



**South Hams Federation
Stokenham Area Primary School
Curriculum Map- Long Term Overview 2020 - 2021**

“Aiming to be the best we can be in pursuit of excellence.....

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 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 best we can be – in pursuit of excellence”.

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 rolling programme which ensures that all children experience a broad and balanced breadth and depth

Our curriculum is planned through the delivery of subject specific knowledge, understanding and key skills arranged in themes 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 "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. Children can also access "Rising Stars" an online reading scheme for pupils to access at home. 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. In Key Stage 2 we will be implementing a new reading scheme called "Accelerated Reader". This reading programme will help teachers to further monitor pupils progress and ensure that all children are accessing a range of books to meet their needs and interests.

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. Whole class reading is taught in Years 3-6 daily. During these sessions, teachers use high quality age related texts 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.

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. Children have a login to access the online programme at home.

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.

Text model

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.

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 modeled 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. Problem Solve-plan, make choices, reason. Apply Knowledge-form opinions, apply knowledge. Reflective Learners Evaluation- reflect, revise. Creative Thinkers	Self Managers Motivation- Persevere, Manage distractions, set goals. Emotional Skills-be self-aware, manage own feelings, understand others feelings. Empathy	Team Workers Be independent, collaborate, value and support others, communicate, listen.

	use imagination, lateral thinking, Meta-Learning		
Personal Qualities	Enquiry Adaptability Resilience	Respect Morality Co-operation	Thoughtfulness Communication
Understanding of the World And The Environment	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	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	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
School Events	Theme Weeks Productions and Performances Sports Activities/ Competitions Musical Performances in school /Federation/SDPP/ Devon. Forest Schools	School Open Days Parents Consultations Coffee Afternoons/Mornings Residential Experiences for Year 3 Forest Schools Cyber Safety	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
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 choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS 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; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	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 feedback	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 money; tax
Year 6	Images in the media and reality;	Recognising what they are good at;	Independence; increased responsibility	Confidentiality and when to break a	Different types of relationships	Listening to others; raise concerns and	Discuss and debate health and wellbeing	How resources are allocated;	Enterprise; setting up an

	how this can affect how people feel; risks and effects of drugs	setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	; 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	confidence; managing dares	; 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	challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	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	effect of this on individuals; communities and environment	enterprise
FOREST SCHOOLS	Autumn			Spring			Summer		
The children will re-familiarise themselves with their environment as well as a “theme” running	Foundation Stage Introduction to space, boundaries, FS Rules and the concept of keeping self safe. Working around and cooking on the fire. Year 1-Seed Collection/planting/creating a tree nursery. Journey stick. Year 2			Foundation Stage Who lives in the woods? Year 3 Compass points, making a natural compass, tracking the sun. Year 4			Foundation Stage Changes in the woods, identifying natives flowers and trees. Year 5 Setting a camera trap. Preparing wood for Summer. Cutting back, mulching young trees. Year 6		

<p>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>Planting a willow bed. Insect survey, signs of animals.</p>	<p>Creating a herb spiral. Using natural colours and materials to paint with.</p>	<p>John Muir Award.</p>
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English	Autumn		Spring		Summer	
<p>English The school uses “Texts that Teach” (Babcock LDP) to ensure continuity, consistency and cohesion when delivering the English National Curriculum.</p>	<p>Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.</p>		<p>Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.</p>		<p>Fiction Texts- a range of genres 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>

Year 1	Fiction- Don't spill the milk	Non-Fiction-How to Wash a Woolly Mammoth	Fiction Augustus and his smile	Non-Fiction-The High Street	Fiction-Tell me a Dragon	Non-Fiction – Creature Features - Dinosaurs
Year 2	Fiction-No Bot	Non-Fiction-Your Local Area-Transport	Fiction-The Dragon Machine	Non-Fiction-What do you do with a tail like this?	Non-Fiction-There's A Triceratops	Fiction-Traction Man.
Year 3	Fiction- Jack and the Dreamsack	Non-Fiction-Penguins	Fiction-Winters Child	Non-Fiction-Ask Dr K.Fisher	Fiction-El Caminante	Non-Fiction-Marvin and Milo
Year 4	Fiction-Leon and the Place Between.	Non-Fiction-Until I met Dudley	Fiction-Gregory Cool	Non-Fiction-Rainforest Rough Guide	Fiction-The Paperbag Prince	Non-Fiction-Letter to RSPB
Year 5	Fiction-The Tear Thief	Non-Fiction-Wallace and Gromit Cracking Contraptions.	Fiction-Ice Bear	Non-Fiction--Secrets of Stonehenge	Fiction-How the Whale Became....	Non-Fiction-Ripley's Mighty Machines
Year 6	Fiction-Westlandia	Non-Fiction-Dragonology	Fiction-Chronicles of Harry Burdick	Non-Fiction-Charles Dickens: Scenes from an extraordinary life	Fiction-Blackberry Blue	Non-Fiction-Animalium
Mathematics The school uses White Rose	Autumn		Spring		Summer	

Mathematics Hub teaching and learning programme across the whole across all year groups.			
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 – 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
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	Number – Multiplication and division Number – Fractions Number – Decimals and Percentages	Number – Decimals Geometry – Properties of shapes Geometry – Position and

	Measurement – Perimeter and area			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	Animals and Patterns		Transport Up and away		Treasure Sand and Water.	
History/Geography Rising Stars Scheme of Work	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Geography- Our Local Area-	History- My Family history.	Geography- People and their communities	History- The Greatest Explorers	Geography- Animals and their habitats.	History- Great Inventions- The First Flight.
Enquiry Question	What's it like where we live?	What was life like when our grandparents were little?	Where in the world do these people live?	Who were the greatest explorers and what did they	Where do our favourite animals live?	How did the first flight change the world?

				do?		
Year 2 Topic	Geography- Seasons	History- Bonfire Night and the Great fire of London	Geography- Our Wonderful World	History- Our Local Heroes	Geography- Journeys – Food	History- Holidays
Enquiry Question	What are seasons?	Did the Great fire make London a better or worse place?	What are the seven wonders of our world?	Who are our local heroes and why should we remember them?	Where does our food come from?	How have seaside holidays changed over time?
Year 3 Topic	Geography- Climate and Weather	History- The Stone Age	Geography- Our World	History- The Bronze Age and Iron Age	Geography- Coasts	History- Our Local Area
Enquiry Question	Why is climate important?	What was new about the Stone Age?	Where on earth are we?	Which was more impressive- the Bronze Age or the Iron Age?	Do we like to be beside the seaside?	Why is local history important?
Year 4 Topic	Geography- The Americas	History- The Ancient Egyptians	Geography- Rivers and the Water Cycle	History- Roman Britain	Geography- Earthquakes and Volcanoes	History- Crime and Punishment
Enquiry Question	Can you come on a Great American road trip?	How much did the Ancient Egyptians achieve?	How does the water go round and round?	Was the Roman Invasion good or bad for Britain?	How does the earth shake, rattle and roll?	How has crime and punishment changed over time?
Year 5 Topic	Geography- Changes in our Local	History- The Anglo Saxons	Geography- Europe- A Study of the Alpine Region	History- The Vikings	Geography- Journeys- Clothes	History- Journeys

Enquiry Question	Environment. How is our country changing?	Was the Anglo Saxon period really a Dark Age?	Where should we go on holiday?	Would the Vikings do anything for money?	Where does all of our stuff come from?	What makes people go on a journey?
Year 6 Topic	Geography-South America-The Amazon	History-The Mayan Society	Geography-Global Warming and Climate Change.	History-The Ancient Greeks	Geography-Our World in the Future	History-The Impact of War
Enquiry Question	What is life like in the Amazon?	Why should we remember the Maya?	Are we damaging our world?	What did the Greeks do for us?	How will our world look in the future?	Did WW1 or WW11 have the biggest impact in our locality?
Science Hamilton Scheme of Work	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	Animal lifecycles healthy animals	Animal lifecycles habitats	Plants, farms and foods	Habitats gardens and allotments
Year 3	Animals including humans	Rocks	Forces and magnets	Light	Plants	Plants
Year 4	Electricity	States of Matter	Sound	Living Things and Habitats	Animals including Humans	Living Things and Habitats
Year 5	Forces	Earth +Space	Properties and Changing Materials	Properties and Changing Materials	Habitats	Habitats

Year 6	Living Things and their Habitats	Animals including Humans	Light	Electricity	Evolution and Inheritance	Animals including Humans
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing Rising Stars Scheme of Work						
Year 1	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
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	We are games testers	We are photographers	We are researchers	We are detectives	We are zoologists
Unit summary	Programming on screen	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	We are bug fixers	We are presenters	We are network engineers	We are communicators	We are opinion pollsters

<p>Unit summary</p> <p>Programme of study</p>	<p>Programming an animation</p> <p>Programming</p>	<p>Finding and correcting bugs in programs</p> <p>Computational thinking</p>	<p>Videoing performance</p> <p>Creativity</p>	<p>Exploring computer networks, including the internet</p> <p>Computer networks</p>	<p>Communicating safely on the internet</p> <p>Communication/ Collaboration</p>	<p>Collecting and analysing data</p> <p>Productivity</p>
<p>Year 4</p> <p>Unit summary</p> <p>Programme of study</p>	<p>We are software developers</p> <p>Developing a simple educational game</p> <p>Programming</p>	<p>We are toy designers</p> <p>Prototyping an interactive toy</p> <p>Computational thinking</p>	<p>We are musicians</p> <p>Producing digital music</p> <p>Creativity</p>	<p>We are HTML editors</p> <p>Editing and writing HTML</p> <p>Computer networks</p>	<p>We are co-authors</p> <p>Producing a wiki</p> <p>Communication/ Collaboration</p>	<p>We are meteorologists</p> <p>Presenting the weather</p> <p>Productivity</p>
<p>Year 5</p> <p>Unit summary</p> <p>Programme of study</p>	<p>We are game developers</p> <p>Developing an interactive game</p>	<p>We are cryptographers</p> <p>Cracking codes</p> <p>Computational</p>	<p>We are artists</p> <p>Fusing geometry and art</p> <p>Creativity</p>	<p>We are web developers</p> <p>Creating a web page about cyber safety</p> <p>Computer</p>	<p>We are bloggers</p> <p>Sharing experiences and opinions</p> <p>Communication/</p>	<p>We are architects</p> <p>Creating a virtual space</p> <p>Productivity</p>

	Programming	thinking		networks	Collaboration	
Year 6	We are app planners	We are project managers	We are market researchers	We are interface designers	We are app developers	We are marketers
Unit summary	Planning the creation of a mobile app	Developing project management skills	Researching the app market	Designing an interface for an app	Developing a simple mobile phone app	Creating video and web copy 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
(Each Craft and Design topic has a 'Projects on a Page' unit)	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology
KS1	Drawing – landscapes or own ideas (i.e. still life or imagination)	Food Preparing fruit and vegetables including cooking and nutrition requirements.	Print making	Freestanding Structures	Mixed media collage	Mechanisms Sliders and leavers

Lower KS2	Drawing – landscapes or own ideas (i.e. still life or imagination)	Food Healthy and varied diet including cooking and nutrition requirements.	Print making	Structures – shell structures (including computer aided design)	Mixed media collage – including digital media	Textiles – 2D to 3D shape product
Upper KS2	Drawing – landscapes or own ideas (i.e. still life or imagination)	Food Celebrating culture and seasoning including cooking and nutrition requirements.	Print Making	Structures – frame structures	Mixed media collage – including digital media	Electrical systems – More complex circuits and switches (including programming , monitoring anc control)
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)	Unit F1: God Why is the word 'God' so important to Christians?	UnitF2:Christm as Why is Christmas special for Christians?	Unit F4: Being Special Why is Easter special for Christians?	Unit F3: Easter Being special: where do we belong?	Unit F5: Special Places Which places are special and why?	Unit F6: Special Times Which stories are special and why?

Year 1/2	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 3 and 4	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 5 and 6	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?
Music Using Charanga	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	Hey You!	Rhythm In The Way We Walk and Banana Rap	In the Groove	Round and About	Your Imagination	Reflect, Rewind, Replay
2	Hands, Feet, Heart	Ho Ho Ho	I wanna play in a band	Zootime	Friendship	Reflect,

					Song	Rewind, Replay
3	Let your spirit fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind, Replay
4	Mamma Mia	Glockenspiel Stage 2	Stop	Lean on me	Blackbird	Reflect, Rewind, Replay
5	Livin' on a Prayer	Classroom Jazz1	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind, Replay
6	Happy	Classroom Jazz2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind, Replay
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>		<u>Unit 21: Past and Present</u> Past tense comparing a town then and now <u>Unit 22: Holidays</u>		<u>Unit 23: Health</u> Revise parts of the body. Present tense of <i>avoir</i> and <i>être</i>	

	Rooms in a house and describe your bedroom.	Countries and revise weather holiday activities.	Unit 24: Notre café 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 residential)
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