

Wrockwardine Wood CE Junior School

Curriculum Policy Autumn 2021

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Curriculum intent

Our intent is to provide our children with an engaging, exciting and creative curriculum, rooted in our Christian values and our mission statement: love, laughter and learning. We will aspire to be an innovative and inspiring learning community, where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually.

Our curriculum will enable pupils to develop the resilience to persevere with their learning, to investigate, reason and reflect, within a learning community that encourages taking risks and making decisions. We aim to provide a curriculum which enables and enhances purposeful learning, ensuring depth, breadth, balance and progression of knowledge and skills.

We are fully committed to developing each child's unique potential, within a secure and caring environment where every child's mental health and wellbeing is strengthened, developing lifelong values which enable them to contribute meaningfully to their local community and successfully navigate an increasingly complex national and global community.

Mission Statement

Our school community will ignite the ability in all to 'Love, Laugh and Learn', recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our core Christian values, will empower all to flourish emotionally, socially, spiritually and academically, confidently knowing that 'all things are possible with God' (Matt 19:26).

Our Core Christian Values are:

Thankfulness, Respect, and Courage.

We will be thankful for our learning and in everything we do, knowing that all things are possible with God.

We will respect and love others, knowing that all things are possible with God.

We will have courage with fun and laughter, knowing that all things are possible with God.

Our vision and motto, alongside our values, are exemplified through our school mission statement. We will:

- Nurture a community where strong caring relationships, built on Christian values, promote good mental health and wellbeing in which everyone feels loved, cherished and thankful for the gifts and talents that God has given us and others.
- Respect ourselves and others knowing that there is something extraordinary and wondrous in everything and in everyone.
- Provide a rich, varied and creative curriculum that ignites the joy and wisdom of learning so that all know 'nothing is impossible with God'.
- Value collective worship and times for spiritual reflection that enhances and provides opportunities for spiritual development.
- Develop a PSHE and RSE curriculum that empowers all to be respectful towards and sensitive to the wants and needs of others.
- Have the courage, perseverance and resilience needed to face the challenges of modern Britain and the wider global community.

Aims

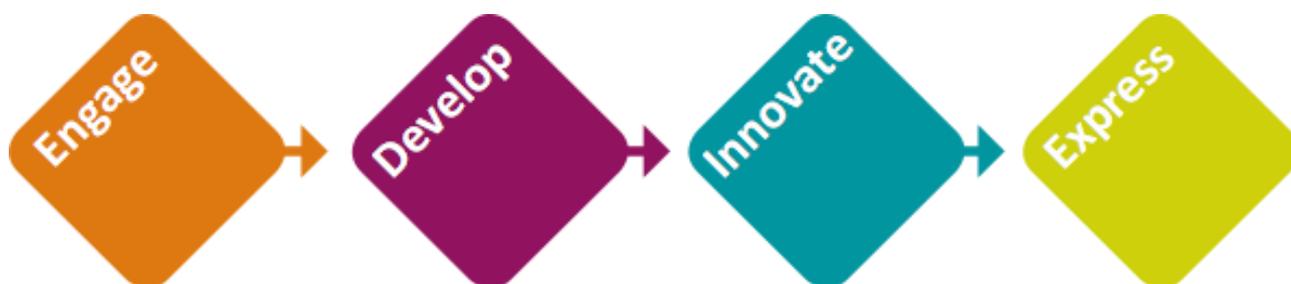
- ▶ Engage children through interesting topics and hands-on activities.
- ▶ Make meaningful links between subjects.
- ▶ Develop children's skills, knowledge and understanding of a range of themes and concepts.
- ▶ Make effective connections to the real world.
- ▶ Help children to think creatively and solve problems.
- ▶ Develop children's capacities to work independently and collaboratively.
- ▶ Enable children to make choices about their learning.
- ▶ Take account of children's interests and fascinations.

Our approach:

- ▶ develops children to the best of their abilities
- ▶ helps children to find their passions and interests
- ▶ facilitates children's acquisition of knowledge, skills and understanding
- ▶ helps children to develop intellectually, emotionally, socially, physically and morally
- ▶ assists children in becoming independent, responsible, useful, confident and considerate members of the community
- ▶ promotes a positive attitude towards learning, so children enjoy coming to school
- ▶ helps children to acquire a solid basis for lifelong learning
- ▶ creates and maintains an exciting and stimulating learning environment
- ▶ ensures that each child's education has continuity and progression
- ▶ enables children to contribute positively within a culturally diverse society

Structure

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking.



The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural (SMSC) development. See how in [Appendix A \[Cornerstones pedagogy\]](#).

The focus for teaching and planning in each Cornerstone is as follows.

Engage

- ▶ hook learners in with a memorable experience
- ▶ set the scene and provide the context
- ▶ ask questions to provoke thought and interest
- ▶ use interesting starting points to spark children’s curiosity

Develop

- ▶ teach knowledge to provide depth of understanding
- ▶ demonstrate new skills and allow time for consolidation
- ▶ provide creative opportunities for making and doing
- ▶ deliver reading, writing and discussion across the curriculum

Innovate

- ▶ provide imaginative scenarios for creative thinking
- ▶ enable and assess the application of previously learned skills
- ▶ encourage enterprise and independent thinking
- ▶ work in groups and independently to solve problems

Express

- ▶ encourage reflective discussion by asking questions
- ▶ provide opportunities for shared evaluation
- ▶ celebrate success
- ▶ identify next steps for learning

Memorable Experience

Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children. This may also be an exciting practical activity in school which enables the children to investigate and research using physical resources and artefacts. An overview of the memorable experiences for the school can be found in [Appendix B \[Curriculum maps\]](#).

Curriculum design for KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last a half term throughout the school and all children will be focusing on the same curriculum area. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Programme of study:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	D and T	Geography	Art	Geography / History	Music

During the Summer Term one of the four areas taught earlier in the year will be covered again using a different theme driver. Any curricular gaps will also be filled with a week long focus unit.

Curriculum maps showing the coverage and structure for each year group can be found in [Appendix B \[Curriculum maps\]](#).

Links to English

Each unit of work is closely linked to the English curriculum. A high quality aspirational text is assigned to each unit of work and closely linked to the theme wherever possible. This then drives the English work for the half term through comprehension and writing activities linked to the book being studied. Key vocabulary is identified and shared with the children through a knowledge organiser kept on their desk, they can refer to this when supporting their writing across the curriculum. This helps to build the children's vocabulary and use of technical terminology, all of which is linked to the foundation subject and book being studied.

Subject coverage

History

Pupils will participate in at least one history unit of work each year, enabling them to build upon key historical skills and knowledge throughout their school career. Different historical periods will be taught through an exciting thematic and cross curricular approach to learning. Pupils will be taught key substantive concepts, such as monarchy and invasion. At the start of each unit of work, the pupils will be introduced to the topic through a memorable experience to engage and enthuse them. These can include exciting activities in school, visits to museums and historical sights or workshops delivered by specialist teachers. Following this, the pupils will create 6 Big Questions that they would like to answer by the end of the unit of work. Teachers use these questions to

direct their planning and the children's learning, ensuring that they have been taught the knowledge to answer their questions by the end of the half term. The Cornerstones scheme of work enables teachers to plan and deliver lessons that enrich the pupils' historical knowledge and enable them to build on prior learning and historical skills. During their history lessons, pupils will have opportunities to explore a range of artefacts and historical sources to encourage critical thinking.

Geography

Geography, which is delivered as part of our 'Cornerstones' curriculum, is all about the world around us. At Wrockwardine Wood Junior School, our learning in Geography develops a curiosity and fascination about the world's physical and human characteristics, encouraging children to learn and explain the world around them. We teach pupils about diverse places, people, resources, and natural and human environments. Learning builds a deep understanding of the Earth's key physical and human processes too. Teachers aim to enrich children's knowledge and understanding of each aspect of geography by building on prior attained skills and knowledge from previous years as well as introducing new key concepts according to their year group. Our children will learn about global and local environments and where possible, receive a practical approach to learning. They will develop their geographical skills by interpreting a range of sources of geographical information, including maps, diagrams, globes, and aerial photographs appropriate to their year group.

Art

Pupils will participate in at least one Art unit of work each year, enabling them to build upon key skills and knowledge throughout their school career. Concepts will be taught through an exciting thematic and cross curricular approach to learning. At the start of each unit of work the pupils will be introduced to the topic through a memorable experience, these can include exciting activities in school, visits to museums and art galleries and workshops delivered by specialist teachers. Within the teaching of art, the children will be given the opportunity to experience a wide range of mediums including charcoal, acrylic, gouache, watercolours, 3D modelling and pastels. The children will be taught how to colour mix and create many different effects using an array of brushes and tools. Alongside creating pieces of art work, the pupils will be taught how to critically explore and analyse art work and art forms, they will develop an understanding and appreciation of many famous artists and art movements. The pupils are given Art projects with end goals such as creating an art gallery or brightening up an outside area within the school.

Design and Technology

Pupils will participate in at least one Design and Technology unit of work each year, enabling them to build upon key skills and knowledge throughout their school career. Concepts will be taught through an exciting thematic and cross curricular approach to learning. At the start of each unit of work, the pupils will be introduced to the topic through a memorable experience these can include exciting activities in school, visits to museums and workshops delivered by specialist teachers. Following this the children will complete a series of lessons taking them through the full design process. We believe it is crucial that all children have experience of following the design process from start to finish to ensure they fully develop an inquisitive and practical approach to problem solving and designing products.

The Design process:

- Explore existing products.
- Evaluate effectiveness of products.
- How can they be improved?

Focused Practical Tasks (FPT's).

- Looking at joining materials.
- Creating effects.
- Levers, mechanisms, pop up devices.

Design.

- Initial designs and final design.
- Instructions of how to make.
- Make – record using photographs.

Evaluate.

- Like / dislike.
- Compare
- Future considerations and alterations to initial design and specifications.
- Future considerations and alterations

Health and Safety in Design and Technology

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.

Risk assessments for the use of tools and glue guns can be found in the related subject folder for Design and Technology. Risk assessments should be accessed prior to lessons that require the use of tools.

Subject Leader holds a Level 1 and 2 Food hygiene certificate.

Design and Technology Resources

Resources are stored in the cupboard outside 5C. Each unit of work has a box that holds specific tools and materials. Subject leader should be informed as these boxes need restocking with consumables. Alongside a range of tools, we have a fully equipped and working kitchen.

Music

Music is taught once a year during the summer term. During this area of focus children will develop their skills of singing and playing a wide range of instruments musically with increasing confidence and control. They will also develop an understanding of musical composition,

organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Throughout the cornerstones units they will be given many opportunities to compose and perform their own pieces of music to audiences. They will also develop their own tastes in music and learn to analyse and critique a wide range of genres of music from many different cultures and composers.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics, RE, Computing and PE. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.

Progression of skills and knowledge

Teachers ensure that the coverage of skills and acquisition of knowledge is carefully planned for throughout each unit of work. A clear sequence of skills and knowledge are planned out for each curriculum area [These documents are called Progression maps and can be provided on request] these are used by teachers to inform planning and ensure that the children are taught all of the correct skills for their year group. The children then build upon these each year. Prior to the start of a unit of a work, each teacher meets with the subject manager to discuss content and coverage. This enables the subject manager to have a clear overview of what is happening throughout the school, quality assure pitch and ensure that there is a clear progression of skills and knowledge throughout the school. Formal assessment does not take place for the foundation subjects however at the end of each unit of work the children complete a task which requires them to apply all of their knowledge and skills.

Monitoring

Foundation subjects are monitored when they are a whole school area of focus through the cornerstones curriculum.

During this period, subject leaders will be mentored by T Cartwright (Headteacher) in the evaluation of their curriculum area. As part of this process they will undertake a learning walk and lesson observations, they will also complete book scrutiny and pupil interviews. During all of these, they will focus on the progression of skills and knowledge throughout the school. The process will enable them to effectively evaluate the teaching within their subject area and ensure that there is clear and accurate progression in the teaching with the key skills taught. The knowledge learnt is in line with the National curriculum and cornerstones scheme of work.

Following all monitoring, findings will be shared with LMT and governors. Teacher and teaching Assistants / HLTAs will be given individual and whole school feedback following each of the evaluation processes, which will outline key areas of success and areas of improvement. All areas of improvements will be given timescales for completion and further evaluation.

Governors will conduct monitoring alongside subject leaders throughout the year. Subject areas are assigned to governors as their area of focus, they will liaise with subject leaders and conduct scrutiny alongside them, the findings of which will be shared during full governor meetings.

Pupil Ambassadors are also being given the opportunity to accompany Governors and leaders on their learning walks to encourage them to articulate areas of strength and development from a pupil's perspective. This enables them to understand their pupil voice is valued and they too can drive the curriculum. It provides an opportunity for the pupils to articulate what they need in order to make progress and enjoy the curriculum.



What is pedagogy?

Pedagogy, pronounced peh-duh-go-jee, originates from the Greek word paidagogos, comprising of two root words: paidos (child) and agogos (leader). Today, we use the word pedagogy to mean the art or science of teaching children, but it is often confused with the curriculum itself. However, as Ofsted points out in the new inspection framework, 'The curriculum is distinct from pedagogy.'

Put simply, pedagogy is the way that the teacher delivers the content of the curriculum to the pupils – for example, the teaching style used and theories employed. Teachers may use different pedagogical approaches depending on the age of the pupils, the content being delivered, and the research they have read.

What are the different pedagogical approaches?

Read any publication that takes education as its major theme and you'll undoubtedly find lively debate over the two leading schools of pedagogical thought. Commonly referred to as traditional (trad) and progressive (prog), these two opposing approaches can create an unhelpful polarisation in professional debate. Here at Cornerstones, we have our own third option, one which we see as a more centrist approach, blending aspects of both methods for maximum impact. More about this later. The table below simplifies some of the main characteristics of each method, although this is far from an exhaustive list.

Pedagogical approach	Teacher	Skills vs knowledge	Techniques	Resources
Traditional	A teacher centred pedagogy, which places the teacher at the centre of the learning process.	An emphasis on knowledge, rather than skills.	Whole class teaching, rote learning, modelling and demonstration. Subjects are taught in a <u>top-down</u> way.	Textbooks, workbooks, use of quizzes and <u>knowledge organisers</u> .
Progressive	A more child centred approach where learners can play an active role in the learning process.	A more enquiry based approach with an emphasis on the acquisition of skills.	Project work and enquiry based learning. Individual and group work. Thematic or topic based curriculum content.	Hands on experiences, the environment and personalised materials.

Centrist	A balance of teacher led and enquiry based activities.	<u>A balance of both skills and knowledge.</u>	A mix of all of the above, as appropriate to meet the needs of the school context and learner cohort.	A balance of all of the above, as appropriate.
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Why is pedagogy important?

A secure understanding of your chosen pedagogy is essential for effective teaching. When excellent pedagogical content knowledge complements a clear overarching pedagogy, the result is outstanding classroom practice.

Of course, a well thought out pedagogy will not only improve the quality of teaching but also the way pupils learn. Having an established method of delivery allows consistency across the school that helps children progress seamlessly across year groups, allowing a greater focus on the teaching of key concepts. Moreover, a well thought out pedagogy can help children move beyond basic memorisation and comprehension, to complex learning processes like analysis, evaluation and creation. Consistency of approach also enables children to employ good learning habits and helps them to understand expectations.

‘Develop a consistent, shared language within and between schools and phases to support high standards.’

What makes great pedagogy and great professional development: final report National College for Teaching & Leadership

How do schools decide on an overarching pedagogy?

Pedagogy is a continually evolving phenomenon. Researchers are constantly thinking and talking about how children learn and effective schools take account of research based ideas when designing their approaches to delivering their curriculum.

Schools need to make sure that everyone is clear about how to deliver their curriculum and on what pedagogy it is constructed. They need to develop a conceptual model and build a curriculum around it.

Schools with an explicit pedagogy are much more able to participate in a professional dialogue about how children learn and have a clear and coherent approach to teaching across the school.

During this process, leaders and teachers may ask themselves questions, such as:

- How can we make our school curriculum accessible to all our learners?
- What beliefs do we hold about learning and how will they be linked to our curriculum?
- How can we ensure that we present the curriculum so that the information can be retained and used to support new learning?
- How can we ensure that the children become independent learners, problem solvers and creative thinkers?
- What balance do we want between teacher and pupil talk?
- Do we want active or passive learners?
- What else do we want to provide for our children besides declarative knowledge?

The pedagogy used in any school should reflect the needs of the learner and the beliefs of the school and should enable the curriculum to be taught effectively.

What does Ofsted say about pedagogy?

Ofsted state in the Education inspection framework that the curriculum is distinct from pedagogy. They expect schools to have developed an ambitious, carefully planned and sequenced curriculum and expect teachers to deliver the curriculum well. The inspectorate does not advocate any specific pedagogy. However, it does state that in implementing the curriculum, leaders and teachers should have good subject and pedagogical knowledge. In the new inspection framework, Ofsted include the following judgement aspect for inspectors when looking at the effectiveness of leadership and management: 'leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.'

Teachers are expected to present subject matter clearly and in sequence, and to help children to remember what they have been taught. Ofsted also stress that teachers must enable learners to integrate new knowledge into larger concepts. Any pedagogical approach must ensure that these criteria are met.

The Cornerstones approach to teaching and learning

The Cornerstones pedagogy is based on four distinct stages. These stages are: Engage – Develop – Innovate – Express, also known as the Four Cornerstones. These four distinct stages give clear direction for both teaching and learning as set out in the following illustration. They provide a consistent approach to pedagogy that provides a flexible framework for schools to build their curriculum. While the Four Cornerstones provide schools with a basis on which to deliver the curriculum, the beauty is in the degree to which it can be adapted to meet a school's context and any research they have undertaken.

If you are looking to review your pedagogy and the way you deliver your curriculum, there is much to consider. But what is clear is that you should know what your pedagogy is, be able to articulate it and be confident that it fully meets the needs of the children you teach.

Engage

Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and talk about their prior learning. They are introduced to the required baseline knowledge to support future learning.

Develop

Develop is a longer stage, where children delve more deeply into the theme, explore and acquire new skills and knowledge, revisit previously acquired skills and knowledge, make links between subjects, explore, make, read and write for a variety of purposes across the curriculum.

Innovate

Innovate is a crucial opportunity for children to return to previous skills and knowledge and apply them in new contexts.

Express

Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

Asking Questions

Asking children the right questions is a vital part of the pedagogical process. Listed below are some questions you may find useful when getting started in each stage of learning. They can be used as part of a display, as table questions or within your planned activities.

Engage

1. What do you know about...?
2. What do you want to find out more about...?

3. What interests you about...?
4. What do you think we should do next?
5. What would happen if...?
6. Why do you think that...?
7. Can you explain why...?

Develop

1. Can you explain how...?
2. What is your plan?
3. Why is that information important?
4. What do you need help with?
5. What resources will you need?
6. What do you think, so far, about...?
7. What have you found out about...?
8. Why did that happen?

Innovate

1. What is the problem with...?
2. What do you know about...?
3. What do you need to think about?
4. What do you need to do first?
5. Can you think of ways to solve this problem?
6. How many ideas can you think of?
7. Which is your best idea?
8. What resources will you need?
9. What is your plan?
10. Why do you think that?
11. How can you improve...?
12. How might you change...?
13. Is it working?
14. What happens next?
15. Who can help?

Express

1. What have you learned?
2. What else would you like to find out about...?
3. Which part of the project did you find most challenging?
4. Which part of the project did you enjoy the most?
5. What progress have you made during this project?
6. Which skills have you mastered?
7. How would you like to share what you have learned?
8. How can you celebrate your learning?
9. What do you think you need to revisit?

Appendix B: Curriculum Maps:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Gods and Mortals—Greeks History	Scrumdiddlyumptious— Healthy Biscuits D and T	Wild Weather Geography	Urban Pioneers Art	Emperors and Empires— Romans History	Heroes and Villains Music
Year 3/4	Tribal Tales Through the Ages History	Mighty Metals— pneumatics D and T	Rocks, Relics and Rumble Geography	Fantastic Photography Art	Vikings and Anglo Saxons History	Appreciation Study a new artist each week Music -
Year 4	1066 How far can an arrow fly? History	D and T Textiles Christmas	Road Trip USA Geography	Blue Abyss (sculptures) Art	Sow, grow and farm Geography—	Playlist- music of the C20th Music
Year 5	Off with their head— Tudors History	Scream Machine—Models, gears and control tech D and T	Local area study Geography	Time traveller Art	Misty Mountain – using maps, water cycles, human and physical features, rivers of the world Geography	Alchemy Island atmospheric music, composing rehearsing and editing. Music -
Year 5 / 6	Egyptians History	Bridges (structures) D and T	Beast Creator - Rainforests and Deforestation Geography	Star Gazers Art	Battle of Britain (WW2) History	Music Appreciation— Study a new artist each week Music
Year 6	Fallen fields (WW1) History	Cam Creations - models, cam mechanisms. D and T	Frozen Kingdoms - Features of the Polar Regions Geography	Gallery Rebels Art	Revolution (Victorians) History	Music - Hola Mexico - Mexican music, notation.

Year 3	Autumn Term 2021		Spring Term 2022		Summer Term 2022	
National and whole school events	Macmillan cake day Black History Month	Anti-bullying wk Children in Need Road Safety Week Guy Fawkes Day	Internet Safety Children's mental Health week	Comic Relief Sports Relief Healthy Eating International Women's day	Shakespeare's Day Dogs Trust Walk to School Week Christian Aid Week	Road Safety Week British Values and equality day
Assemblies Tuesday/In class	Safeguarding Children's board	Anti-bullying St Andrew's Day – 30 th Nov Children in Need Road Safety Remembrance day Be Bright Be Seen	Internet Safety	St David's Day – 1 st March St Patrick's Day – 17 th March Healthy Eating	St George's Day – 23 rd April Walk to School	Road Safety
Jigsaw Theme	Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Value	Mutual respect and tolerance	Rule Of Law Democracy and Individual Liberty	Mutual Respect and tolerance	Democracy and Individual Liberty	Mutual Respect and Tolerance	All values
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
	Autumn Term 1st Half	Autumn Term 2nd Half	Spring Term 1st Half	Spring Term 2nd Half	Summer Term 1st Half	Summer Term 2nd Half
Cornerstones topic	Gods and Mortals Greeks - History	Scrumdiddlyumptious— Healthy Biscuits - D and T	Wild Weather - Geography	Urban Pioneers Art	History Emperors and Empires— Romans History	Heroes and Villains Music
Quality Text	Myths and Legends	Charlie and the Chocolate Factory Roald Dahl	King of the Cloud Forest— Michael Morpurgo	The Family from One End Street— Eve Garrett	Goose Guards Roman Tales—Terry Deary	101 Dalmations Dodie Smith
Subject Area English	Myths and legends Recounts	Recipes and instructions Adverts (persuasion) Shape poetry	Diary entries Explanations	Letters Fables Poetry (clerihews)	Adventure stories Non-chronological reports	Playscripts Free verse poetry using similes and metaphors
Love to Read focus Poetry / Non Fiction	Poetry	Non-Fiction	Poetry	Non-Fiction	Poetry	Non-Fiction
Maths White Rose Hub	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division	Number: Place Value Number: Addition and Subtraction and Division	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Measurement: Money Statistics Measurement: Time	Number: Addition and Subtraction Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions	Number: Addition and Subtraction Number: Multiplication and Division Number: Fractions Measurement: Time	Number: Fractions Geometry: Properties of Shape Measurement: Mass and Capacity
Science	States of matter	Electricity	WS unit	Living things and their habitats	Animals including humans	Sound

RE	What do Christians learn from the creation story? What is the Trinity?	What does it mean to be a Sikh in Britain today? ?	What kind of world did Jesus want?	Why did Christians call the day Jesus died Good Friday?	Is life like a journey? (Christianity & Islam)	How do the five pillars help Muslims express their faith?
Computing	Esafety: Cyberbullying Computing: Systems and Networks	Esafety: To buy or not to buy Computing: Animation	Esafety: Keep it to yourself Computing: Desktop publishing	Esafety: Emailing Computing: Branching Databases	Esafety: Online Communication Computing: Sequence in Music	Esafety: Party Planners Computing: Events and actions
PE Indoor	Health related exercise	Dance	Gym	Invictus	Swimming	Multi-skills
PE Outdoor	Football	Hockey	Tennis	Orienteering	Cricket	Athletics
MFL	Getting to Know You	All about me	Food glorious food	Time	Family and Friends	Our school

Year 3/4	Autumn Term 2021		Spring Term 2022		Summer Term 2022	
National and whole school events	Macmillan cake day Black History Month	Anti-bullying wk Children in Need Road Safety Week	Internet Safety	Comic Relief Sports Relief Healthy Eating	Shakespeare's Day Dogs Trust Walk to School Week	Road Safety Week
Assemblies Tuesday/In class	Safeguarding Children's board	Anti-bullying St Andrew's Day – 30 th Nov Children in Need Road Safety Remembrance day Be Bright Be Seen	Internet Safety	St David's Day – 1 st March St Patrick's Day – 17 th March Healthy Eating	St George's Day – 23 rd April Walk to School	Road Safety
	Autumn Term 1st Half	Autumn Term 2nd Half	Spring Term 1st Half	Spring Term 2nd Half	Summer Term 1st Half	Summer Term 2nd Half
Cornerstones topic	Tribal tales History	Mighty Metals D and T	Rocks, Relics and Rumbles (Ammonite) Geography	Fantastic Photography Art	Vikings and Anglo-Saxons History	Music Appreciation Music
Quality Text	Stig of the Dump Clive King	The Iron Man Ted Hughes	Firework Maker's daughter Phillip Pullman	The Secrets of Vesuvius Roman Mysteries	Eric the Viking— Terry Jones	Music Lyrics
Subject Area English	Adventure Story Non Chron Report Descriptive Narrative	Haikus Letter Writing Instructions	Diary Entries Explanations	Persuasion Recount	Historical Fiction Limericks Newspaper Reports	Poetry / Free Verse Biographical / recount writing Narrative genre
Maths White Rose Hub	Number: Place Value Number: Addition and Subtraction Number: Multiplication	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Number: Fractions	Number: Fractions Measurement: Mass and Capacity Measures: Length and Perimeter	Number: Addition and Subtraction Number: Multiplication and Division Number: Decimals (including Money) Measurement: Time	Geometry: Properties of Shape (Including Y4 Position and direction) Geometry Statistics
Science	States of matter	Electricity	WS unit	Living things and their habitats	Animals including humans	Sound
RE	What do Christians learn from the creation story? What is the Trinity?	What does it mean to be a Sikh in Britain today? ?	What kind of world did Jesus want?	Why did Christians call the day Jesus died Good Friday?	Is life like a journey? (Christianity & Islam)	How do the five pillars help Muslims express their faith?
Computing	Esafety: Cyberbullying Computing: Desktop Publishing	Esafety: To buy or not to buy Computing: Presenting Information	Esafety: Keep it to yourself Computing: Using Logo	Esafety: Emailing Computing: Microbit	Esafety: Online Communication Computing: Sequencing Sounds	Esafety: Party Planners Computing: Scratch Animations
PE Indoor	Health related exercise	Dance	Gym	Invictus	Swimming	Multi-skills
PE Outdoor	Football	Hockey	Tennis	Orienteering	Cricket	Athletics

MFL	Y3: Getting to Know You Y4: All around town	Y3: All about me Y4: On the move	Y3: Food glorious food Y4: Going shopping	Y3: Time Y4: Where in the world	Y3: Family and Friends Y4: What's the time	Y3: Our school Y4: Holidays and hobbies
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Year 4	Autumn Term 2021		Spring Term 2022		Summer Term 2022	
National and whole school events	Macmillan cake day Black History Month	Anti-bullying wk Children in Need Road Safety Week	Internet Safety	Comic Relief Sports Relief Healthy Eating	Shakespeare's Day Dogs Trust Walk to School Week	Road Safety Week
Assemblies Tuesday/In class	Safeguarding Children's board	Anti-bullying St Andrew's Day – 30 th Nov Children in Need Road Safety Remembrance day Be Bright Be Seen	Internet Safety	St David's Day – 1 st March St Patrick's Day – 17 th March Healthy Eating	St George's Day – 23 rd April Walk to School	Road Safety
	Autumn Term 1st Half	Autumn Term 2nd Half	Spring Term 1st Half	Spring Term 2nd Half	Summer Term 1st Half	Summer Term 2nd Half
Cornerstones topic	1066 History	Textiles Christmas D and T	Road Trip USA Geography	Blue Abyss sculpture Art and Design	Sow, grow and farm Geography	Playlist- music of the C20th Music
Quality Text	Alice in Wonderland Lewis Carroll	A Christmas Carol (Charles Dickens) Lesley Sims	The Indian in the Cupboard Lynne Reid Banks	Nim's Island Wendy Orr	Secret Garden Frances Hodgson	Kensuke's Kingdom Michael Morpurgo
Subject Area English	Soliloquies, instructions, poetry- Tetractys	poetry - Free verse , adventure stories, explanation texts	non-chronological reports, myths and legends	Biographies, persuasive writing	Diaries, Leaflets, and science dilemma story	Poetry- kennings , Short narrative/silent movie, recount
Maths White Rose Hub	Number: Place Value Addition and Subtraction Multiplication and Division	Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division	Number: Place Value Addition and Subtraction Multiplication and Division Measures: Area Fractions	Fractions Decimals	Addition and Subtraction Multiplication and Division Decimals Money	Statistics Properties of Shape Position and Direction Time
Science	States of Matter	Earth and Space	Electricity	Living things and their habitats	The digestive system	Sound
RE	What do Christians learn from the creation story? What is the Trinity?	What does it mean to be a Sikh in Britain today? ?	What kind of world did Jesus want?	Why did Christians call the day Jesus died Good Friday?	Is life like a journey? (Christianity & Islam)	How do the five pillars help Muslims express their faith?
Computing	Esafty: Cyberbullying, searching and personal information Computing: Systems and networks	Esafty:Searching Computing:Audio Editing	Esafty:Copyright and plagiarism Computing: Photo editing	Esafty:Personal information Computing: Data Logging	Esafty: Online communities and communication Computing Programming – repetition in shapes	Esafty:Assessment Computing: Programming: repetition in games
PE Indoor	Health related exercise	Dance	Gym	Invictus	Swimming	Multi-skills
PE Outdoor	Football	Hockey	Tennis	Orienteering	Cricket	Athletics
MFL	All around town	On the move	Going shopping	Where in the world	What's the time	Holidays and hobbies



Year 5	Autumn Term 2021		Spring Term 2022		Summer Term 2022	
National and whole school events	Macmillan cake day Black History Month	Anti-bullying wk Children in Need Road Safety Week	Internet Safety	Comic Relief Sports Relief Healthy Eating	Shakespeare's Day Dogs Trust Walk to School Week	Road Safety Week
Assemblies Tuesday/In class	Safeguarding Children's board	Anti-bullying St Andrew's Day – 30 th Nov Children in Need Road Safety Remembrance day Be Bright Be Seen	Internet Safety	St David's Day – 1 st March St Patrick's Day – 17 th March Healthy Eating	St George's Day – 23 rd April Walk to School	Road Safety
	Autumn Term 1st Half	Autumn Term 2nd Half	Spring Term 1st Half	Spring Term 2nd Half	Summer Term 1st Half	Summer Term 2nd Half
Cornerstones topic	Off with their head— Tudors History	Scream Machine—Models, gears and control tech D and T	Local Area Geography study Geography	Time traveller Art	Misty Mountain – using maps, water cycles, human and physical features, rivers of the world Geography	Alchemy Island atmospheric music, composing rehearsing and editing. Music
Memorable experience	Stokesay castle	In school rollercoaster challenge	Visit Middle Pool	Bury a time capsule	Visit Ironbridge and the River Severn	Music Heroes concert
Quality Text	Treason Berlie Doherty	The Boy Who Swam With Piranhas David Almond	Charlotte's Web (this year) E.B. White Explorer Katherine Rundell	War of the Worlds Usborne Young Readers	The Wind in the Willows Kenneth Graham	Earthsea: Wizards of Earthsea Ursula Le Guin
Subject Area English	Recounts Mystery stories Play scripts	Poetry Haiku/Senryu/Renga Adverts Explanation texts	Newspaper reports Information texts Poetry Free Verse	Biographies Persuasive letters	Instructions Non chronological reports	Fantasy narrative Poetry Free verse Graphic novel
Maths White Rose Hub	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Perimeter and Area Statistics	Addition and Subtraction Multiplication and Division Fractions	Addition and Subtraction Multiplication and Division Fractions Decimals and Percentages	Addition and Subtraction Multiplication and Division Decimals Volume	Properties of Shape Position & Direction Converting Units
Science	Evolution and inheritance	Living things and their habitats	SATS/ WS	Electricity	Light	Animals including humans
RE	Creation and science: conflicting or complimentary?	Why do some Sikhs choose to become part of the Khalsa?	Christian Aid and Islamic Relief: Can they change the world?	What difference does the resurrection make for Christians?	How can following God bring freedom and justice?	What will make our community a more respectful place? (Multi-faith)
Computing	Esafety - Spam Computing: Computer systems and networks, sharing information	Esafety: Citations and plagiarism Computing: Vector Drawing	Esafety: Passwords Computing: Video Editing	Esafety: Fake Photography Computing: Flat file databases	Esafety: Online safety story Computing: Selection in physical computing	Esafety: Online safety comics Computing: Selection in quizzes
PE Indoor	Health related exercise	Dance	Gym	Types of training	Multi-skills	Swimming

PE Outdoor

Football

Hockey

Tennis

Orienteering

Rounders

Athletics

MFL

Getting to know you

All about ourselves

That's tasty

Family and friends

School life

Time travelling



Year 5/6	Autumn Term 2021		Spring Term 2022		Summer Term 2022	
National and whole school events	Macmillan cake day Black History Month	Anti-bullying wk Children in Need Road Safety Week	Internet Safety	Comic Relief Sports Relief Healthy Eating	Shakespeare's Day Dogs Trust Walk to School Week	Road Safety Week
Assemblies Tuesday/In class	Safeguarding Children's board	Anti-bullying St Andrew's Day 30 th Nov Children in Need Road Safety Remembrance day Be Bright Be Seen	Internet Safety	St David's Day 1 st March St Patrick's Day 17 th March Healthy Eating	St George's Day 23 rd April Walk to School	Road Safety
	Autumn Term 1st Half	Autumn Term 2nd Half	Spring Term 1st Half	Spring Term 2nd Half	Summer Term 1st Half	Summer Term 2nd Half
Cornerstones topic	Egyptians History	Bridges and Structures D and T	Beast Creator Geography	Stargazers Art	A Child's War History	Music Appreciation Music
Quality Text	Secrets of the Sun King	The colour of Magics: Terry Pratchett	Explorers: Katherine Rundell	Cosmics: Frank Cotterill Boyce	Goodnight Mr Tom: Michelle Magorian	Music Lyrics
Subject Area English	Poetry Irregular Ode Journalistic writing Mystery Stories	Explanations Descriptive writing unit (based on Colour of Magic)	Persuasive Writing Non Chronological reports	Visual Literacy Science Fiction Narrative	Letters Instructions Story with a flashback	Poetry unit—Larger unit based on lyrics Biography
Maths White Rose Hub	Number: Place Value Number: Addition and Subtraction Multiplication and Division Number: Fractions	Number: Place Value Number: Addition and Subtraction Multiplication and Division Number: Fractions Geometry: Position and direction	Number: Addition and Subtraction Multiplication and Division Number: Decimals and Percentages Number: Algebra Number: Ratio	Geometry: Properties of Shape Measurement: Converting Units Measurement: Perimeter, Area and Volume	Number: Ratio Number: Fractions Statistics Assessment	Addressing misconceptions and areas of weakness identified from assessments Investigations and Consolidation
Science	Evolution and inheritance	Living things and their habitats	SATS/ WS	Electricity	Light	Animals including humans
RE	Creation and science: conflicting or complimentary?	Why do some Sikhs choose to become part of the Khalsa?	Christian Aid and Islamic Relief: Can they change the world?	What difference does the resurrection make for Christians?	How can following God bring freedom and justice?	What will make our community a more respectful place? (Multi-faith)
Computing	Esafety - inappropriate communication and online safety Computing: Using spreadsheets	Esafety – false images Computing: Creating a Radio Station – combining media	Esafety – Cyberbullying Computing: Web design	Esafety – Secure websites Computing: 3D Design	Esafety – Using Citations and copyright Computing: Using Scratch (Quizzes)	Esafety – Review Computing: Using Scratch (Games)
PE Indoor	Health related exercise	Dance	Gym	Types of training	Multi-skills	Swimming
PE Outdoor	Football	Hockey	Tennis	Orienteering	Rounders	Athletics
MFL	Y5: Getting to know you	Y5: All about ourselves	Y5: That's tasty	Y5: Family and friends	Y5: School life	Y5: Time travelling

	Y6: Let's visit a French town	Y6: Let's go shopping	Y6: This is France	Y6: All in a day	Y6: Transition with secondary school	Y6: Transition with secondary school
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Year 6	Autumn Term 2021		Spring Term 2022		Summer Term 2022	
National and whole school events	Macmillan cake day Black History Month	Anti-bullying wk Children in Need Road Safety Week	Internet Safety	Comic Relief Sports Relief Healthy Eating	Shakespeare's Day Dogs Trust Walk to School Week	Road Safety Week
Assemblies Tuesday/In class	Safeguarding Children's board	Anti-bullying St Andrew's Day – 30 th Nov Children in Need Road Safety Remembrance day Be Bright Be Seen	Internet Safety	St David's Day – 1 st March St Patrick's Day – 17 th March Healthy Eating	St George's Day – 23 rd April Walk to School	Road Safety
	Autumn Term 1st Half	Autumn Term 2nd Half	Spring Term 1st Half	Spring Term 2nd Half	Summer Term 1st Half	Summer Term 2nd Half
Cornerstones topic	Fallen Fields - WW1 History	Moving models, cam mechanisms. D and T	Frozen Kingdoms Features of the Polar Regions Geography	Gallery Rebels Art	Revolution History	Hola Mexico Mexican music, notation. Music
Quality Text	Private Peaceful Michelle Magorian	Northern Lights Phillip Pullman	Call of the Wild Jack London	Framed Frank Cottrell Boyce	Wolves of Willoughby Chase Joan Aiken	Holes Louis Sachar
Subject Area English	Descriptive writing WW1 Poetry Persuasive Speech	Explanation texts Visual literacy – Titanium Remembrance Day	Persuasive writing Holocaust Narrative genre - horror	Biographical writing Poetry - Iambic Pentameter Historical recount	Poetry - Free Verse Raven Non-Chronological Reports	Letter writing Non-fiction writing
Maths White Rose Hub	Place Value Addition and Subtraction Multiplication and Division Fractions	Addition and Subtraction, Multiplication and Division Fractions Position and Direction	Addition and Subtraction, Multiplication and Division Decimals Percentages Algebra Ratio	Properties of Shape Measurement: Converting units Perimeter, Area & Volume	Fractions Ratio Statistics Assessment	Addressing misconceptions and areas of weakness identified from assessments Investigations and Consolidation
Science	Evolution and inheritance	Living things and their habitats	SATS/ WS	Electricity	Light	Animals including humans
RE	Creation and science: conflicting or complimentary?	Why do some Sikhs choose to become part of the Khalsa?	How do Hadith guide Muslims through the journey of life?	What difference does the resurrection make for Christians?	How can following God bring freedom and justice?	What will make our community a more respectful place?
Computing	Esafety: Cyberbullying Computing: Systems and Networks - communication	Esafety: Secure Websites Computing: 3D modelling	Esafety: People online Computing: Web page creation	Esafety: Girls and boys online – challenging stereotypes Computing: Spreadsheets	Esafety: Using SMART online Computing: Variables in games	Esafety: Safety Recap Computing: Sensing
PE Indoor	Health related exercise	Dance	Gym	Types of training	Multi-skills	Swimming
PE Outdoor	Football	Hockey	Tennis	Orienteering	Rounders	Athletics
MFL	Let's visit a French town	Let's go shopping	This is France	All in a day	Transition with secondary school	Transition with secondary school

