

# CHEPSTOW HOUSE



## Curriculum Plan

September 2023 - August 2024

Policy Reviewed by Karen Etherington

Review date: June 2023

Next review date: June 2024

Signed: 

Submitted: June 2023

At Chepstow House our aims and ethos ensure that every child receives the highest quality education. The school is a centre of learning excellence, where children can develop as well-rounded individuals, while growing and interacting as part of a community that promotes a spirit of collaboration, collective accountability and responsibility. In order to achieve this our approach is continually reviewed and adapted to ensure our teaching allows every individual and cohort to achieve their best. The structure of the school is Nursery to year 6. We are exempt from following the EYFS framework. Nursery is run as its own setting and Reception is part of the main school.

## **Nursery**

The majority of learning takes place within the nursery setting supported by a team of experienced Early Years professionals. The overarching aim to help all children achieve the outcomes as per the Early Years Framework. This is a long-term goal based on individual learning needs and takes place over two years of nursery.

Keys Workers are assigned to each child in the nursery setting and their role is to support the children and parents in the settling in process as well as record keeping and reporting. We enhance learning by visiting the local library and Forest School and the local area to widen their learning experiences. In addition, we work with parents and other parties to bring learning into the classroom. Examples of these have been 'Occupation Week', celebrating festivals with visitors such as Pipers for Burn's Night and ponies when we were learning about animals. We offer an additional/optional computer class each week.

We work closely with the Reception team to help the children progress and make the transition from Nursery to Reception.

## **Reception to Year 2**

Children in these year groups are taught by a dedicated class teacher with the support of a teaching assistant. Every class within Reception to year 2 has a teaching assistant working with the class. Specialist teachers teach the children for Art, Coding, Music, French and PE. French and Coding takes place in the classroom. For Art, Music and PE the children visit other areas of the school. All other curriculum subjects are taught by the class teacher.

To help children form strong peer relationships and provide stability in a child's early years at Chepstow House, children remain in the same class from Reception to year 1. At the start of year 2 each class is mixed every academic year, this allows the school to consider a good gender and academic ability mix in all classes. The mixing of classes also allows children to develop excellent relationships throughout the year group. As the children progress through the school, they consider themselves to belong to a year group rather than a class. This benefits the school community in a pastoral way on school trips and residential for example.

Children in year 1 stream for phonics in the spring term, this aides the idea of mixing classes and allows focused differentiated work to be set. In year 2 onwards, the children set for maths.

### **Year 3 to Year 6**

As children move through the school they gain greater independence with the organisation of their own skills, they have their own pencil cases and drawers/lockers to store their personal equipment. In year 3 to year 6, children have a dedicated class teacher who teaches children for English, maths, humanities and PSHE/RSE. Specialist teachers teach the children for Art, Coding, Music, French, PE and Science. French and Coding takes place in the classroom. For Art, Music, PE and Science the children visit other areas of the school. The children continue to set for maths. Teaching assistants are available for year groups depending on the cohort requirements.

### **EAL / Enrichment / SEN**

Our Enrichment Coordinator, EAL Coordinator and SENDCo work closely with all staff to ensure that all children are supported and extended.

## School Numbers

	Number of Children	Number of Classes
Nursery	60	2
Reception	73	4
Year 1	62	3
Year 2	51	3
Year 3	54	3
Year 4	59	3
Year 5	37	2
Year 6	42	2

## Subjects by Years

We are exempt from following the EYFS framework, although both Nursery and Reception focus their learning using the Early Learning Goals. As Reception are part of the main the children receive specialist teaching for Art, Computing, Drama, French, Music and PE.

	English	Maths	Art	Computing	DT	Drama	Geography	History	French	Music	PE	PSHE	RHE / RSE	RE
Nursery	Early Learning Framework													
Reception	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Balance of the curriculum

### Reception Curriculum Hours

**Reception** 9am – 3:15pm (less break 1hr 25 mins) = 24 hours 10 mins per week

We are exempt from following the EYFS framework.

Reception covers the seven areas of learning through a combination of lessons, carousel and free flows. This means there are no set hours of each curriculum area achieved every week. Subjects, such as English and maths and humanities, will also be taught and developed in carousel and free flow activities.

Subject	CHS Timetabled Hrs / week	Comments
<b>Subjects timetabled throughout the year</b>		
Art	1 hour	
French	30 mins	
Music	30 mins	
Drama	30 mins	Explicit drama lessons taught by a specialist for 1 term.
PE	1 ½ hours	+ swimming 1 term
<b>Subjects and topics covered through the school day</b>		
<ul style="list-style-type: none"> <li>- English including phonics</li> <li>- Mathematics</li> <li>- Free flow</li> <li>- Carousel</li> <li>- Fine motor and gross motor skills</li> <li>- Topic - Knowledge and understanding, Expressive Arts and Design, Physical development and Personal, Social and Emotional Development. These topics include the subjects: History, Geography, RE, PSHE</li> </ul>		
<b>Complimenting and adding to the curriculum</b>		
Library Word Aware Day trips Productions Assemblies Sports Day Personal talks Guest speakers Community links Charity events Inter-school House events Clubs before, lunch and after school		

## KS1 Curriculum Hours

**Year 1** 9am – 3:30pm (less break 1hr 25 mins) = 25 hours 5 mins per week

**Year 2** 9am – 3:40pm (less break 1hr 25 mins) = 26 hours 15 mins per week

Subject	CHS Timetabled Hrs / week	Comments
English	7 ½ hours (year 1 & 2)	Including English lessons, word aware, guided reading, library
Mathematics	5 hours (minimum)	
Science	1 hour	
Topic – History/Geography	1 ½ hours (year 1) 2 hours (year 2)	
Computing / Cypher	45 mins	Coding taught explicitly by specialist teachers for 6 weeks per year.  Computing & digital literacy skills are embedded through all lessons rather than taught explicitly.
Art	45 mins	
Design Technology	1 hour	5 hours - Per ½ term taught as a project block
Music	45 mins	
Drama	30 mins	Explicit drama lessons taught by a specialist for 1 term. Drama also incorporated in English/topic lessons.
PE	1 ½ hours	+ swimming 1 term
RE	45 mins	
PSHE & RHE	30 mins	
French	30 mins	
Assemblies	1 hour	
<b>Complimenting and adding to the curriculum</b>		
<ul style="list-style-type: none"> <li>Day trips</li> <li>Productions</li> <li>Assemblies</li> <li>Sports Day</li> <li>Personal talks</li> <li>Guest speakers</li> <li>Community links</li> <li>Charity events</li> <li>Inter-school House events</li> <li>Clubs before, lunch and after school</li> </ul>		

## KS2 Curriculum Hours

<b>Year 3</b>	8:30am – 3:45pm (less break 1hr 25 mins) = 29 hours 30 mins per week
<b>Year 4</b>	8:30am – 3:50pm (less break 1hr 25 mins) = 29 hours 55 mins per week
<b>Year 5</b>	8:30am – 4:00pm (less break 1hr 15mins) = 31 hours 15 mins per week
<b>Year 6</b>	8:30am – 4:00pm (less break 1hr 15 mins) = 31 hours 15 mins per week

Subject	CHS Timetabled Hrs / week	Comments
English	7.5 hours	Including English lessons, word aware, guided reading, library
Mathematics	5 hours (minimum)	
Science	1 ½ hours (year 3 and 4) 2 hours (year 5 and 6)	
Computing	1 hour	Coding taught explicitly by specialist teachers for one term per year.  Computing & digital literacy skills are embedded through all lessons rather than taught explicitly.
History	1 hour	
Geography	1 hour	
Art	1 hour	
Design Technology	5 hours	Per ½ term taught as a project block
Music	1 hour	
Drama	30 mins	Explicit drama lessons taught by a specialist for 1 term. Drama also incorporated in English/topic lessons.
PE	1 ½ hours	+ swimming for 1.5 terms
RE	1 hour	
Reasoning	30 mins (year 3 & 4) 1 hour (year 5 & 6)	
PSHE & RHE & RSE	30 mins	Explicit RSE lessons taught for 6 weeks in both year 5 & 6.
French	45 mins (year 3) 45 mins (year 4) 1hr 15 mins (year 5) 45 mins (year 6)	
Assemblies	1 hour	(Computing is fluid)
<b>Complimenting and adding to the curriculum</b>		
<ul style="list-style-type: none"> <li>Current affairs</li> <li>Residential trips</li> <li>Day trips</li> <li>Sports Squads and fixtures</li> <li>Productions</li> <li>Assemblies</li> <li>Sports Day</li> <li>Debates</li> <li>Guest speakers</li> <li>Community links</li> <li>Charity events</li> <li>Inter-school House events</li> <li>Clubs before, lunch and after school</li> </ul>		



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Unit A	<p><b>Overall Theme:</b> All About Me</p> <p><b>Art:</b> Colour Theory &amp; Colour Wheel: Autumn colours, leaf-rubbings, hedgehog collage</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> Finding out about France (and other French speaking countries) Greetings Polite words</p> <p><b>Geography:</b> Where do I live?</p> <p><b>History:</b> All about me: personal history through family tree. Talking about our families.</p> <p><b>Music:</b> Move to the Music - Beat &amp; tempo &amp; Jolly phonics songs</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>RE:</b> Harvest Festival &amp; Diwali</p> <p><b>Science:</b> All about me: The human body, skeletons &amp; body parts</p>	<p><b>Art:</b> Colour Theory &amp; Colour Wheel: primary and secondary colours Self Portraits- Drawing faces mixed media collage</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> Salutations &amp; Polite words Colours / Phonetics Stories: "Le loup qui voulait changer de couleur", Toutes les couleurs (A. Sanders)</p> <p><b>Geography:</b> Weather</p> <p><b>History:</b> Travel &amp; Transport</p> <p><b>Music:</b> Feel the pulse – keeping the beat</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>PSHE:</b> Living in the Wider World: Class rules, respect, communities. local environment</p> <p><b>RE: Intro to all 6 religions</b> The wonder of nature and how religious people express their thankfulness</p> <p><b>Science:</b> Animals inc. humans</p>	<p><b>Art:</b> Colour Theory &amp; Colour Wheel: colour mixing Pop-Art fruit paintings and drawings</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> French phonetics Story: "La chenille qui fait destrous" (Food, numbers, days of the week)</p> <p><b>History:</b> Significant Events in our Locality: Remembrance Day, Guy Fawkes, Great Fire of London</p> <p><b>Music:</b> Feel the pulse: the long and the short of it – keeping the beat &amp; rhythm</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>PSHE:</b> Living in the Wider World: Class rules, respect, communities. local environment</p> <p><b>RE: Intro to all 6 religions</b> Signs &amp; Symbols</p> <p><b>Science:</b> Animals inc. humans</p>	<p><b>Art:</b> Colour Theory &amp; Colour Wheel: Primary colours and cartoons Super Me-mixed media poster</p> <p><b>DT:</b> Textiles</p> <p><b>French:</b> "I am learning French" (key facts about France and French speaking countries, greetings) / Classroom commands / French phonetics</p> <p><b>Geography:</b> Investigating our local area</p> <p><b>History:</b> British History: From Stone Age to Iron Age</p> <p><b>Music:</b> Recorder – pitch &amp; instrumental skills</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>PSHE:</b> Living in the Wider World: Rules, Human rights, Anti-social behaviour, Responsibilities, Resolving differences Communities</p> <p><b>RE: Christianity &amp; Islam.</b> Stories of key religious leaders</p> <p><b>Science:</b> Forces, magnets and springs (Physics)</p>	<p><b>Art:</b> Colour Theory &amp; Colour Wheel: warm and cool colours, leaf collage</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> French phonetics Presenting myself (countries, age, numbers, place where I live, language, nationalities)</p> <p><b>Geography:</b> Geographic Grid System</p> <p><b>History:</b> British History: The Roman Empire and its impact on Britain</p> <p><b>Music:</b> Rhythm – compositions &amp; keyboard skills</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>PSHE:</b> Living in the Wider World: Rules, Anti-social behaviour, Resolving differences, Communities, Diversity &amp; customs</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> What do Hindus teach their children about God?</p> <p><b>Science:</b> States of Matter (Chemistry)</p>	<p><b>Art:</b> Colour Theory &amp; Colour Wheel: Contrasting colours Jen Stark: group painting/drawing project</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> French phonetics / The classroom (j'ai, je n'ai pas de) / Grammar: Adjectival agreement</p> <p><b>Geography:</b> Our World, The United Kingdom &amp; Mapping Skills</p> <p><b>History:</b> British History: Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Music:</b> World music traditions – group compositions, rhythm &amp; pitch</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>PSHE:</b> Living in the wider world: Rules, Parliament, Anti-social behaviour / bullying, Resolving differences Communities</p> <p><b>RE: Christianity &amp; Judaism</b> Rules for Living</p> <p><b>Science:</b> Living Things &amp; their habitat e.g. life cycles and adaptations (biology)</p>	<p><b>Art:</b> Colour Theory: Colour wheel, contrasting colours, light, dark, mid tones Paul Cezanne: still life, acrylic painting</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> French phonetics Story (French experiment): "Petit Poulet »</p> <p><b>Geog:</b> Natural Resources- How do we use our land in Britain?</p> <p><b>Music:</b> The Elements of Music &amp; Introduction to Ukulele</p> <p><b>PE:</b> cricket, football, netball</p> <p><b>PSHE:</b> Living in the wider world: Rules, Human rights, Diversity &amp; customs Anti-social behaviour / bullying, Debate</p> <p><b>RE: Christianity &amp; Buddhism</b> Key Christian &amp; Buddhist beliefs and practice</p> <p><b>Science:</b> Living things &amp; their habitats- Classification (Biology)</p>





## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn Unit B	<p><b>Overall Theme:</b> Minibeasts</p> <p><b>Art:</b> Mini Beasts: mixed media fabric caterpillars and collage bug sculptures</p> <p><b>French:</b> Counting up to 6 Some colours: Story "Petit poisson blanc" Seasonal songs (Halloween, Christmas)</p> <p><b>Geography:</b> Minibeast Habitats</p> <p><b>History:</b> All about me: personal history through family tree. Talking about our families.</p> <p><b>Music:</b> Christmas Nativity</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>RE:</b> Hanukkah &amp; Christmas</p> <p><b>Science:</b> Minibeasts – plants growing outside, mini beast habitats</p>	<p><b>Art:</b> Kalahari Desert: oil pastel drawing and watercolour group work</p> <p><b>French:</b> Stories: « Le loup qui voulait faire le tour du monde » (Countries, Cities) / « Le loup qui n'aurait pas Noël » / Christmas</p> <p><b>Music:</b> Christmas Carol Concert</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Exercise, Healthy choices, Feelings, Things that may get lost, Personal hygiene, Becoming more independent</p> <p><b>RE: Intro to all 6 religions</b> The way light is used as a symbol including Christmas</p> <p><b>Science:</b> Animals in c. humans</p>	<p><b>Art:</b> David Hockney: Abstract landscapes and large-scale oil pastel drawings and rubbings</p> <p><b>French:</b> Story: « Bon appétit monsieur lapin » Joyeux Noël (Christmas)</p> <p><b>History:</b> Significant Events in our Locality: Remembrance Day, Guy Fawkes, Great Fire of London</p> <p><b>Music:</b> Christmas Carol Concert</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Healthy food, sleep, rest, goals Feelings. Change – people, leaving/friendship arguments, personal hygiene</p> <p><b>RE: Intro to all 6 religions</b> Signs &amp; Symbols (cont'd) Giving &amp; receiving at Christmas</p> <p><b>Science:</b> Living things and their habitats</p>	<p><b>Art:</b> Colour Theory &amp; Colour Wheel: Primary colours and cartoons Super Me-mixed media poster</p> <p><b>French:</b> Numbers 1-31. Calculations (<i>Maths symbols, calculations using numbers 1-20</i>) Joyeux Noël (Christmas)</p> <p><b>Geography:</b> Where does our food come from?</p> <p><b>History:</b> British History: From Stone Age to Iron Age</p> <p><b>Music:</b> Christmas Carol Concert &amp; recorder</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Pressures/risk taking Fire safety / fireworks Habits, substances &amp; drugs</p> <p><b>RE: Christianity &amp; Islam</b> Ways of Describing God: The 99 Beautiful names of Allah &amp; Christmas - Sending news at Christmas</p> <p><b>Science:</b> Rocks &amp; soils (Chemistry)</p>	<p><b>Art:</b> Klimt's Tree of Life: patterns, shapes, drawing, collage mixed media tree project</p> <p><b>French:</b> Family members (j'ai, je n'ai pas de) Grammar: Possessive adjectives</p> <p><b>Geography:</b> Plants of the world</p> <p><b>History:</b> British History: The Roman Empire and its impact on Britain</p> <p><b>Music:</b> Christmas Carol Concert &amp; keyboard skills</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Balanced lifestyles &amp; diet Informed choices, Media images, Achievements &amp; personal targets Feelings, changes &amp; loss</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Hindu worship, Advent &amp; Christmas around the word</p> <p><b>Science:</b> Sound (physics)</p>	<p><b>Art:</b> Anglo Saxon Helmets: drawing, designing and metal work</p> <p><b>French:</b> What is the date? (birthdays, special days in different countries) Phonetics: accents Grammar: Possessive adjectives</p> <p><b>Geography:</b> Our World, The United Kingdom &amp; Mapping Skills</p> <p><b>History:</b> British History: The Viking and Anglo-Saxon. A king study on Alfred the Great. Adoption of Christianity in Britain</p> <p><b>Music:</b> Christmas Carol Concert. Rounds – singing</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Healthy Lifestyles, Achievements &amp; personal targets Road Safety</p> <p><b>RE: Christianity &amp; Judaism</b> Light as a Symbol: Hanukkah, Advent and Christmas</p> <p><b>Science:</b> Properties &amp; changes of materials: physical changes &amp; separating materials (Chemistry)</p>	<p><b>Art:</b> Colour Theory: Colour wheel, contrasting colours, light, dark, mid tones Paul Cezanne: still life, acrylic painting</p> <p><b>French:</b> Regulars &amp; irregular verbs (Pronouns, infinitive, verb stem)</p> <p><b>History:</b> A non-European society that provides contrast with British history: Early Islamic Civilisation, including a study of Baghdad c. AD900</p> <p><b>Music:</b> Christmas Carol Concert &amp; Ukulele</p> <p><b>PE:</b> Football, lacrosse, netball</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Healthy Lifestyles Media, Independence / risk. Substances &amp; drugs</p> <p><b>RE: Christianity &amp; Buddhism</b> Key Christian &amp; Buddhist beliefs and practice (cont'd)</p> <p><b>Science:</b> Properties of materials, conductors &amp; insulators, acids &amp; alkalis (Chemistry)</p>



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring Unit A	<p><b>Overall Theme:</b> Dinosaurs</p> <p><b>Art:</b> Kandinsky: patterns and lines and circles and group tree collage. Paul Klee: Shapes, colours, oil pastel and watercolour</p> <p><b>DT:</b> Mechanisms &amp; Structures</p> <p><b>French:</b> Responding to own name Colours &amp; numbers Numbers 1-10 Face and body</p> <p><b>Geography:</b> Weather</p> <p><b>History:</b> Dinosaurs: How has the world changed since the dinosaurs lived? Difference between what the world once looked like and now.</p> <p><b>Music:</b> Sounds interesting – Shake, rattle n’ roll – Exploring instruments</p> <p><b>PE:</b> Dance, hockey, tag rugby</p> <p><b>RE:</b> Chinese New Year, Easter &amp; Holi</p> <p><b>Science:</b> Dinosaurs – volcano eruption experiment, herbivore and carnivores, fossils and how these are made.</p>	<p><b>Art:</b> Van Gogh: Sunflowers drawings, paint, collage</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> Story: “Roule galette” French tradition “La galette des rois”. Story: « Le bonhomme de pain d’épice »</p> <p><b>Geography:</b> Our country</p> <p><b>History:</b> Battles &amp; Invasions. Romans, Anglo-Saxons, Vikings</p> <p><b>Music:</b> Song – pitch</p> <p><b>PE:</b> Dance, hockey, tag rugby</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Household products Online safety Road safety Rail / Fire / Water safety Family support Privacy</p> <p><b>RE: Intro to all 6 religions</b> What it means to belong to a religious community</p> <p><b>Science:</b> Everyday materials</p>	<p><b>Art:</b> Toys &amp; Puppets: Drawing, designing, sewing and mixed media</p> <p><b>DT:</b> Mechanisms</p> <p><b>French:</b> Story: “Roule galette” French tradition “La galette des rois”. Animals</p> <p><b>Geography:</b> Our world &amp; local area (including mapping)</p> <p><b>Music:</b> Carnival of the Animals - timbre, dynamics, texture</p> <p><b>PE:</b> Dance, hockey, tag rugby</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Household products Online safety Road safety Rail / Fire / Water safety Family support Privacy</p> <p><b>RE: Intro to all 6 religions</b> Special Places</p> <p><b>Science:</b> Uses of Everyday materials</p>	<p><b>Art:</b> Australian Clay Tiles: Aboriginal art, drawing, designing, modelling, making animals and tiles with clay, painting</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> Story “Le petit chaperon rouge”. Parts of the body. Chandeleur (02/02) + Mardi gras</p> <p><b>Geography:</b> Biomes: Tropical Rainforests</p> <p><b>History:</b> Achievements of the earliest civilisations: Ancient Egypt</p> <p><b>Music:</b> West African traditions – Call and response, djembe drumming</p> <p><b>PE:</b> Dance, hockey, tag rugby</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Road safety (scooter safety), Online safety, People who help us stay safe</p> <p><b>RE: Christianity &amp; Islam</b> Events in the life of Jesus</p> <p><b>Science:</b> Humans &amp; other animals – parts of the body and movement (Biology)</p>	<p><b>Art:</b> Roman Mosaics: Drawing, designing, collage and mosaic</p> <p><b>DT:</b> Electrical controls</p> <p><b>French:</b> Clothes (colours, adjectives) Grammar: Definite and indefinite articles / possessive adjectives</p> <p><b>Geography:</b> Climate Change</p> <p><b>History:</b> Achievements of the earliest civilisations: Ancient Greece and its legacy today</p> <p><b>Music:</b> This little light of mine – Singing Skills</p> <p><b>PE:</b> Dance, hockey, contact rugby</p> <p><b>PSHE:</b> Health &amp; Wellbeing: Mental Health Week Water safety, Habit Drugs in everyday life Online safety, People who help us</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Sikhism &amp; what it means to belong to a religion</p> <p><b>Science:</b> Electricity (Physics)</p>	<p><b>Art:</b> The Impressionists: Landscapes and large-scale acrylic landscape paintings</p> <p><b>DT:</b> Structures</p> <p><b>French:</b> Weather (weather expressions, verbs) Story (Bookbox): “Le vent et le soleil”. Carnaval de Nice</p> <p><b>Geography:</b> Alaska &amp; Compare a region of UK (Scottish Islands/Highlands) with a region of North America: Alaska</p> <p><b>History:</b> A non-European society that provides contrasts with British history: Early Islamic Civilisation, including a study of Baghdad c. AD 900</p> <p><b>Music:</b> Ukulele – Instrumental skills</p> <p><b>PE:</b> Dance, hockey, contact rugby</p> <p><b>PSHE:</b> Relationships Mental Health Week Positive, healthy relationships, Civil partnerships, Marriage How actions affect themselves &amp; others Acceptable physical contact, How feelings and emotions can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Judaism</b> Celebrations related to key figures Purim, Passover, Easter</p> <p><b>Science:</b> Earth &amp; space (Physics)</p>	<p><b>Art:</b> Masking Identity Painting &amp; 3D media masks</p> <p><b>DT:</b> Electrical controls</p> <p><b>French:</b> School subjects, food, opinions, time). French school system. Schools in different French speaking countries</p> <p><b>Geography:</b> Our challenging world – Natural Disasters - Tsunamis, Hurricanes, Floods, Earthquakes, Volcanoes</p> <p><b>History:</b> A non-European society that provides contrasts with British history: Early Islamic Civilisation, including a study of Baghdad c. AD 900</p> <p><b>Music:</b> Hey, Mr Millar – Big Band Swing</p> <p><b>PE:</b> Dance, hockey, contact rugby</p> <p><b>PSHE:</b> Relationships Mental Health Week Positive, healthy relationships, Civil partnerships, Marriage How actions affect themselves &amp; others Acceptable physical contact, How feelings and emotions can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Buddhism</b> Expressing and visual arts in religions</p> <p><b>Science:</b> Light (Physics)</p>



## Whole School Curriculum Map

	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spring Unit B	<p><b>Overall Theme:</b> Fairy Tales</p> <p><b>Art:</b> Claude Monet: landscape painting, making poppies Georgia O’Keeffe: Large-scale oil pastel drawing, making paper flowers.</p> <p><b>French:</b> Vegetables &amp; Fruits. World Book Day – French books</p> <p><b>Geography:</b> Flags of the world</p> <p><b>History:</b> All about me: personal history through family tree. Talking about our families.</p> <p><b>Music:</b> Minibeasts – rhythm &amp; song</p> <p><b>PE:</b> Gymnastics, hockey, tag rugby</p> <p><b>RE:</b> Chinese New Year, Easter, Holi</p> <p><b>Science:</b> Beanstalks, growing beans</p>	<p><b>Art:</b> Willow Pattern Story: painting, drawing own willow pattern paper plate</p> <p><b>French:</b> Story: “Le Gruffalo”: animals, parts of the body, describing a monster. World Book Day – French books</p> <p><b>Music:</b> Musical conversations – pitch &amp; rhythm, call and response <b>PE:</b> Gymnastics, hockey, tag rugby</p> <p><b>PSHE:</b> Relationships: Fair / Unfair, Secrets Opinions, Working cooperatively Similarities &amp; differences, Identifying and talking about feelings, Understanding how feelings affect behaviours</p> <p><b>RE: Intro to all 6 religions</b> Giving something up for love including Easter</p> <p><b>Science:</b> Everyday materials</p>	<p><b>Art:</b> Henri Matisse: drawing people, designing, teamwork, collage group project</p> <p><b>French:</b> Numbers. Story: « Les quatre amis » World Book Day – French books</p> <p><b>History:</b> Significant People e.g. Queen Victoria</p> <p><b>Music:</b> Recorder – Pitch and notation</p> <p><b>PE:</b> Gymnastics, hockey, tag rugby</p> <p><b>PSHE:</b> Relationships: Fair / Unfair, Secrets Listening &amp; working cooperatively, Opinions, Similarities &amp; differences, Identifying and talking about feelings, Understanding how feelings affect behaviours, The link between mental and physical health</p> <p><b>RE: Intro to all 6 religions</b> Special Places (cont’d) &amp; Easter</p> <p><b>Science:</b> Uses of Everyday materials</p>	<p><b>Art:</b> Picasso Cubist Portraits: drawing, oil pastel, cardboard</p> <p><b>French:</b> Ancient Britain (Stone age, Bronze age, Iron age/ verbs: je suis, j’ai, j’habite) World Book Day – French books</p> <p><b>Geography:</b> Compare UK with Malopolska, Poland (an EU region)</p> <p><b>History:</b> Achievements of the earliest civilisations: Ancient Egypt</p> <p><b>Music:</b> Dragon scales, Pentatonic music</p> <p><b>PE:</b> Gymnastics, hockey, tag rugby</p> <p><b>PSHE:</b> Relationships: Friendships, Body parts &amp; physical contact, Secrets, Valuing difference, How feelings and emotions change and what helps people to feel good, Expressing feelings and emotions and why this is important</p> <p><b>RE: Christianity &amp; Islam</b> Events in the life of Jesus (cont’d)</p> <p><b>Science:</b> Humans &amp; other animals- Nutrition 1 (Biology)</p>	<p><b>Art:</b> Art Competition: The Young Artists’ Summer Show</p> <p><b>French:</b> At the café (je prends, je voudrais) Grammar: Partitive articles. World Book Day – French books</p> <p><b>Geography:</b> Settlements <b>History:</b> Achievements of the earliest civilisations: Ancient Greece and its legacy today</p> <p><b>Music:</b> Ukulele – Instrumental skills</p> <p><b>PE:</b> Gymnastics, hockey, contact rugby</p> <p><b>PSHE:</b> Relationships: Friendships, How actions affect themselves &amp; others Body parts, Acceptable physical contact, confidentiality &amp; secrets Managing feelings and emotions in different situations, Getting help, advice and support with feelings and emotions</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Sharing foods as part of religious worship including Easter</p> <p><b>Science:</b> Humans &amp; other animals- Nutrition 2 (Biology)</p>	<p><b>Art:</b> The Impressionists: Landscapes and large-scale acrylic landscape paintings</p> <p><b>French:</b> The Planets (colour adjectives, adjectival agreement) World Book Day – French books</p> <p><b>Geog:</b> Water and Rivers Part 1</p> <p><b>History:</b> A non-European society that provides contrasts with British history: Mayan civilisation c. AD900.</p> <p><b>Music:</b> Songwriting – Garageband: loops and tracks <b>PE:</b> Gymnastics, hockey, contact rugby</p> <p><b>PSHE:</b> Relationships: Relationships &amp; Sex Education, Human life cycles, Puberty, Differences between boys &amp; girl, what mental health means and mental health; what it means and how we can take care of it How feelings/emotions are affected &amp; can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Judaism</b> Easter – What happened to Jesus over the course of Holy Week?</p> <p><b>Science:</b> Humans &amp; other animals: The Human Life Cycle (Biology)</p>	<p><b>Art:</b> Masking Identity Painting and three dimensional media masks</p> <p><b>French:</b> The week-end (time, pastimes, opinions) Holidays. World Book Day – French books</p> <p><b>Geography:</b> Our challenging world – Natural Disasters- Tsunamis, Hurricanes, Floods, Earthquakes, Volcanoes</p> <p><b>History:</b> British History (extending beyond 1066) The Battle of Britain</p> <p><b>Music:</b> Connect It – Ensemble performance</p> <p><b>PE:</b> Gymnastics, hockey, contact rugby</p> <p><b>PSHE:</b> Health &amp; Well-being: Communities, First Aid, Hygiene</p> <p><b>RE: Christianity &amp; Buddhism</b> Founders of Faiths and their importance for people today: Jesus and Easter</p> <p><b>Science:</b> Electricity (Physics)</p>



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Summer Unit A	<p><b>Overall Theme:</b> Space</p> <p><b>Art:</b> Space: Drawing, Painting Collage Handprint rocket</p> <p><b>DT:</b> Food &amp; Nutrition</p> <p><b>French:</b> Farm animals &amp; pets, Story “Où est maman?”</p> <p><b>Geography:</b> Volcanoes</p> <p><b>History:</b> Space: historical event of moon landing, how space travel has changed and developed.</p> <p><b>Music:</b> Song stories – timbre, pitch, tempo &amp; dynamics</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>RE:</b> Christianity Bible Stories</p> <p><b>Science:</b> Space – the solar system, planets, how we travel to space</p>	<p><b>Art:</b> T-shirt: Looking at fabric, drawing, painting printing and making own t-shirt print</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Fruits (I like...) Story: “La Surprise de Handa » (fruits/animals/colours)</p> <p><b>Geography:</b> Local area (including mapping)</p> <p><b>History:</b> How people lived in the past compared to today e.g. Victorian life</p> <p><b>Music:</b> Story telling – Windrush Child - timbre, tempo, dynamics</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Special people, appropriate/inappropriate touch, bodies &amp; feelings, teasing &amp; bullying</p> <p><b>RE: Intro to all 6 religions</b> Holy books How they are read and handled and how they influence religious people</p> <p><b>Science:</b> Plants</p>	<p><b>Art:</b> Frida Kahlo: drawing, oil pastel, portraits, designing, modelling and making clay flowers</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Fruit/Vegetables Picture book: « Les citrons ne sont pas rouges » negative</p> <p><b>Geography:</b> Contrast UK &amp; non-European country: Mexico</p> <p><b>Music:</b> Production</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Special people, Body parts, appropriate/inappropriate touch, bodies &amp; feelings, teasing &amp; bullying</p> <p><b>RE: Intro to all 6 religions</b> The work of religious leaders within the community</p> <p><b>Science:</b> Plants</p>	<p><b>Art:</b> Vanessa Bell: patterns, drawing watercolour paintings</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Animals Story: “Les 3 petits cochons”: animals, house vocabulary.</p> <p><b>Geography:</b> Mountains Volcanoes &amp; Earthquakes</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Key people who have affected history: an appreciation of human achievements &amp; aspirations. <b>Music:</b> Music for Screen – sound effects.</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Collaboration, Conflict/disputes, Similarities &amp; differences Bullying, Stereotypes.</p> <p><b>RE: Christianity &amp; Islam</b> Rules &amp; how they influence actions Five Pillars of Faith, Two Commands of Jesus, Charity</p> <p><b>Science:</b> Green plants (biology)</p>	<p><b>Art:</b> St George's Day: dragon painting, designing, planning, modelling, making painting, dragon sculptures</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Chez moi (At home: house, different environments.</p> <p><b>Geography:</b> Deserts</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Crime and punishment through the ages</p> <p><b>Music:</b> Carnival – Music of the Notting Hill Carnival <b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Listen &amp; respond respectfully, Identity, Bullying, Dares, Privacy / personal boundaries</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Special books &amp; Sacred texts – Christianity</p> <p><b>Science:</b> Living things in their environment – habitats and food chains (Biology)</p>	<p><b>Art:</b> L.S. Lowry and Albert Giacometti: figurative drawing with charcoal figurative sculptures with wire and mixed media</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Pets/ Do you have a pet? Grammar: Adjectival agreement / Possessive adjective/ Questions/ negative (pas de)</p> <p><b>Geography:</b> Water &amp; Rivers (Part 2)</p> <p><b>History:</b> A Local History Study: The Hidden History of Portobello and Golborne Roads</p> <p><b>Music:</b> Music for Screen 2 – Creating a soundtrack <b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Health &amp; Well-being: Independence, Risk, Bacteria &amp; viruses, Peer pressure, Habits</p> <p><b>RE: Christianity &amp; Judaism</b> Leaders in religious communities &amp; the importance of religion today</p> <p><b>Science:</b> Properties and changes of materials: chemical changes (Chemistry)</p>	<p><b>Art:</b> The Natural World: still life, sketching, monoprinting and block print design on canvas bags</p> <p><b>DT:</b> Food &amp; nutrition</p> <p><b>French:</b> Healthy lifestyles (food, opinions, recipes, activities)</p> <p><b>Geography:</b> South America</p> <p><b>History:</b> British History (extending beyond 1066) The Battle of Normandy</p> <p><b>Music:</b> Transition project: Garage Band</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Relationships: Relationships &amp; Sex Education, Change to the body, Reproduction, Puberty, Respect, How feelings and emotions can be managed at changing, challenging or difficult times</p> <p><b>RE: Christianity &amp; Buddhism</b> Ideas about God</p> <p><b>Science:</b> Evolution &amp; inheritance (Biology)</p>



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Summer Unit B	<p><b>Overall Theme:</b> Under the sea</p> <p><b>Art:</b> Rainbow Fish: Oil pastel drawings, printing, fish collage</p> <p><b>French:</b> Family members. Story: "Le petit oiseau"</p> <p><b>Geography :</b> World Geography</p> <p><b>History:</b> Under the sea: extinct animals and what has affected the oceans over time.</p> <p><b>Music:</b> Song stories – timbre, pitch, tempo &amp; dynamics</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>RE:</b> Christianity Bible stories</p> <p><b>Science:</b> Under the sea – different types of sea animals, naming and categorising, different habitats</p>	<p><b>Art:</b> Mark Harald Hanging Birds: drawing, patterns, collage and mixed media</p> <p><b>French:</b> French phonetics. Story: "Elmer l'éléphant": Wild animals, colours</p> <p><b>Music:</b> Introduction to recorder – instrumental skills</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Living in the wider world: Money – what it used for Being unique, similarities, community &amp; how to get help</p> <p><b>RE: Intro to all 6 religions</b> Holy books How they are read and handled and how they influence</p> <p><b>Science:</b> Seasonal change</p>	<p><b>Art:</b> Frida Kahlo: drawing, oil pastel, portraits, designing, modelling and making clay flowers</p> <p><b>French:</b> "I can" (activities, using verb "je peux") Story: "La petite poule rousse"</p> <p><b>Geography:</b> Contrast UK &amp; non-European country: Mexico</p> <p><b>Music:</b> Instruments of the Orchestra – Peter and the Wolf</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Living in the wider world Money – what it used for Being unique, Similarities, Community &amp; how to get help</p> <p><b>RE: Intro to all 6 religions</b> Easy Questions – Difficult Answers Ultimate questions raised by the natural world</p> <p><b>Science:</b> Living things and their habitats (cont'd from autumn)</p>	<p><b>Art:</b> Andy Warhol Soup Cans: drawing, designing, painting, group artwork</p> <p><b>French:</b> Musical instruments Fête de la musique.</p> <p><b>Geography:</b> UK region study: Comparing London with the countryside eg. Oxfordshire, East Anglia</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Key people who have affected history: an appreciation of human achievements &amp; aspirations.</p> <p><b>Music:</b> Music of the Romantic Period – Night on a Bare Mountain</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Living in the wider world: Money, budgeting, saving, global resources, enterprise, media</p> <p><b>RE: Christianity &amp; Islam</b> Special places &amp; sacred texts, The Mosque &amp; the musulla, The Church</p> <p><b>Science:</b> Light (Physics)</p>	<p><b>Art:</b> St George's Day: dragon painting, designing, planning, modelling, making painting, dragon sculptures</p> <p><b>French:</b> Goldilocks story: "Boucled'Or et les trois ours"</p> <p><b>Geography:</b> Compare UK with an EU region: Spain &amp; Catalonia</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Crime and punishment through the ages</p> <p><b>Music:</b> Music of the Classical Period – Beethoven's 5<sup>th</sup> Symphony</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Living in the wider world: Charity, Helping others, First Aid</p> <p><b>RE: Christianity, Sikhism, Hinduism</b> Special books &amp; Sacred texts Guru Granth Sahib (Sikhism) Bhagavad Gita (Hinduism)</p> <p><b>Science:</b> Living things in their environment – biodiversity &amp; its protection (biology)</p>	<p><b>Art:</b> L.S. Lowry and Albert Giacometti: figurative drawing with charcoal figurative sculptures with wire and mixed media</p> <p><b>French:</b> Habitats (plants &amp; animals, where they live and grow, how they adapt)</p> <p><b>Geography:</b> Sustainable tourism around the world</p> <p><b>History:</b> A Local History Study: The Hidden History of Portobello and Golborne Roads</p> <p><b>Music:</b> Impressionism – La Mer, Debussy</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Living in the wider world: Role of money, budgeting, saving, global resources, enterprise, media</p> <p><b>RE: Christianity &amp; Judaism</b> Creation Stories &amp; the ultimate questions they raise</p> <p><b>Science:</b> Forces (Physics)</p>	<p><b>Art:</b> The Natural World: still life, sketching, monoprinting and block print design on canvas bags</p> <p><b>French:</b> Olympic games (history, sports, opinions, sport celebrities). Tour de France</p> <p><b>Geography:</b> Compare a region of the UK with a region of South America: Argentina &amp; Croeso i Ariannin?</p> <p><b>History:</b> Study of British History extending chronological knowledge beyond 1066 - Advancing Medical Care</p> <p><b>Music:</b> Production</p> <p><b>PE:</b> Athletics, cricket, tennis</p> <p><b>PSHE:</b> Living in the wider world &amp; Health &amp; Wellbeing: Rail Safety Mobile Phone Safety Aspirations Feelings and common anxieties pupils face when moving to secondary school and ways of managing these feelings.</p> <p><b>RE: Christianity &amp; Buddhism</b> Suffering &amp; Happiness</p> <p><b>Sci:</b> Humans &amp; other animals – body systems and health (Biology)</p>