

## Curriculum Design and Organisation

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graph TD; A[Curriculum Design and Organisation] --> B[Foundation Stage]; A --> C[Key Stage 1]; A --> D[Lower Key Stage 2]; A --> E[Upper Key Stage 2];
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### Foundation Stage

17 Early Learning Goals, including reading, writing, numbers and shape.

A focus on developing positive learning behaviours and a readiness for the National Curriculum.

A mix of child-initiated and teacher-directed learning which changes and adapts to the needs of the children as the year progresses.

### Key Stage 1

10 National Curriculum Subjects including English, mathematics and science

Religious Education, PSHE and Citizenship is taught in addition to the National Curriculum.

A focus on securing the basics of reading, writing and maths so that children are able to tackle the more complex concepts they will encounter in KS2.

A greater focus on teacher-directed learning but with opportunities built into the timetable to accommodate a healthy amount of child-initiated learning.

### Lower Key Stage 2

11 National Curriculum Subjects including English, mathematics, science and French.

Religious Education, PSHE and Citizenship is taught in addition to the National Curriculum.

A focus on building on the foundations of Key Stage 1 so that children are confident in their understanding of key aspects of reading, writing and maths and are able to apply these skills across the curriculum.

### Upper Key Stage 2

11 National Curriculum Subjects including English, mathematics, science and French.

Religious Education, PSHE, Sex and Relationships and Citizenship is taught in addition to the National Curriculum.

A focus on securing the skills and knowledge contained within the National Curriculum so that children are confident in their understanding of key aspects of reading, writing and maths and are able to apply these skills across the curriculum and are well prepared for secondary education.

### Moving and Handling

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

### Listening and Attention

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

### Understanding

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

### Speaking

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

### Self-confidence and

#### self-awareness

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

### Health and Self Care

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

# Early Years Foundation Stage

## Early Learning Goals

### Managing feelings and behaviour

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

### Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

### Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

### Numbers : Children count reliably with

numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Shape, space and measures

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them

### Making relationships

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

### People and Communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

### The World: Children know about

similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Reading:** Read fluently and accurately without overt sounding out/blending. Explain their understanding of texts that they listen to and those that they read for themselves. Be able to check that the text makes sense to them as they read and correcting inaccurate reading. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far.

**Writing:** Form lower-case letters, capitals and digits of the correct size relative to one another. Write using a fluent joined style. Use spacing between words that reflects the size of the letters. Write for a range of purposes showing a good understanding of their learning in spelling, vocabulary, grammar and punctuation.

**Spelling:** spell all KS1 common exception words. Spell words with contracted forms learning the possessive apostrophe (singular). Know the term 'homophone' and be able to recognise and spell some common ones. Know the term 'suffix' and be able to spell some longer words using them, including -ment, -ness, -ful, -less, -ly

**Grammar:** Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes correctly. Use statements, questions, exclamations, and commands. Use expanded noun phrases. Use present and past tenses correctly including the progressive form. Use subordination and coordination. Understand the grammatical terminology in for Key Stage 1.

**Number:** Counts in steps of 2, 3, and 5 from 0, and in 10s from any number. Compare and order numbers from 0-100. Use place value and number facts to solve problems. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Solve problems with addition and subtraction using concrete objects and pictures.

**Measurement, geometry & statistics:** Use mathematical vocabulary to describe position, direction and movement and distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns. Solve simple problems in a practical context that involves + and - of money of the same unit including giving change. Ask and answer questions about totalling and comparing categorical data.

# Key Stage One

## Key Learning Outcomes

**Number:** Recall and use multiplication and division facts for the 2, 5 & 10 times tables. Recognise odd and even numbers. Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects and quantity.

**Science:** Ask questions, gather and record data, communicate ideas. Name/locate parts of the body. Describe importance of exercise, balanced diet and hygiene. Describe basic needs of animals/plants for survival & changes as they grow. Differentiate between living and nonliving things. Use food chains. Describe seasonal changes. Name different plants/animals; evaluate habitats. Identify materials; compare suitability.

**RE:** Identify and talk about concepts common to many religions & used in their study. Describe ways in which these concepts are expressed in the context of the practises of the religions studied. Evaluate concepts by describing in simple terms their value to believers. Describe in simple terms their response to these concepts. Identify simple examples of how their response relates to their own lives and those of others.

**Computing:** Create simple algorithms that are implemented as programs on digital devices. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully. Identify where to go for help and support when they have concerns about the internet or other online technologies.

**Art:** Use a range of dry materials to show pattern, lines and textures in drawings. Create different tones using pencils. Mix secondary colours. Use basic weaving techniques. Learn a range of simple sewing techniques. Make a clean print and print a repeated pattern. Describe the differences and similarities between artists, craft makers and designers. Apply techniques to own work.

**D. & T.** Design purposeful, functional, appealing products. Select and use a range of tools and equipment. Select and use a wide range of materials and components. Explore and evaluate different products. Evaluate ideas and products against design criteria. Build structures, exploring how they can be improved. Explore and use mechanisms. Use principles of a healthy diet to prepare dishes.

**PE:** Throw and catch confidently and accurately. Run and jump with a good technique. Participate in team games. Demonstrate simple tactics for attacking and defending. Perform dance using simple movement patterns.

**Music:** Use voice expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with different instruments to create sounds for a specific purpose. Create, select and combine sounds using the inter-related dimensions of music.

**Geography:** Name and locate local towns. Locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. Name and locate the seven continents and five oceans. Compare geography of local area with a non-European country. Identify seasonal and daily weather patterns. Identify the location of hot and cold areas of the world. Describe the location of features and routes on maps.

**History:** Recount past changes from own lives. Sequence events in chronological order. Place historical figures, events and artefacts in order on time lines. Use sources to identify details and answer questions. Use artefacts, pictures, stories, online sources and databases. Identify key events and people. Give reasons why people from the past acted in the ways they did. Use own research to describe differences between then and now.

**PSHE & Citizenship:** About healthy lifestyles including the benefits of physical activity, rest, healthy eating, personal hygiene and dental health. Likes and dislikes, change and loss; Growing and changing; Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety; rail, water and fire safety; people who look after them

**Reading:** Read aloud a range of age-appropriate books with accuracy fluency. Read with appropriate intonation to show their understanding and summarise and present a familiar story in their own words. Discuss language used in a variety of texts to support the understanding of the meaning and comprehension of those texts; Recognise the conventions of different types of writing.

**Writing:** Use joined-up handwriting throughout all independent writing write for a range of real purposes and audiences as part of the work across the curriculum. Write using a range of forms such as explanation or description adopting, creating and sustaining a range of roles.

**Spelling:** Spell age-appropriate words accurately in their writing, including using the possessive apostrophe and recognise some of the differences between standard English and non-standard English. Know all the words on the Year 3-4 spelling list and apply spelling rules taught to independent writing. Use the possessive apostrophe accurately.

**Number:** Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ . Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems..

**Number:** Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number. Count backwards through zero to include negative numbers. Know column addition for addition & subtraction using 4-digit numbers.

**Grammar:** Write down ideas quickly using correct grammar, accurate sentences and appropriate punctuation, which includes the use of full stops, commas, exclamation marks and questions marks. Know all the grammatical terms taught during Years 3 & 4.

## Lower Key Stage Two Key Learning Outcomes

**Computing:** Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs. Detect and correct errors in algorithms and programs. Understand computer networks. Use search technologies effectively. Collect, analyse, evaluate and present data and information. Use technology safely, respectfully and responsibly.

**Shape & Space, Measure, Statistics:** Convert between units of measure. Calculate perimeter of rectilinear shapes. Use the 12 & 24-hour clock confidently. Interpret and present data using appropriate graphical methods. Compare and classify shapes based on their properties and sizes. Know angles are measured in degrees and identify acute and obtuse. Identify lines of symmetry in 2-D shapes presented in different orientations.

**Science:** Group, classify and identify plants, animals and microorganisms into broad groups. Construct and interpret food chains. Explain how environmental changes may have an impact on living things. Group/ identify materials, in different ways. Describe the characteristics of states of matter. Know that sounds are associated with vibrations. Describe the effects of forces that involve contact and others that act at a distance.

**RE:** Describe their own responses to the concepts studied. Describe examples of how their responses are, or can be, applied in their own lives and the lives of others. Describe key concepts that are common to many religions and used in the study of religion. Describe how these concepts are contextualised within some of the beliefs and practices of the religion studied. Evaluate the concepts by describing their value to believers.

**French:** Understand short phrases. Listen to, identify and demonstrate understanding of words and particular sounds. Use familiar vocabulary and connectives (and/but) to speak in scaffolded, simple sentences. Read and recognise some letter strings in familiar and pronounce when modelled. Read and show understanding of simple words, phrases and short sentences. Use context to predict meaning of new words.

**Art:** Sketch lines and shapes from first hand observation. Learn how to mix and match colours using dry materials. Record patterns and colours from first hand observation. Mix secondary / tertiary colours and tones. Learn how to pinch out and pull out clay. Learn different techniques for for joining clay. Can describe the techniques used by great artists, architects and designers in history and applies them in own work.

**D. & T.** Use research and develop design criteria to inform the design of innovative and functional products. Select from and use a range of tools and equipment to perform practical tasks. Apply their understanding of how to strengthen, stiffen and reinforce more complex structure. Understand and use electrical systems in their products.

**PE:** Run and jump as part of a game or a gym and dance activity. Throw and catch accurately in a range of team games. Apply team game skills (such as attacking and defending) to different games. Have control and balance in gym, dance & athletics. Perform dance using a range of movements. Know the basic shapes in gymnastics. Can swim 25m confidently. Perform self rescue in water based situations.

**Music:** Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising, manipulating ideas within musical structures. Listen with attention and appreciate a wide range of high-quality live and recorded music.

**Geography:** Locate the world's countries. Describe the key human & physical features of locations. Identify the position and significance of Equator, hemispheres, tropics. Use the eight points of a compass, four-figure grid references, symbols and keys. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including tables, sketch maps, plans and graphs.

**History:** Use dates and historical terminology to describe events. Describe & explain similarities and differences between two different accounts. Refer to more than one source for more accurate understanding of events. Describe features of period studied. Give reasons for the changes. Describe similarities and differences over time. Describe how some past events and actions of people affect life today.

**PSHE & Citizenship:** Physical, mental and emotional health; making informed choices; the influence of the media; achievements and goal setting; managing change; 'risk', 'danger' and 'hazard'; strategies for keeping physically and emotionally safe including road safety and online safety; the importance of protecting personal information;

**Reading:** Read age-appropriate texts fluently. Apply knowledge of root words, prefixes and suffixes to read aloud and understand meanings of new words. Summarise main ideas drawn from more than one paragraph of text, identifying key details that support those main ideas. Retrieve, record and present information from non-fiction.

**Grammar:** Consciously control the structure of sentences in writing and understand why sentences are constructed as they are. Apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and draw on their knowledge of morphology and etymology to spell.

**Science:** Describe the functions of the key bodily systems. Describe the functions of the main parts of plants. Describe how living things have changed over time. Understand dissolving and how to separate mixtures and solutions. Identify mechanisms that increase the effect of a force. Describe the shapes and relative movements of the main objects in the solar system. Understand that light travels in straight lines and enters our eyes.

**PE:** Run and jump as part of a game or a gym and dance activity. Throw and catch accurately in a range of team games. Apply team game skills (such as attacking and defending) to different games. Have control and balance in gym, dance & athletics. Perform dance using a range of movements. Know the basic shapes in gymnastics. Can swim 25m confidently. Perform self rescue in water based situations.

**Writing:** Generate ideas, draft, and re-read a piece of writing to check that the meaning is clear; adopt, create and sustain a range of roles, responding appropriately to others in role; create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully performances; demonstrate a mastery of language through public speaking, performance and debate.

**Spelling:** Spell all the words from the Key Stage 2 spelling lists. Apply the spelling rules taught throughout Key Stage 2 in independent writing.

**Number:** Demonstrate an understanding of place value including large numbers and decimals. Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify calculations. Use formal methods to solve multi-step problems.

**Number:** Recognise the relationship between fractions, decimals and percentages and express them as equivalent quantities. Calculate using fractions, decimals or percentages. Calculate with measures. Use mathematical reasoning to find missing quantities. Substitute values into a simple formula to solve problems.

## Upper Key Stage Two Key Learning Outcomes

**Computing:** Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs. Detect and correct errors in algorithms and programs. Understand computer networks. Use search technologies effectively. Collect, analyse, evaluate and present data and information. Use technology safely, respectfully and responsibly.

**Shape & Space:** Convert between different units of metric measure (km/m, m/cm, cm/mm). Estimate volume and capacity. Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Know that angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees.

**RE:** Explain responses to concepts studied. Explain examples of how their responses to the concept can be applied in their own lives and the lives of others. Describe some key concepts that are particular to specific religions studied. Explain how these concepts are contextualised/expressed within the beliefs and practices of the religions studied. Evaluate the concepts by explaining their value to believers.

**French:** Engage in a short conversation using complex, familiar questions and express opinions. Start to predict the pronunciation of unfamiliar using knowledge of letter strings. Read and show understanding of a series of complex sentences using familiar language. Write and say a complex sentence. Demonstrate knowledge of verbs (including negatives), adjectives and plurals of nouns.

**Art:** Record accurately from first hand observation. Mix a full range of secondary, tertiary colours, tints and tones. Use a range of brush strokes to achieve different effects. Understand how to design a model from 3D perspective. Learn how to use stitches for different purposes and functions. Reapply sewing techniques to add design details and pattern. Evaluate the work of great artists, architects and designers in history.

**D. & T.:** Use research and develop design criteria to inform the design of innovative and functional products. Select from and use a range of tools and equipment to perform practical tasks. Understand and use mechanical systems in their products. Apply their understanding of computing to program, monitor and control their products.

**Music:** Sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising, manipulating ideas within musical structures. Listen with attention and appreciate a wide range of high-quality live and recorded music.

**Geography:** Locate/name principal cities, countries within Europe, the main countries in Africa, Asia and Australasia identifying their main environmental regions, key physical and human characteristics, and major cities. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Describe/understand key aspects of human & physical geography. Analyse statistics.

**History:** Understand that continuity and change occurs over time. Relate current studies to previous learning and make comparisons between different times in history. Begin to understand the concept of propaganda. Use research and prior learning to simply explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.

**PSHE & Citizenship:** Physical, mental and emotional health; making informed choices; the influence of the media; achievements and goal setting; managing change; 'risk', 'danger' and 'hazard'; strategies for keeping physically and emotionally safe; the importance of protecting personal information; about the responsible use of mobile phones; sex and relationships education

# RE - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Willow</b>	Topic: All about me/ my family (links to belonging) <b>Contextualise</b>	Christmas-Jesus' birth <b>Communicate</b>	Easter- Symbol of new life-eggs/life cycle <b>Communicate</b>		Key event, change- moving on, transition	
<b>Year 1</b>	Harvest – Thanking (Christianity/ Judaism) <b>Contextualise</b>	Christmas Journeys – Journeys end <b>Communicate</b>	Passover – remembering <b>Enquire</b>	Palm Sunday- welcoming <b>Enquire</b>	Special books- The Torah and Bible <b>Evaluate</b>	Special stories – Story(from Judaism) <b>Evaluate</b>
<b>Beech Year 2</b>	Belonging in Judaism – Belonging <b>Contextualise</b>	Advent and Hannukah – Candle light as a symbol <b>Communicate</b>	Change – people Jesus met <b>Enquire</b>	Easter- sadness to happiness <b>Enquire</b>	Special Places -special (church/synagogue) <b>Apply</b>	Rules- rules and values in a community <b>Apply</b>
<b>Maple (2016-17)</b>	Raksha Bandhan - Protection <b>Contextualise</b>	The Annunciation - faith <b>Communicate</b>	Holi – Good and Evil <b>Apply</b>	Paschal candle - Ritual <b>Enquire</b>	Arti Ceremony -Ritual <b>Evaluate</b>	God Talk - God <b>Communicate</b>
<b>Maple (2017-18)</b>	Mahashivrati - Devotion <b>Contextualise</b>	Angels - Angels <b>Evaluate</b>	Creation stories - Creation <b>Enquire</b>	Easter - the key events Suffering <b>Apply</b>	Cycle of life and re-birth- Samsara (reincarnation) <b>Communicate</b>	Making Choices- Temptation <b>Evaluate</b>
<b>Oak (2016-17)</b>	The Power of God - power <b>Evaluate</b>	The two birth narratives - interpretation <b>Apply</b>	Water as a symbol – symbol <b>Contextualise</b>	The Empty Cross - symbol <b>Enquire</b>	Journey of Life – Rites of passage <b>Evaluate</b>	Umma - Community <b>Communicate</b>
<b>Oak (2017-18)</b>	Eid-UI-Fitr – Ritual <b>Contextualise</b>	The Magi and their gifts - Prophecy <b>Apply</b>	Eid-UI-Adha – Sacrifice <b>Contextualise</b>	Easter – What happened next? - Resurrection <b>Enquire</b>	Muhammed and the Qu'ran - submission <b>Evaluate</b>	Christian Miracle Stories – Jesus as divine <b>Communicate</b>

# Science - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
<b>Willow</b>	Seasons- (ongoing) similarities and differences  Human body/senses/label		Animals- carnivores, herbivores, omnivores  Materials-describe properties, compare, group & name		Plants- name common & wild garden plants, describe structure Animals identify, describe & compare fish, amphibians, reptiles, birds & mammals		Information books, including labelled pictures on wall
<b>Beech</b>	Observe changes in local environment throughout the year- .Longitudinal study (on going) Uses of everyday materials		Animals and their offspring- Lifecycles, what animals need to survive Plants life cycles and needs for survival		Living things and their habitats - Minibeasts		Vegetable plot- plants needs for survival/.life cycle, longitudinal study
<b>Maple (2016-17)</b>	Rocks Forces and Magnets		States of Matter		Light Sound		
<b>Maple (2017-18)</b>	Animals including humans (2 units)		Electricity		Living things and their habitats Plants		
<b>Oak (2016-17)</b>	Animals including humans: Heart, health and the circulatory systems		Electricity and circuits Evolution and inheritance		Life Cycles and reproduction Living things and their habitats including microorganisms		
<b>Oak (2017-18)</b>	Forces including gravity Earth and Space		Properties and changes of materials		Light and shadows The Eye		

# History and Geography KS1 - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
Willow	Place knowledge: local area, where we live. Basic geographical vocabulary- ongoing  Similarities and differences between seasons-ongoing		Name, locate, identify the four countries of the united kingdom, capital cities, surrounding seas.  History: changes within living memory. Toys/Technology		Name and locate the world's seven continents and five oceans		Map work - locating continents, oceans and countries Daily measurement of temp, rainfall - identify seasonal /daily weather patterns
Beech	Field work - map of Appleshaw, use compass directions, aerial photographs Local study - What was Appleshaw like 100 years ago? How has it changed?		Great explorers- Neil Armstrong, Christopher Columbus - events beyond living memory that are significant nationally/globally, lives of significant individuals in the past.		Compare small area of UK to small area of contrasting non- european country.		



# History and Geography KS2 - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maple (2016-17)	<b>Changes in Britain from Stone Age to Iron Age</b>		<b>Place Knowledge</b> Study and compare physical and human geography of a region of Great Britain, Europe, South America (Cornwall, Brittany, Rio) <b>Human and physical geography; describe and understand key aspects of biomes</b> (link to rainforests in Brazil)		<b>The Roman Empire and its impact on Britain</b>	
Maple (2017-18)	<b>Location knowledge</b> Ancient Egypt - River Nile Study <b>Ancient civilization- Ancient Egypt</b>		<b>Human Geography:</b> types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. A tale of three cities: Dublin (R.Liffey), London (R.Thames) of Rome (R.Tiber).		<b>A local historical study</b> - Andover	
Oak (2016-17)	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> <b>Crime and Punishment</b>		<b>Human and physical geography; locational knowledge (volcanoes and earthquakes)</b> Extreme Earth		<b>Village settlers: Cities and regions of the UK</b> (Link to Anglo-Saxons and Vikings) <b>Anglo-Saxons and Vikings</b> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Oak (2017-18)	<b>Locational knowledge</b> Mayan Civilisation <b>Mayan Civilisation</b> - a non-European society that provides contrasts with British history		<b>Place knowledge</b> <b>Human and physical geography</b> North and South America		<b>Locational knowledge</b> Ancient Greece <b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world	

# Art - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
Willow	Control paintbrush/crayon - draw human body Mix primary colours Using vegetables/leaves & objects to print. Artist- Giuseppe Arcimboldo		Draw/paint animals  Junk model materials		Sculpt		Drawing Painting Mixing colours Printing (e.g. leaves,vegetables) Modelling Using and mixing different media Collage
Beech	Andy Goldsworthy- Natural art, sculpture	Clay - pinch pots	Paint - colour mixing Lowry landscape	Drawing/pastels - still life - plants, fruit	Printing/pastels		
Maple (2016-17)	Printing - including a famous artist		Learn about a great artist, Bridget Riley. Create your own 'Op Art'.		Printing - including a famous artist		Drawing and painting - to be linked to topic work each term.
Maple (2017-18)	Clay - Thumb pots/coil pots Moulding into shape Canopic Jars				Clay - joining, hatching, mark making		
Oak (2016-17)	Drawing Fashion and Textiles: - Sculpture		Famous artist: Kandinsky		Drawing Bayeaux Tapestry- Sculpture / famous art		
Oak (2017-18)	Drawing - Mayan masks Sculpture (Paper and paste over wire)				Drawing - ancient Greek artefacts Greek Vases - Sculpture: (Paper and paste)		

# Design Technology - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
Willow	Holding scissors- cutting along a straight line, curved line and a shape		Drawing/ painting, human & animal features, make split pin animals that join & move		Choose materials that combine together & float  Mix ingredients to create a cake/biscuit.		Junk modelling, mobilo, duplo, wooden blocks, water play (pipes), crates, plastic boxes, 'big construction'  Tools: Pencil, crayon, paint brush,scissors,sellotape, blu tac, split pin,double sided tape, masking tape
Beech	Design & make scarecrows for Hampshire Schools' Scarecrow competition. Use a range of tools, recycled materials and joining techniques.		Design, make and evaluate Wheeled vehicle - explore and use axles, wheels,		Fruit salad (world comparisons- food) Understand principles of healthy diet,where food comes from, use knife. <i>Moving pictures (illustrate a food chain) explore mechanisms (levers, sliders)</i>		
Maple (2016-17)			<i>Food technology - linked to study of contrasting locations</i> <b>Technical knowledge of electrical systems</b> - link to Rio carnival				<b>Design, make and evaluate</b> - as part of each Art and DT project
Maple (2017-18)			<b>Technical knowledge of structures</b> - Bridges (link to rivers topic)				
Oak (2016-17)			<b>Technical knowledge</b> - computing to program, monitor and control				
Oak (2017-18)			<b>Technical knowledge of structures</b> -			<i>Food technology - linked to Ancient Greece</i>	

# French - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maple (2016-17)</b>	Simple greetings Numbers to 10 Asking simple questions	Colours Months of the Year More questions (e.g. When is your birthday?) French Nativity	Further number work (to 59) Days of week Shrove Tuesday Common Foods	Action words French Alphabet Easter + culture/traditions	Healthy eating/foods Likes and dislikes	Pets Questions/answers I have/I have not
<b>Maple (2017-18)</b>	Greetings Numbers to 20 Asking simple questions	Colours Parts of the body and associated nouns/adjectives Using pronouns Christmas culture/traditions	Clothes Zoo animals and associated nouns/adjectives Quantifiers Using pronouns	Family and associated nouns and adjectives Possessive pronouns I have/have not Easter traditions/culture	Traditional stories Role Play Performance Hobbies Likes/dislikes	Travelling to France Maps Regions Transport Climate Culture
<b>Oak (2016-17)</b>	Revise numbers Keeping healthy through sports/exercise 'Je vais' Using connectives	Foods and food groups Cultural differences (food and mealtimes) Writing a school dinner menu Christmas traditions	'Tens' numbers Numbers to 100 French Breakfasts French Cafe (speaking and listening, e.g. through taking orders)	Weather - Vocab and grammar French weather poem Compass directions Where I live	Comparing English/French towns, learning associated vocab Revising compass directions Asking questions Directional language Time	
<b>Oak (2017-18)</b>	Classroom routines and objects Occupations	Clothes Giving reasons/justifying opinions Family Quantifiers using adjectives Christmas traditions	Houses and homes - associated vocabulary (nouns and adjectives) Prepositions		Going on holiday to France Climate, transport, accommodation Further verb work and associated vocabulary	

# Computing - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
Willow	E-safety: Learn how to use technology safely and respectfully						Use of BeeBots, BeeBot maps
Beech	<b>E-safety:</b> Learn how to use technology safely and respectfully and keep personal information private <b>Coding:</b> Use BeeBots to create and debug simple programs. <b>Digital Literacy:</b> Introduction to GApps, create and share a Google Doc and a Slideshow		<b>E-Safety:</b> Learn how to identify where to go for help and support regarding concerns about content or contact on the internet or other online technologies. <b>Coding:</b> Learn how to use coding blocks ( <a href="https://blockly-games.appspot.com/">https://blockly-games.appspot.com/</a> ) to create simple algorithms <b>Digital Literacy:</b> Introduction to Google Classroom. Pupils and teacher to use Classroom to share and organise work.		<b>E-Safety:</b> Devise rules for keeping safe online <b>Coding:</b> Introduction to SCRATCH (e.g. Dressing Up programme) <b>Digital Literacy:</b> Continue to practise using GApps to create and share purposeful documents.		Web searches Creating word documents and slideshows e-safety
Maple (2016-17)	<b>E-safety:</b> Learn how to use technology safely, respectfully and responsibly <b>Coding:</b> SCRATCH <b>Digital Literacy:</b> Google Docs		<b>E-safety:</b> Learn how to recognise acceptable/unacceptable behaviour <b>Coding:</b> NETWORKS: The Internet <b>Digital Literacy:</b> Web Design		<b>E-safety:</b> Learn how to identify a range of ways to report concerns about content and contact. <b>Coding:</b> SCRATCH <b>Digital Literacy:</b> Google Slides		Web searches Creating word documents, slideshows, spreadsheets Sharing and collaborating e-safety
Maple (2017-18)	<b>E-safety:</b> Learn how to use technology safely, respectfully and responsibly <b>Coding:</b> SCRATCH <b>Digital Literacy:</b> Google Sheets		<b>E-safety:</b> Learn how to recognise acceptable/unacceptable behaviour <b>Coding:</b> NETWORKS: Understanding Search Engines <b>Digital Literacy:</b> Web Design		<b>E-safety:</b> Learn how to identify a range of ways to report concerns about content and contact. <b>Coding:</b> SCRATCH <b>Digital Literacy:</b> Google Forms		
Oak (2016-17)	<b>E-safety:</b> Learn how to use technology safely, respectfully and responsibly <b>Coding:</b> SCRATCH <b>Digital Literacy:</b> Google Docs		<b>E-safety:</b> Learn how to recognise acceptable/unacceptable behaviour <b>Coding:</b> NETWORKS: The Internet <b>Digital Literacy:</b> Web Design		<b>E-safety:</b> Learn how to identify a range of ways to report concerns about content and contact. <b>Coding:</b> CAD: SKETCHUP <b>Digital Literacy:</b> Google Slides		
Oak (2017-18)	<b>E-safety:</b> Learn how to use technology safely, respectfully and responsibly <b>Coding:</b> SCRATCH <b>Digital Literacy:</b> Google Sheets		<b>E-safety:</b> Learn how to recognise acceptable/unacceptable behaviour <b>Coding:</b> NETWORKS: Understanding Search Engines <b>Digital Literacy:</b> Web Design		<b>E-safety:</b> Learn how to identify a range of ways to report concerns about content and contact. <b>Coding:</b> CONTROL <b>Digital Literacy:</b> Google Forms		

# PE- Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
Willow	Games	Games	Games	Games	Games	Games	
Beech	Multi -skills	Multi -skills	Tag rugby	Tag rugby	Athletics	Athletics	
Maple (2016-17)	Netball	Rugby	Rugby	Netball	Cricket	Athletics	
Maple (2017-18)	Netball	Rugby	Rugby	Netball	Cricket	Athletics	
Oak (2016-17)	Netball	Rugby	Rugby	Netball	Cricket	Athletics	
Oak (2017-18)	Netball	Rugby	Rugby	Netball	Cricket	Athletics	

# Music - Long Term Overview

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
Willow							
Beech	Listen2Me - instrumental teaching						
Maple (2016-17)			Listen2Me - instrumental teaching				
Maple (2017-18)			Listen2Me - instrumental teaching				
Oak (2016-17)					Listen2Me - instrumental teaching		
Oak (2017-18)					Listen2Me - instrumental teaching		

# Year R - English Curriculum

## Reading

### Phonics:

Phase 1 (7 weeks)

Phase 2 until christmas

Children begin to blend cvc's,  
individual reading starts

Phase 3 starts spring term until  
February half term

Continued 1:1 reading &  
independent or teacher led phonic  
games

Phase 4 until end of Summer term,  
1:1 reading including independent  
phonic/word reading activities

## Writing (grammar & cohesion)

Uses some clearly identifiable  
letters, representing some  
sounds correctly and in  
sequence

Writes own name

Attempts to write short simple  
sentences in meaningful  
contexts which are phonetically  
plausible

## Spelling

Spell some high frequency words  
correctly (the, to, and)



# Year 1 - English Curriculum

## Reading

Know 40 GPC's & blend sounds in unfamiliar words using these sounds

Know and read 100% of the common exception words

Read words with contractions (I'm, I'll) & common suffixes (ed,ing) & understand function of apostrophe

Read age-appropriate texts fluently in green book band

## Writing (grammar & cohesion)

Can form 0-9 digits correctly

Can form 100% lower case letters correctly & form capital letters

Sequence grammatically correct sentences, punctuated with (capital letter,full stop) to form short narratives & re-read them

Know the terms letter,capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark & begin to use them & know the terminology.

Joining words & clauses using 'and'

## Spelling

Words containing each of the 40+ phonemes taught

Can spell 100% of the common exception words for year 1

Spell the days of the week

Apply simple spelling rules-i.e use the prefix 'un', suffix ed,ing,er,est where no change is needed to root word,adding 's' or 'es'.

# Year 2 - English Curriculum

## Reading

Revise and consolidate year 1 GPC phonic knowledge to decode unfamiliar words.

Read words containing common suffixes and further common exception words

Read accurately without overt sounding and blending and re-read books to build fluency and confidence

Make inferences, answer and ask questions and predict what could happen next on the basis of what is said and done.

## Writing (grammar & cohesion)

Write narrative about their own and others experiences (fictional and real) Re-read and edit their writing with support

Use capital letters, full stops, exclamation & question marks, commas for lists and apostrophes for contracted forms and possession.

Use sentences with different forms and know terminology

Use present and past tense mostly accurately

Use expanded noun phrases

Use co-ordination and subordination

## Spelling

Revise phase 5 GPC and make correct choice of grapheme for phoneme.

Spell all year 2 common exception words

Homophones and near-homophones

Apply spelling rules for year 2

Add suffixes- ment,-ness,-ful, -less ,-ly

Words with contracted forms

Singular possessive apostrophe

# Lower Key Stage 2 - English Curriculum

## Reading

Read accurately and at a speed that is sufficient for them to focus on understanding.

Be able to decode most new words outside their spoken vocabulary, making good approximation to the word's pronunciation.

Develop their understanding and enjoyment of stories, poetry, plays and non-fiction and learning to read silently.

If decoding is difficult listen to new books, hearing and learning new vocabulary and grammatical structures and discussing these.

## Writing (grammar & cohesion)

To be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.

Develop as writers, enhance their effectiveness of what they write as well as increasing their competence.

Range of writing, more varied grammar, vocabulary and narrative structures which they express their ideas.

Begin to understand how writing can be different from speech.

Become familiar and confident in using language in a greater variety of situations (audiences and purposes)

## Spelling

Spell words as accurately as possible using phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Spelling of common words and common exception words.

Suffixes

Prefixes

Possessive apostrophe with plural words

Homophones/near-homophones

# Upper Key Stage 2 - English Curriculum

## Reading

Read wide range of texts at age-appropriate level with accuracy and pace.

Work how to pronounce unfamiliar words with increasing automaticity and determine the meaning of the word. Read widely and fluently inside and outside of school for pleasure and information.

Summarise - draw details from within and across paragraphs.

Draw inferences making justifications for their viewpoint.

## Writing (grammar & cohesion)

Pupils should be able to write down their ideas quickly.

Grammar and punctuation will be broadly accurate.

Enhance effectiveness of writing through vocabulary and grammar choices; reflect on audience and purpose.

Use a range of cohesive devices such as: noun phrases, relative clauses, subordinate clauses, conjunctions, prepositions, adverbials and the full range of punctuation.

Use verb forms correctly

## Spelling

Apply spelling rules taught so far to unfamiliar spellings.

Proof-read for spelling errors

Use and understand the addition of prefixes and suffixes

Spell words with silent/unstressed letters

Distinguish between homophones and other words which are often confused

Use dictionaries to check the spelling and meaning of new words

Use a thesaurus

# Year R - Maths Curriculum

## Number

knows basic colours

Recognise 1-5 by October, 6-10 by Christmas, 15 by Feb, 20 by Easter

Select the correct numeral and count objects reliably 1-5,10,20

1 more 1 less from a group of 5 then 10,15,20 objects

Compare sets of objects (more/fewer)

Estimate,

Add & subtract using two single digits and record using marks they can explain

## Shape & Space

Basic 2D & 3D name and describe properties

Use everyday language to talk about weight, capacity to compare quantities & objects & solve problems

recognise, create and describe patterns

Use everyday language to talk about time

## Measures

Orders two or three items by length or height

Can describe position such as 'behind', 'next to'

Use everyday language to talk about money

# Year 1 - Maths Curriculum

## Place Value

Count to & across 100, forwards & backwards from any given any given number

Count, read & write numbers to 100 in numerals and writing words to 20

Given a number, identify one more, one less

Count in multiples of twos to 20, fives to 50 & tens to 100 at least

## Calculating

Add & subtract one digit & two digit numbers to 20 inc zero, using concrete objects & pictorial representations & missing number problems. Know and use number bonds and related subtraction facts within 20

Can solve one-step problems involving multiplication & division, using arrays with support

Can recognise, find and name a half as one of two equal parts of an object, shape or quantity & a quarter.

## Shape, Space, Measure, Statistics

Can recognise and name common 2-D shapes- rectangle, square, circle, triangle. 3-D shapes- cube, cuboid, pyramid, sphere

Describe position, direction & movement inc whole, half, quarter & three quarter turns

Can compare, describe & solve practical problems for: weight/mass. Capacity/volume. Time, lengths & heights

Can measure lengths & heights

Can tell the time to the hour & half past the hour & draw the hands on a clock face

Use language relating to days, weeks, months, years

# Year 2 - Maths Curriculum

## Place Value

Compare and order numbers to 100 using  $<$   $>$   $=$ .

Read and write numbers to 100 in numerals and words.

Use Place value and number facts to solve problems

Count in steps of 2,5,3 from 0 and in 10s from any number forwards and backwards.

## Calculating

Recall and use addition and subtraction facts for 20 and derive facts related or 100

Solve problems using addition, subtraction, multiplication and division.

Calculate mathematical statements for multiplication and division within the two, five and ten times table.

Recognise, find, name and write fractions ( $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ ) of a length shape, set of objects or quantity.

Solve simple problems in a practical context that involves  $+$   $-$  of money of the same unit including giving change

## Shape, Space, Measure, Statistics

Name, describe properties of, compare and sort common 2D and 3D shapes

Use mathematical language to describe, position, direction and movement

Choose and use appropriate standard units to estimate and measure ( read scales) length/height, mass, capacity and temperature

Interpret and construct simple tally charts, pictograms and block diagrams.

Tell and write time to quarter to /past

# Lower Key Stage 2 - Maths Curriculum

## Place Value

Fluent with the concept of place value - recognise the place value of each digit in a three digit number.

Count from 0 in multiples  
4,8,50,100/ 6,7,9,25

Solve problem including simple fractions and decimal place.

Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number

## Calculating

Increasingly fluent with the four operations.

Add and subtract numbers with up to three/four digits, using formal written methods of columnar addition and subtraction.

Use mental methods to calculate two-digit X single-digit problems (grid method)

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

## Shape, Space, Measure, Statistics

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Estimate, compare and calculate different measures, including money in pounds and pence.

Tell and write the time to the nearest minute on analogue and 12/24 hour digital clocks. (roman numerals)

Identify right angles and compare other angles (greater than/less than)

Identify horizontal/vertical/perpendicular and parallel lines



# Upper Key Stage 2 - Maths Curriculum

## Place Value

Read, write, order and compare numbers up to 10,000,000.

Count forwards and backwards in powers of 10.

Read Roman numerals to 1000(M).

Use negative numbers in context and calculate intervals across zero.

Round numbers to a given degree of accuracy.

Identify the value of digits to 3 decimal places.

## Calculating

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiply multi-digit numbers up to 4 digits by a 2 digit number using the formal written method of long multiplication.

Divide numbers up to 4 digit by a two digit whole number using the formal method of long division,

Use estimation to check answers to calculations; determine the degree of accuracy

Perform mental calculations, including with mixed operations and large operations

## Shape, Space, Measure, Statistics, Fractions, Decimals and Percentages

Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities

Convert and calculate with measures

Know that angles are measured in degrees; estimate and compare acute, obtuse and reflex angles

Solve problems which require knowing percentage and decimal equivalents of fractions with a denominator of: a multiple of 10 or 25; halves, quarters and fifths

# Key Stage 1 - Science Curriculum

## Working Scientifically

Asking simple questions & recognising that they can be answered in different ways

Observing closely, identify and classify, perform simple tests, gathering data

## Biological Science

**Year 1: Plants**, identify & name a variety of common wild & garden plants inc trees & identify & describe the basic structure

Animals; identify & name common animals inc fish, amphibians, reptiles, birds & mammals. Also carnivores, herbivores & omnivores. Describe & compare the structure of common animals, identify, name, draw & label the basic parts of the human body & associate sense

**Year 2: Living things and their habitats**-explore difference between things that are living, dead, never been alive. Identify how things are suited to their habitats and how their basic needs are provided for. Describe simple food chain

**Plants** - describe how seeds and bulbs grow into plants/ how plants need light, water suitable temperature to stay healthy.

**Animals including humans** have offspring which grow into adults, describe basic needs of animals for survival, describe importance for humans of exercise, a healthy diet and hygiene

## Physical Science

**Year 1:** observe changes across the four seasons, observe and describe weather & day length.

**Materials;** identify & name a variety of everyday materials, describe the physical properties, compare & group together on this basis.

**Year 2: Uses of everyday materials** -Identify & compare the suitability of everyday materials for particular uses. Find out how shapes of everyday materials can be changed by stretching, squashing, twisting etc

# Lower Key Stage 2 - Science Curriculum

Working Scientifically

Biological Science

Chemical Science

Physical Science

# Upper Key Stage 2 - Science Curriculum

## Working Scientifically

Plan different types of scientific enquiries to answer questions. Take measurements using a range of equipment and record data and results in tables and graphs. Report, present and explain their findings

## Biological Science

Describe: the differences in the life cycles of animals; process of reproduction in some plants and animals; changes as humans develop to an old age; how living things are classified into broad group according to their features.

Recognise that; living things have changed over time; fossils provide information about living things that inhabited the Earth millions of years ago; that living things produce offspring of the same kind but are not normally identical

Identify how plants/animals adapt to their environment.

## Chemical Science

Compare and group materials.  
Know that some dissolve in liquid and know how to recover some from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated.

Demonstrate that dissolving, mixing and changes of state are reversible changes and sometimes result in the formation of new materials.

## Physical Science

Describe: the movement on the Earth and other planets relative to the Sun; the movement of the Moon relative to Earth; the Sun, Earth and Moon as spherical bodies.

Be able to explain why day and night occurs.  
Explain what gravity is and the effects of water/air resistance and friction. Recognise forces at work within mechanisms.

Recognise that light travels in straight lines and from light sources to our eyes.

Associate the brightness of a light/sound with voltage. Use recognised symbols with circuit diagrams.