"Developing potential without limitations"

Frieth C.E.C. School
Curriculum Policy Statement

Date implemented : November 2014

Member of staff responsible; SLT

Governor responsible: Chair of Curriculum Group

Headteacher's signature ……

Chair of Governor's signature ……..

Review date: Summer term 2015	signed: J Reid	date: 22/06/2015
Review date: September 2016	signed: J Reid	date: 16/11/2016
Review date: September 2017	signed: J Reid	date: 13/11/2017
Review date: September 2018	signed:	date:

Vision statement

"We are a close Christian community; nurturing, inspiring and celebrating all individuals. Through creative learning we encourage greatness by developing potential without limitations"

Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:
Sharing and caring
Gentle and Kind
Honest and Truthful
Challenging and Responsible

Ethos

" ….. a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world." Sir Jim Rose 2010.

This quote underpins the approach to planning, learning and teaching within this school. It forms the basis of the development of the school's 'Creative Curriculum'.

Aims

Our Creative Curriculum will:

- Reflect our core values
- Inspire a love of learning through enquiry, independence and invention
- Be child centred and create opportunities for child initiated learning
- Be inclusive of all pupils and take into account different learning styles
- Be relevant and memorable for all

Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements in line with government policies, strategies, initiatives and best

practice. The coverage of the National Curriculum is organised within a four year rolling programme of whole school creative themes, taking into account the mixed age range nature of individual classes.

Curriculum Objectives
We aim to.

- Challenge children, support them and help them develop enquiring minds so that they become lifelong learners.
- Give children opportunities to experience their own environment and the wider world both past and present.
- Encourage flexibility and 'creative thinking' in overcoming difficulties and developing new approaches through investigation.

Children will be provided with tasks and activities to encourage enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group. The tasks and activities provided will address the range of learning styles present in the school.

Curriculum Organisation
The Frieth Creative Curriculum ensures the coverage of all the areas of learning from the new 2014 National Curriculum within a four year rolling programme of whole school themes. Speaking and Listening, Literacy, Numeracy and Information Technology are skills that run throughout the curriculum. Maths, English, Science and Religious Education are taught as core individual subjects, linked closely to the creative curriculum. PE and French, which is taught as the statutory modern Foreign Language in KS2, are taught as discrete foundation subjects. (The aims and values statements for the above areas are within the individual subject policies.) The following foundation subjects that complete the curriculum are taught within our Creative Curriculum: Art and Design; Computing; Design and Technology; Geography; History; Music. (The aims for these foundation subjects can be found in appendix 3 below)

Curriculum Planning
Early Years Foundation Stage Profile, Key Stage One, Key Stage Two are three main stages that inform all curriculum planning within the school.

Curriculum planning happens as a whole school, within each Key Stage and in individual classes.

We have planned coverage of the curriculum through a range of cycles which address the needs of our mixed age range classes.

Long term planning
The Long Term Planning ensures that all the programmes of study are covered within the four year programme for KS2 and covered twice within the four year programme for KS1.

Medium term planning
Class teachers plan termly or half termly to identify learning objectives that link to the National Curriculum. Plans are held centrally by the Headteacher and follow a given format.

Short term planning
Detailed weekly planning is in place for Literacy and Numeracy as well as detailed planning of all other subjects using a planning template agreed by SLT and staff. This is regularly monitored by members of the SLT and Headteacher. This enables children in each year group to have their curriculum entitlement. Individual teachers may organise other activities to support learning outcomes of the children in their class.

Teaching Approaches
Teachers employ a range of teaching styles to suit the abilities and learning styles of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents. In the R.E. curriculum policy document reference is made to multicultural issues, equal opportunities and gender equality.

Access and Entitlement
We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

Progression
The links we foster between each class in the school and between this school and previous/next schools include:

- planned continuity found in the 2014 National Curriculum
- assessment files – year group
- liaison with Nurseries and Pre Schools
- liaison with Secondary Schools.
- whole school planning and assessment
- liaison with local schools

Specific issues relating to the under five's Early Year profiling and home school links are found in the Early Years Foundation Stage policy.

Staff Roles and Responsibilities
Each class teacher takes responsibility for planning of the curriculum for their class. Assessment is carried out by the staff member who has delivered the unit. Staff should indicate if they need help, so the appropriate support can be given by the subject leader or training can be arranged. The Assessment coordinator checks each class' assessment to ensure there is progress and continuity.
Staff have responsibility to an area of the School's Development. SLT have responsibility for Mathematics, English and Assessment across the whole school as well as supporting the SDP.

Monitoring and Evaluating
Teachers meet regularly to ensure consistency and continuity of planning and assessment across the school. This is achieved by:

- Joint planning and moderation of children's work
- In addition to this further monitoring is conducted through focused classroom visits by a range of people including; advisers, SIA, SLT, Governors and Headteacher.
- Work scrutiny takes place in line with the SDP to share a particular success and ensure consistency and continuity across the school

At least one nominated Governor visits termly as agreed by the full Governing Body to observe and report on an area of school life or a specific subject. Core subjects have an attached Governor as do certain areas of the SDP.

Curriculum Hours
The school will follow current DfE recommendations for the teaching of each subject.

Health and Safety
In all lessons:

- The children are reminded about safe practice to encourage a responsible attitude towards their own and others' safety and wellbeing.
- The pupils are taught how to use equipment and tools safely.

A regular time is given in staff meetings to discuss Health and Safety. All staff are aware of the relevant codes of practice for Health and Safety when teaching the primary curriculum, including the Buckinghamshire County Council **Section 9.13 Music Code of Practice** and **Section 12.2: Code of Practice for Teachers of Science in Primary Schools.** Teachers can also access Health and Safety advice from the following websites:

- http://www.hse.gov.uk/
- https://schoolsweb.buckscc.gov.uk/Schools/my_school/_hr/health_and_safety_policies.asp
- http://www.cleapss.org.uk/primary/primary-resources/primary-guides?start=10

Related policies
Learning and teaching
Assessment

English
Mathematics
Science
French
Computing
Equal Opportunities

June 2018

Appendix 1

Creative Curriculum 2018
Rolling Programmes

KS1	Autumn	Spring	Summer
Year A	Funny Bones!	Up, Up and Away!	Local Area Our School
Year B	Capital!	What is it like in the Amazon?	Toy Story
Year C	Master Chef	Let's Explore!	What a Wonderful World!
Year D	Is Climate cool?	Home Sweet Home!	Kings and Queens

Yellow boxes denote a Whole School Topics

KS2	Autumn	Spring	Summer
Year A	Early civilisation	Vikings	Frieth Local Area
Year B	Evolution/ Earth	What is it like in the Amazon?	Greeks/ Olympics
Year C	Master Chef	Romans	Victorians
Year D	Is Climate cool?	WWII	Egyptians

Appendix 2

Foundation Subject Aims

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing

The 2014 National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

In addition, at Frieth School we aim to ensure that all pupils:

- Are given opportunities to apply and develop their I.T. capability through the use of I.T. tools to support their learning in all core subjects.
- To start to use I.T. to develop their ideas and record their creative work.
- To be aware of I.T. both inside and outside the school environment.

Pupils should be given opportunities to support their work by being taught to:

- Find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility.
- Develop their ideas using I.T. tools to amend and refine their work and enhance its quality and accuracy.

- Exchange and share information, both directly and through electronic media.

Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.
(See Computing Policy)

Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Appendix 3

Curriculum Coverage

KS1	Year A Funny Bones Up, Up and Away! Our School	Year B Capital! What is it like in the Amazon? Toy Story	Year C Masterchef! Let's Explore! What a Wonderful World!	Year D Is Climate Cool? Home Sweet Home! Kings and Queens
English	Instructions Familiar Settings Significant Authors Rhyming and Patterns	Fairy/Trad Tales Recounts Nursery Rhymes Significant Authors Study	Letters Recounts Narratives/Stories Poetry Instructions Dictionaries Labels/Lists Information Texts	Letters Recounts Narratives/Stories Poetry Instructions Dictionaries Labels/Lists Information Texts
	Stories from other cultures Narrative diaries Fairy tales Limericks	Non-Chronological Reports Instructions Labels & L.ists Tales from Other Cultures List poems (fantasy & Humour)		
	Recounts Significant Author Study Animals/nature poems	Imaginary Settings Narrative Diaries Familiar Settings Poetry		
Science	Animals and Humans Classification Body Parts & Health Seasonal changes: weather/ day length	Animals and humans – Living things and Habitats – food chains Seasonal changes: observing changes /plant life	Animals and Humans Classification Body Parts & Health Seasonal changes: weather/ day length	Animals and humans – Living things and Habitats – food chains Seasonal changes: observing changes /plant life
	Materials Identifying, describing and comparing everyday materials Seasonal changes: weather / day length	Seasonal changes: observing changes /plant life Materials Uses of every day materials, comparing and suitability and changing materials.	Materials Identifying, describing and comparing everyday materials Seasonal changes: weather / day length	Seasonal changes: observing changes /plant life Materials Uses of every day materials, comparing and suitability and changing materials.
	Plants identification, naming and basic structure Seasonal changes: weather /day length	Plants seeds, bulbs and growing Seasonal changes: observing changes /plant life	Plants identification, naming and basic structure Seasonal changes: weather /day length	Plants seeds, bulbs and growing Seasonal changes: observing changes /plant life
History From.	Significant Individuals - Nurses	Key Events GFofL /Bonfire	Significant Individuals – master chef and DTs	Significant Events linked to climate zones – north pole Everest etc…
	Changes within living memory – Travel and Transport	Significant historical events, people and places in their own locality - Amazon	Events beyond living memory - Exploration	Changes within living memory - Homes
	Local Area – Our school	Events beyond living memory Key -Toys	Significant historical events + Individuals – world focus	Significant Individuals – Kings and Queens
Geography	Place Knowledge – linked to food and to historical figures – funny bones	Human and Physical - London	Human and Physical – Food.	Human and Physical - Weather & Climate – Is Climate Cool?

	Locational Knowledge - Continents Oceans and UK – travel and transport	Amazon – Place knowledge – comparison to UK Weather & Climate	Explorers - Locational Knowledge Continents Oceans and UK Weather & Climate	Geographical skills and fieldwork – Homes – Katie Morag!
	Local Area – Geographical skills and field work	Locational – where do toys come from?	What a wonderful world! – place knowledge – comparison - Kenya	Locational – Comparison to royal families of the world.
Computing	Communicating and collaborating Digital media E-Safety	Communicating and collaborating Digital media E-Safety	Communicating and collaborating Digital media E-Safety	Communicating and collaborating Digital media E-Safety
	Word Processing Multi media E safety	Word Processing Multi media E safety	Word Processing Multi media E safety	Word Processing Multi media E safety
	Data Programming E-Safety	Data Programming E-Safety	Data Programming E-Safety	Data Programming E-Safety
Music	Duration & Tempo	Performance Pitch & Dynamics	Performance Singing Duration	Performance Singing Duration
	Pitch & Dynamics	Timbre & Texture	Timbre & Texture Tempo (Drumming)	Timbre & Texture Tempo (Drumming)
	Performance & Instrumental	Duration & Tempo Instruments	Pitch & Dynamics Tuned percussion	Pitch & Dynamics Tuned percussion
Art	Drawing Painting	Drawing Painting	Drawing Painting	Textiles – clothing linked to science materials and climate – different seasons 3D
	Collage Print	Collage Print	Collage Print	Drawing Painting
	Textiles – quilting/tapestry – our school 3D	Textiles – Puppet making 3D	Textiles – World Crafts 3D	Collage Print
DT	Food / preparing fruit and vegetables	Food – GFof L bakery	Food / preparing fruit and vegetables	Textiles – clothing linked to science materials and climate – different seasons
	Construction/mechanics –wheels and axels	Construction – Mechanisms sliders and leavers (pop up)	Construction/mechanics – boats sinking/floating	Construction/mechanics – structures – free standing structures
	Textiles – quilting/tapestry – our school	Textiles – Puppet making	Textiles – World Crafts	Food – Tea Party
RE	Is Everybody Special? Should we celebrate Harvest or Christmas?	Who should you follow? Should you wear symbols?	Is Everybody Special? Should we celebrate Harvest or Christmas?	Who should you follow? Should you wear symbols?
	How should people care for the World? Should Everyone Follow Jesus?	Does everyone celebrate the new year? Is Easter important for the Church?	How should people care for the World? Should Everyone Follow Jesus?	Does everyone celebrate the new year? Is Easter important for the Church?
	Can Stories Change People? Do we need special	Are some stories more important than others? How should you spend	Can Stories Change People? Do we need special	Are some stories more important than others? How should you spend

	places?	the weekend?	places?	the weekend?
PSHE	I trust I am Special I hear I am special	I trust I am Special I hear I am special	I trust I am Special (New Beginnings/Getting on and falling out/Say no to bullying) I hear I am special	I trust I am Special (New Beginnings/Getting on and falling out/Say no to bullying) I hear I am special
	I hope I'm Special I Feel I'm Special	I hope I'm Special I Feel I'm Special	I hope I'm Special (Going for Goals/Good to be me) I Know…	I hope I'm Special (Going for Goals/Good to be me) I Know…
	I Know… I think…	I Know… I think…	I Feel I'm Special (Changes/Relationships) I think…	I Feel I'm Special (Changes/Relationships) I think…

KS2	**Year A: 2018-2019** 1. Stone Age to Iron Age 2. Vikings 3. Local Area	**Year B: 2019-2020** 1. Earth and Evolution 2. Amazon 3. Greeks	**Year C: 2020-2021** 1. Masterchef 2. Romans 3. Victorians	**Year D: 2021-2022** 1. Climate 2. WWII 3. Egyptians
Writing	- Narrative - Poetry - Persuasion - Instructions and Procedures	- Narrative - Poetry - Persuasion - Instruction and Procedures	- Narrative - Poetry - Persuasion - Instruction and Procedures	- Narrative - Poetry - Recount - Explanation
	- Narrative - Poetry - Non-chronological report - Discussion or balanced argument	- Narrative - Poetry - Non-chronological report - Discussion or balanced argument	- Narrative - Poetry - Recount - Explanation	- Narrative - Poetry - Non-chronological report - Discussion or balanced argument
	- Narrative - Poetry - Recount - Explanation	- Narrative - Poetry - Recount - Explanation	- Narrative - Poetry - Non-chronological report - Discussion or balanced argument	- Narrative - Poetry - Persuasion - Instruction and Procedures
Possible text types	**Non-Fiction:** Adverts Answers to questions Leaflets Brochures Posters Step-by-step guides Recipes How to… Activity Instructions Science investigations	**Non-Fiction:** Adverts Answers to questions Leaflets Brochures Posters Step-by-step guides Recipes How to… Activity Instructions Science investigations	**Non-Fiction:** Adverts Answers to questions Leaflets Brochures Posters Step-by-step guides Recipes How to… Activity Instructions Science investigations	**Non-Fiction:** Personal story Diary Experiment Retelling events A biography or autobiography Newspaper article
	Non-Fiction: Letters Non-fiction book Information leaflet Catalogue Magazine article	**Non-Fiction:** Letters Non-fiction book Information leaflet Catalogue Magazine article	**Non-Fiction:** Personal story Diary Experiment Retelling events A biography or autobiography Newspaper article	**Non-Fiction:** Letters Non-fiction book Information leaflet Catalogue Magazine article

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Science	- States of Matter - Animals inc Humans	- Forces - Earth & Space	- States of Matter - Living Things and their Habitats	- Evolution and Inheritance - Living Things and their Habitats
	- Sound - Light	- Living Things and their habitats - Evolution and Inheritance	- Sound - Light	- Animals inc Humans - Forces
	- Living Things and their Habitats - Electricity	- Animals inc Humans - Properties and Changes of Materials	- Animals incl Humans - Electricity	- Properties and Changes of Materials - Earth & Space
History	Stone age to Iron Age			
	Vikings V Anglo Saxons	Non-European society: Mayans	The Romans	Local Area: WWII
	British Theme post 1066: Local History Study	Ancient Greece (inc Olympics)	Local History: Victorians	Ancient Egyptians
Geography	**Human geography:** - types of settlement and land use	**Geographical skills and fieldwork:** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Physical geography:** rivers, mountains, volcanoes, earthquakes	**Locational Knowledge:** - locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities **Human geography:** - distribution of natural resources including energy, food, minerals and water.	**Physical Geography:** climate zones, biomes, vegetation belts **Locational Knowledge:** Arctic and Antarctic Circle.
	Physical geography: water cycle **Locational knowledge:** - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	**Locational knowledge:** - locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - identify the position and significance of	**Physical geography:** water cycle **Locational knowledge:** - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	**Locational knowledge:** - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

		latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **Place knowledge:** - understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America.		
	Locational knowledge: - name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	**Locational knowledge:** - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **Place knowledge:** - understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.	**Human geography:** economic activity including trade links **Locational knowledge:** the Prime/Greenwich Meridian and time zones (including day and night).	**Geographical Skills & Fieldwork:** - use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and the wider world.
Computing	Communicating & Collaborating Programming E-Safety	Communicating & Collaborating Programming E-Safety	Communicating & Collaborating Programming E-Safety	Communicating & Collaborating Programming E-Safety
	Data Digital Media E-Safety	Data Digital Media E-Safety	Data Digital Media E-Safety	Data Digital Media E-Safety
	Multimedia Programming E-Safety	Multimedia Programming E-Safety	Multimedia Programming E-Safety	Multimedia Programming E-Safety
Music	Duration & Tempo	Timbre & Texture	Duration & Tempo Singing	Timbre & Texture Singing
	Pitch & Dynamics Timbre & Texture	Performance Instrumental composition	Timbre & Texture Instrumental Composition	Duration & Tempo Instrumental Composition
	Performance Instrumental	Pitch & Dynamics Performance	Performance Pitch & Dynamics	Pitch & dynamics Performance
Art	Great designers Sculpture	Sculpture Great Designers	Drawing Painting	Drawing Painting

	Great Artists Painting		Great Architects Painting		Printing Textiles		Printing Textiles	
	Great Architects Drawing		Drawing Great Artists		Collage 3D		Collage 3D	
DT	Food		Textiles		Food		Textiles	
	Textiles		Construction/ Mechanisms		Construction/ Mechanisms		Food	
	Construction/ Mechanisms		mechanics		Electrical systems		Construction/ Mechanisms	
RE	Focus Religion: Hinduism	- Do murtis help Hindus understand God? - Is light a good symbol for celebration?	Focus Religion: Sikhism	-Do Sikhs need the Guru Granth Sahib? -Does God communicate with humans?	Focus Religion: Christianity	- Are the saints encouraging role models? - Is 'God made man' a good way to understand the Christmas story?	Focus Religion: Islam	- Do Muslims need the Qu-ran? - Does the Christmas narrative need Mary?
		- Is a Hindu child free to choose how to live? - Is a holy journey necessary for believers? - Was the death of Jesus a worthwhile sacrifice?		- Does the community of the Gurdwara help Sikhs lead better lives? - Is the resurrection important to Christians?		- Do clothes express beliefs? - Does Easter make sense without Passover? - Does taking bread and wone show that someone is Christian?		- Do clothes express beliefs? - Does the community of the Mosque help Muslims live better lives? - Should believers give things up?
		- Did Jesus really do miracles? - Does prayer change things? - Can made up stories tell the truth?		- Can we know what God is like? - What is best for our world? Does religion help people decide?		- Are you inspired? Pentecost and Holy Spirit. - Does it matter what we believe about creation?		- Can we know what God is like? - Does Jesus have authority for everyone? - What is best for our world? Does religion help people decide?
PSHE	GROWTH MINDSET	- New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week)	GROWTH MINDSET	- New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week)	GROWTH MINDSET	- New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week)	GROWTH MINDSET	- New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week)
		- Going for goals - Good to be me		- Going for goals - Good to be me		- Going for goals - Good to be me		- Going for goals - Good to be me
		- Relationships - Changes		- Relationships - Changes		- Relationships - Changes		- Relationships - Changes