Weather and compass points <u>Unit 14: I am the musician!</u> Musical instruments, singing	<u>Unit 15: Time</u> Revise numbers to say the time. <u>Unit 16: In town</u> Places in town and directions. Introduce prepositions	<u>Unit 17: Les coquelicots</u> Claude Monet. <u>Unit 18: Seasons</u> Seasons, weather and activities in different seasons			
Year 6	<u>Unit 19: At school</u> School subjects, classroom vocabulary. <u>Unit 20: Where I live</u> Rooms in a house and describe your bedroom.	<u>Unit 21: Past and Present</u> Past tense comparing a town then and now <u>Unit 22: Holidays</u> Countries and revise weather holiday activities.	<u>Unit 23: Health</u> Revise parts of the body. Present tense of <i>avoir</i> and <i>être</i> <u>Unit 24: Notre café</u>			

			Transition unit to revise ordering in a café.
Stokenham PE Rolling Programme <u>2020-2021</u>			
P.E.	Autumn	Spring	Summer
Foundation Balanceability	The Balanceability programme runs throughout the year		
Class 1 PEDPASS	Foundation class complete Swimming – Unit 1 in the summer term		
Class 1 PEDPASS	Games – Unit 1	Gymnastics – Unit 1 and Dance – Unit 1	Swimming - Unit 1
Foundation Real PE – Foundation	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Class 2 PEDPASS	Games – Unit 2	Gymnastics – Unit 2 and Dance – Unit 2	Swimming – Unit 2
Class 2 Real PE – Year 2	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Class 3 PEDPASS	Invasion Games – Unit 1 and Athletics – Unit 1	Gymnastics – Unit 3 and Dance – Unit 3	Striking and Fielding – Unit 1, Net and Wall Games – Unit 1, run alongside Swimming – Unit 1 and Outdoor Education Activities – Unit 1 (through residential)
Class 3 Real PE – Year 3	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Class 4 PEDPASS	Invasion Games Unit 2 and Athletics – Unit 2	Gymnastics – Unit 4 and Dance – Unit 4	Striking and Fielding – Unit 1, Net and Wall Games – Unit 1, run alongside Swimming –

			Unit 2 and Outdoor Education Activities – Unit 2 (through residenceals)
Class 4 Real PE – Year 4	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Class 5 - PEDPASS	Invasion Games – Unit 3 and Athletics Unit - 3	Gymnastics – Unit 5 and Dance – Unit 5	Striking and Fielding – Unit 2, Net and Wall Games – Unit 2, run alongside Swimming – Unit 2 and Outdoor Adventurous Activities – Unit 3
Class 5 Real PE – Year 5	Unit 1 – Personal Unit 2 - Social	Unit 3 – Cognitive Unit 4 - Creative	Unit 5 – Physical Unit 6 – Health and Fitness
Class 6 – PEDPASS	Invasion Games – Unit 4 and Athletics Unit – 3	Gymnastics – Unit 6 and Dance – Unit 6	Striking and Fielding – Unit 2, Net and Wall Games – Unit 2, run alongside Swimming – Unit 2 and Outdoor Adventurous Activities – Unit 3
Class 6 Real PE – Year 6	Unit 1 – Cognitive Unit 2 - Creative	Unit 3 – Social Unit 4 - Physical	Unit 5 – Health and Fitness Unit 6 – Personal