

# Curriculum Overview



## ENGLISH

From the Early Years through to the end of Year 6, all pupils regularly create and make books for publishing their writing. To enrich and enhance their writing, their writing is for purpose and for a specific audience and often written 'from experience' (eg inspired by a visiting author). Throughout the year we hold whole school House writing competitions and each week we celebrate with the whole school quality writing produced by individual children. To improve the quality of the presentation children have daily handwriting practise until it is no longer necessary. We hold a House poetry reading competition and all classes: have a class reader (ie a book regularly read to them); take part in paired reading time (reading with another class); enjoy regular time in the library and time in the day is allocated for them to read for pleasure. Pupils in Years 5 & 6 receive externally provided training to become 'Reading Leaders' so they can skilfully support children in lower years with improving their reading skills. Drama is incorporated into literacy teaching sequences to deepen understanding of selected texts and to inspire imaginative and creative writing.

	Autumn	Spring	Summer
<b>Years 1&amp;2</b>	Writing a non-fiction text about animals using the books 'What would you do with a tail like this?' and 'Penguins'. Animal based stories using 'Augustus and his Smile' and 'Meerkat Mail' as inspiration. Phonics. Reading comprehension. Handwriting, spelling and grammar.	Castles, Homes and Gardens - TBC	Seaside - TBC
<b>Year 3</b>	Fiction writing based on The Beasties. Topic-based non-fiction report writing. Poetry writing based on how to be a pirate. Diary writing based on Charlie the Chimney Sweep. Reading comprehension activities. Ongoing spelling strategies, grammar and handwriting.	Stories from other cultures: reading Gregory Cool by Caroline Binch and writing stories in a Caribbean setting. Non-fiction report writing about rainforests, following the Eden Project visit. Poetry linked to the rainforest Non-fiction instruction writing for playing games Reading comprehension activities. Ongoing spelling strategies, grammar and handwriting.	Fiction based on the story 'I Don't Believe it Archie' by Andrew Norriss Writing non-fiction reports about the discovery of Tutankhamen's tomb. Fiction based on an alternative traditional tale 'Ratpunzel' by Charlotte Guillain Non-fiction instruction writing linked to science work about plants. Reading comprehension activities. Ongoing spelling strategies, grammar and handwriting.
<b>Year 4</b>	Fiction story writing based on Leon and the Place Between. Poetry writing based on Paint Me a Poem. Topic-based non-fiction writing linked to Ancient Greece.	Fiction story writing based on Firebird. Non-fiction writing linked to Ancient Rome e.g. Boudicca's rebellion	Fiction story writing based on King of the Birds by Helen Ward. Non-fiction writing - based on A walk in London by Salvatore Rubbino. Pupils' writing will relate to the River Torridge and Appledore. Non fiction - writing based on A Drop in the Ocean

			Pupils' writing will provide information about the water cycle.
<b>Year 5</b>	Various writing genre based on Beowulf and writing riddles.	Various writing genre based on The Snow Leopard and George and the Big Bang.	Various writing genre based on Dreamtime Stories and Aesop's Fables.
<b>Year 6</b>	Poetry Fiction genre – story Non-fiction report. Historical Narrative Grammar	Fiction/Narrative – Story openings. Adding detail to sentences. Non Fiction – Inventing a gadget and designing a leaflet to advertise it. Using precise instructions. Fiction – Detailed description of a location. Letter writing – examining formal and informal text.	Article related to local area. Narrative story writing.

## **MATHS**

The maths areas covered each term are:

Number Sense – focuses on developing children's use of number, place value and rounding.

Geometric Reasoning- develops pupil's understanding of properties of shapes and to consider the position, direction and movement of shapes.

Multiplicative Reasoning – promotes children's knowledge and application of multiplication and division and applying to word problems.

Measurements and statistics (data handling) - integral in all areas of maths, encouraging children to develop their using and applying skills. Where possible purposeful cross curricular links are made.

In order to develop the pupils' fluency, reasoning and problems solving skills, we also have specific dedicated lessons (FRuPS) that promote and encourage the children to fully engage in investigations and explore, and expand upon, their understanding. Similarly, we also plan maths sessions that are based outdoors or are developed alongside a story. At least once a year we also have a dedicated maths week, where we encourage relatives to come and join in our work.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Years 1-6</b>	Years 1-6: Number and place value; addition and subtraction; multiplication and division; fractions; measurement; properties of shapes and position and direction Years 2-6: Statistics Years 3-6: Fractions, including decimals Years 5-6 Fractions, including decimals and percentages Year 6 – Ratio and proportion and algebra		

## **SCIENCE**

Pupils' learning in science involves an investigative approach and hands-on learning experiences. Teachers organise House science days and develop links with the local community. Use is made of Bideford College 'Lab on Loan' resources.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Years 1&amp;2</b>	Seasonal Changes (on-going throughout the year) Animals, including humans. Forces and Movement	Materials and their uses Living things and their habitats	Living things and their habitats Light and Dark/Electricity
<b>Year 3</b>	Animals, including humans; skeletons & exoskeletons. Animals, including humans; nutrition	Rocks; sorting and classifying by type, how they are formed and how fossils are formed.	Light – why we need light, how light is reflected, how shadows are formed and how shadows change size

		Forces;magnets and friction.	and position. Plants – parts of flowering plant, how to grow plants, how water is transported through plants and the life cycle of a flowering plant.
<b>Year 4</b>	Working Scientifically : Digestive system in humans; identify the different types of teeth in humans and their simple functions; food chains Begin sound.	Continuation of investigating Sound. Electricity including constructing simple circuits & drawing them and finding which materials are the best electrical conductors.	Living Things and their habitats States of Matter including grouping materials whether they are solids, liquids or gases. The Water Cycle
<b>Year 5</b>	Properties and changes of materials	Earth and Space, Forces	Living things and habitats, Animals, including humans
<b>Year 6</b>	Living things and their habitats – the classification system. Inheritance and Evolution: Study of Mary Anning, Darwin and Wallace & Mendell. Comparing offspring with parents and investigating how plants/animals are adapt to habitats.	Electricity – awareness of the number and voltage of cells used in the circuit, compare and give reasons for variations in how components function and recognise symbols when representing a simple circuit in a diagram. Light – understanding of how light travels and how objects are seen	Animals including humans - identify and describe functions of main parts of the human circulatory system, understand the impact of diet, exercise, drugs and lifestyle on the way their bodies function and describe the ways in which nutrients and water are transported within animals, including humans.

## **GEOGRAPHY & HISTORY**

Children are given opportunities to explore and geographically compare different cultures today as well as in the past. They participate in first hand learning experiences through visiting experts, workshops and performances as well as class trips. They develop the ability to place significant people, events and eras on a historical timeline and explore the legacy of those who have lived before us through first and second hand historical evidence.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Years 1&amp;2</b>	World Geography – Animals and their habitats. Continents and Seas. History – Toys and games through the ages. Famous person – Gerald Durrell.	History of houses. Castles. Key Question: How would you defend your castle?	History – Seaside holidays, how have they changed in the last 100 years. Local geography (fire station, lifeboat station) Grace Darling
<b>Year 3</b>	'Our Class Museum', exploring how a museum is set up, how to research using first and second hand evidence and looking at a timeline of British History from the stone age until today. Children in Victorian Times – wealthy & working	Contrasting locality overseas – The Caribbean, comparing lifestyle, environment and location.	Ancient Egypt When in history the Ancient Egyptians lived, how they lived, how their society was structured, artwork, how they treated the dead and the impact they had on the world.
<b>Year 4</b>	Life in Ancient Greece	Roman Invaders : How did the arrival of Romans affect life in Britain?	Rivers The River Torridge including its source.
<b>Year 5/6 A</b>	The Tudors – Who were they and what is their legacy? How has this impacted on us today? What evidence is their locally of Tudor times?	Y5: Famous explorers and scientists connected to space History of spacecraft (The Apollo missions, The Space Shuttle, The International Space station etc)	Local study: Map skills: How to use an atlas to locate places. The use of co-ordinates (linked to 4 quadrants in maths). Planning a journey.

		Y6: Science	World continents, countries and capital cities, key rivers and mountain ranges. Link to more local geography on OS maps.
<b>Year 5/6 B</b>	The Anglo-Saxons, The Vikings		Africa

## RELIGIOUS EDUCATION

Our curriculum follows the agreed Devon syllabus for religious education. The syllabus encourages the children to explore meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. As children progress, they gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. Children “learn about” and “learn from” religions and worldviews. It is our aspiration that children develop an awareness and understanding of key religions through first-hand experience of a different faith or religion each year by visiting a place of worship and/or meeting a believer of a different faith. The R.E. curriculum and regular assemblies play a significant role in preparing pupils positively for life in modern Britain and supporting their spiritual, moral, social and cultural development.

	Autumn	Spring	Summer
<b>Year 1</b>	All about me	Celebration	Belonging
<b>Year 2</b>	Belonging	Leaders and Teachers	Symbols
<b>Year 3</b>	People we look up to	Signs and sybols	Journeys
<b>Year 4</b>	Inspirational People with a focus on Christianity and Islam	Religion and the Individual Trip to Exeter cathedral and a mosque.	Religion, Family and Community
<b>Year 5</b>	Faith and the Arts, visit to St Marys Church	Beliefs in Action, visit to Sikh Temple	It Matters to me, it matters to others
<b>Year 6</b>	Beliefs and Questions	Beliefs In Action in The World	The Journey of Life and Death

## PHYSICAL EDUCATION

Throughout the year use is made of our playground, hall, field and jungle area to ensure pupils: develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy, active lives. To achieve this, pupils in the early years have access to physical development equipment and receive Leap into Life, a dynamic movement programme delivered by teachers to inspire children to move with fluency, accuracy and confidence. As the children progress through the school they: use running, jumping, throwing and catching in isolation and combination for preparation for and us in specific sports; play appropriately competitive games and apply basic principles of attacking and defending; perform dances; take part in outdoor adventurous activity challenges, locally and further afield on residential trips; compare and improve their performance and that of others; specific sport workshops delivered by external coaches; are given opportunity to join school-run sports clubs and participate in intra-school House sport tournaments and competitions, inter-school fixtures, festivals and competitions.

	Autumn	Spring	Summer
<b>Years 1&amp;2</b>	On-going Leap into life Cooperative problem solving and team games	Ongoing Leap into life Dance – inspired by Indian dance	Ongoing leap into life Swimming, Athletics
<b>Year 3</b>	Fitness, Cross country, Tag rugby, Netball and Gymnastics	Fitness, Cross country, Tennis, Handball and Dance	Fitness, athletics, cricket, rounders and gymnastics
<b>Year 4</b>	Tag Rugby, net/ racket, gymnastics, and dance ship wreck.	Swimming, handball and cross country	Cricket, athletics, rounders and outdoor and adventurous education
<b>Year 5</b>	Gymnastics, tag-rugby, swimming and outdoor and adventure	Dance, cross country and handball	Cricket, athletics and rounders

<b>Year 6</b>	Athletics and fitness – personal goals Invasion Games – (benchball, netball, tag rugby, handball) team work, applying basic principles. Dance – linked to Tudor topic. Gymnastics – using apparatus.	Ball skills – tennis, handball Gymnastics – developing flexibility and control of movements. Linking ideas to create small performances. Invasion games – football.	Striking and Fielding Team games – rounders, cricket. Athletics – personal goals in throwing, running and jumping. Dance – developing own performances.
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## ART & DESIGN

All children have access to and use of a range of high quality arts and DT resources and tools and the opportunity to look at and talk about the work of different artists and make in every art and DT session. They are given the opportunity to enter our House art competition and are involved in local art competitions and projects. Children make links with Bideford College Art and DT department and each class has an Arts' Ambassador. Each child in Key Stage 2 has a sketchbook and children's artwork is displayed in our school gallery which demonstrates progression from Foundation Stage through to Year 6. Children are given the opportunity to work towards an Arts Award (Discover in Key Stage 1 and Explore in Key Stage 2) through Appledore Arts Club.

	Autumn	Spring	Summer
<b>Years 1&amp;2</b>	Collage, Textiles D&T making vehicles  Gallery display: Regatta posters, Collage & Textiles Making products for the Christmas Fayre	Sculpture D&T - puppets (sewing) - Year One: Cooking (Rolling) - Year Two: Cooking (chopping/grating)  <i>Burton Gallery Schools Exhibition</i> <i>Gallery display: Sculpture, Printing</i>  <i>Year One: Discover Arts Award</i>	D&T lighthouse toy Drawing / Painting Graftas/Regatta poster Competition  Gallery Display: Burton Art work (drawing and painting). DT (construction)
<b>Years 3&amp;4</b>	Design winged shoe Mechanical pop-up book.  Gallery display: Regatta posters, Collage & Textiles DT - Year Three: Cooking (beating) Making products for the Christmas Fayre	Sculpture Burton Gallery Schools Exhibition  Gallery display: Sculpture, Printing DT - Year Four: Cooking (peeling/slicing)  Year Three: Tangled Theatre workshop	DT - construction Cooking Graftas/Regatta poster competition  Gallery Display: Burton Art work (drawing and painting).
<b>Years 5&amp;6</b>	Collage, Textiles Daniel Bye Arts Award Project with Beaford Arts and ACCT.  Gallery display: Regatta posters, Collage & Textiles Making products for the Christmas Fayre	Sculpture <i>Burton Gallery Schools Exhibition</i> <i>Bideford Art Department workshops</i>  <i>Gallery display: Sculpture, Drawing and Painting</i>  <i>Year Five: Tangled Theatre workshop</i>	Design and technology Graftas/Regatta poster Competition Gallery Display: Burton Art work (drawing and painting). DT (construction) DT - Year Five: Cooking (kneading) - Year Six: Cooking (Combining skills, cooking a meal)

## PSHE

Through lessons, circle times and assemblies, our children participate in a structured PSHE programme that blends the principles of Every Child Matters (ECM) and the themes of SEAL (Social, Emotional Aspects of Learning). Based on the children's age and needs, including flexibility to change the order it is taught to respond to what is currently relevant, it includes: anti-bullying education; careers; citizenship; drugs education; emotional health and well-being; healthy eating; safety education and sex and relationship education. Seven relevant themes, derived from SEAL, are also explored: new beginnings; say no to bullying; getting on and falling out; going for goals; good to be me; relationships and changes. Aspects of the PSHE curriculum are also explored in assemblies and specific activities (eg anti-bullying week, including collaborative projects with other schools, Esafety training, becoming a 'super learner'), all of which also contribute towards preparing pupils positively for life in modern Britain and supporting their spiritual, moral, social and cultural development.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Years 1&amp;2</b>	New Beginnings (class rules and expectations)	Good to be me, Going for goals and New Year Resolutions.	Relationships and changes
<b>Year 3</b>	New beginnings/safety education, anti-bullying and getting on and falling out	Going for goals, good to be me and drugs education	Relationships and changes
<b>Year 4</b>	New Beginnings, getting on and falling out and keeping safe	Going for goals, good to be me and drugs education	Relationships and changes
<b>Year 5</b>	New Beginnings and getting on and falling out	Going for Goals, good to be me, drug education and emotional health and wellbeing	Relationships, changes, sex education and citizenship
<b>Year 6</b>	New Beginnings/ Safety Education Getting on and Falling out/Anti- Bullying Education	Going for Goals, good to be me, drug education and emotional health and wellbeing. Preparing for SATs – pressure and resilience.	Relationships and changes. Transition preparation.

## LANGUAGES

In our Foundation Stage Unit and Key Stage 1, pupils are introduced to some of the different languages and cultures around the worlds. Depending on age, this includes:

- pre-prepared sessions, between 5-20minutes and typically in French
- play-based activities such as songs, playground games, listening to stories and simple sorting activities, in a variety of languages that includes French, Spanish, Chinese, Indian and African
- Introduction to short phrases for simple role play (eg meeting and greeting)

In Key Stage 2 the sessions become longer. They retain the element of learning through practical and play-based activities, while developing the children's ability to converse in the language and eventually write in the language. French is the core language taught in Key Stage 2.

At present, the development of our children's language skills is at an early stage. As a result, the schedule below currently includes aspects of repetition across year groups and this is necessary until all children have a base level of understanding and skills before they can tackle the content for their year group. Therefore, some of the content described above is at present an aspiration.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Greetings	Counting	Colours and songs in French
<b>Year 2</b>	Greetings and Counting	Instructions and classroom language	Instructions, counting and singing in French
<b>Year 3</b>	Greetings and Counting	Instructions. Colours, food and about myself (eg age, name etc)	Days of the week, singing and responding to questions
<b>Year 4</b>	Greetings and Counting	Instructions. Colours, food and about myself (eg age, name etc)	Days of the week, singing and responding to questions

<b>Year 5</b>	Places on the high street, directions & time of day	Instructions. Colours, food and about myself (eg age, name etc)	Weather & learning weather phrases
<b>Year 6</b>	Greetings and counting	Instructions. Colours, food and about myself (eg age, name etc)	Days of the week, months of the year and singing in French

## COMPUTING

Our computing curriculum aims to ensure all pupils:

- are responsible, competent users of information and communication technology
- understand and apply the fundamental principles of computer science
- analyse and solve problems in computational terms

For the children to achieve the above they have access to laptops on our portable trollies for use in discrete computing lessons and use embedded across the curriculum, be it planned or spontaneous. Pupils become aware for the need for remaining safe when using the internet through the delivery of our progression of Esafety skills. This delivery includes specific programmes of lessons in both computing and PSHE, frequent refreshers and reminders when using It equipment and external training provided for all children by a skilled CEOPs practitioner.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Years 1&amp;2</b>	e-Safety, programming	Programming and Data handling	Word processing, internet
<b>Year 3</b>	e-safety, internet for research & data handling	Using Powerpoint and Word to present information Using the internet to research Data handling in Maths and Science	Coding Using the internet to research Data handling in Maths and Science Word processing and powerpoint presentations across curriculum
<b>Year 4</b>	e- Safety – CEOPs, efficient Searching of the Internet and data handling	Multimedia - using Powerpoint to present information, thinking about font style and size and adding images. Using a keyboard confidently and using a spell checker to review work. Technology in our Lives - using the World Wide Web to research safely and efficiently.	Handling Data and programming
<b>Year 5</b>	Computer programming using scratch & e-safety	Multi-media presentation linked to space topic	Control and programming
<b>Year 6</b>	e- Safety – CEOPs and handling data	Control and programming	tbc

## MUSIC

In music the children learn how to play a musical instrument each year and typically this take place during the summer term. Each ten week block will involve children learning the basic technique of a range of instruments throughout their time in school (eg steel pans, drums, violins, ukulele.) At the end of the unit of work there will be a performance to the school and to parents. During the Autumn Term, all classes contribute to a Harvest Festival. For the Foundation Stage children singing songs to parents in the school hall and for Key Stage 1 and 2 singing songs to parents in the village hall. At Christmas, children in the FSU and Key Stage 1 perform a Christmas play to the school and parents and Key Stage 2 have a Christmas Carol Concert in the village hall. All classes sing a couple of songs to each other during our own carol concert in the school hall at the end of term.

Weekly whole school singing sessions will take place during the spring term, where the houses will have a 'sing off', choosing a song to learn and perform to the other houses and then teach it.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Years 1&amp;2</b>	Composing and singing	Listening & appraising Singing	Performance Singing
<b>Year 3</b>	Listening and appraising – music from different historical periods	Composing – background music for a rainforest video	Performance
<b>Year 4</b>	Rhythm – creating ostinati	tbc	Performance - drumming
<b>Year 5</b>	Composing and singing in rounds	Journey to the Planets and listening and appraising	Performance - Steel Pans and The Mix Music Festival
<b>Year 6</b>	Listening and Appraising - high-quality live and recorded music drawn from different traditions and from great composers and musicians. Developing understanding of the history of music.	Composing - listen with attention to detail and recall sounds with increasing aural memory and improvise and compose music for a range of purposes using the inter-related dimensions of music	Performance - Steel pan drums