CHEPSTOW HOUSE



Curriculum Plan

September 2023 - August 2024

Policy Reviewed by Karen Etherington

Review date: June 2023

Next review date: June 2024

KAM

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 residentials 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 /	RE
													RSE	
Nursery						Earl	y Learning Frame	ework						
Reception	✓	✓	✓	✓	✓	✓	✓	✓	 ✓ 	✓	 ✓ 	✓	✓	 ✓
Year 1	✓	✓	~	✓	~	~	✓	~	 ✓ 	✓	~	✓	✓	 ✓
Year 2	✓	✓	~	✓	~	1	1	1	✓	~	~	~	~	 ✓
Year 3	✓	✓	~	✓	~	~	✓	~	✓	✓	~	✓	✓	 ✓
Year 4	✓	✓	~	✓	~	1	1	1	✓	✓	~	1	-	 ✓
Year 5	✓	✓	~	√	 ✓ 	~	✓	~	✓	✓	 ✓ 	✓	✓	✓
Year 6	✓	✓	~	✓	1	1	✓	1	 ✓ 	✓	~	1	 ✓ 	✓

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 Comments Hrs / week									
Subjects timetabled through	out the year								
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							
Subjects and topics covered through the school day									
 Mathematics Free flow Carousel Fine motor and gross motor skills 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 									
Complimenting and adding to the	curriculum								
Library Word Aware Day trips Productions Assemblies Sports Day Personal talks Guest speakers Community links Charity events Inter-school House even Clubs before, lunch and									

KS1 Curriculum Hours

Year	1	9am –	3:30pm	(less	brea	k 1hr	25	mins) =	25 hours	5 mins per v	veek
	-	~	~ ~ ~				~ -				

Year 29am - 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	
Complimenting and adding to the	curriculum	
Day trips Productions Assemblies Sports Day Personal talks Guest speakers Community links Charity events Inter-school House even Clubs before, lunch and		

KS2 Curriculum Hours

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

Subject	CHS Timetabled	Comments
	Hrs / week	
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)
Complimenting and adding to	the curriculum	
Current affairs		
Residential trips		
Day trips		
Sports Squads and fix Productions	xtures	
Assemblies		
Sports Day		
Debates		
Guest speakers		
Community links		
Charity events		
Inter-school House e		
Clubs before, lunch a	and after school	



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



Whole School Curriculum Map												
Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6						
Overall Theme:	Art: Kalahari Desert: oil	Art: David Hockney:	Art: Colour Theory &	Art: Klimt'sTree of Life:	Art: Anglo Saxon	Art: Colour Theory: Colour						
Minibeasts	pastel drawing and	Abstract landscapesand	Colour Wheel: Primary	patterns, shapes, drawing,	Helmets: drawing,	wheel, contrasting colours,						
	watercolour group work	large-scale oil pastel	coloursand cartoons	collage mixed media tree	designing and metal work	light, dark, mid tones						
Art: Mini Beasts:		drawingsand rubbings	Super Me-mixed media	project		Paul Cezanne: still life,						
mixed media fabric	French: Stories: « Le		poster		French: What is the	acrylic painting						
caterpillarsand	loup qui voulait faire le	French: Story : « Bon		French: Family members	date?(birthdays, special							
collage bug	tour du monde»	appétit monsieur	French: Numbers1-31.	(j'ai, je n'ai pasde)	daysin different	French: Regulars&						
sculptures	(Countries, Cities)/	lapin »	Calculations (Maths	Grammar: Possessive	countries)	irregularsverbs(Pronouns,						
	« Le loup qui n'aimait	Joyeux Noel (Christmas)	symbols, calculations	adjectives	Phonetics: accents	infinitive, verb stem)						
French: Counting up	pasNoel » / Christmas		using numbers1-20)		Grammar: Possessive							
to 6		History: Significant	JoyeuxNoel (Christmas)	Geography: Plantsof the	adjectives	History: A non-European						
Some colours: Story	Music: ChristmasCarol Concert	Eventsin our Locality:		world		society that provides						
"Petit poisson blanc"		Remembrance Day, Guy	Geography: Where does		Geography: Our World,	contrastswith British						
Seasonal songs	PE: Football, lacrosse, netball	Fawkes, Great Fire of	our food comefrom?	History: British History:	TheUnited	history:						
(Halloween, Christmas)		London		The Roman Empire and its	Kingdom & Mapping Skills	Early Islamic Civilisation,						
	PSHE: Health &		History: British History:	impact on Britain		including a study of						
Geography:	Wellbeing: Exercise,	Music: ChristmasCarol	From Stone Age to Iron Age		History: British History:	Baghdad c. AD900						
Minibeast Habitats	Healthy choices,	Concert		Music: ChristmasCarol	The Viking and Anglo-							
	Feelings, Thingsthat		Music: ChristmasCarol	Concert & keyboard skills	Saxon. A king study on	Music: ChristmasCarol						
History: All about	may get lost, Personal	PE: Football, lacrosse, netball	Concert & recorder		Alfred the Great.	Concert & Ukulele						
me: personal history	hygiene, Becoming			PE: Football, lacrosse,	Adoption of Christianity							
through family tree.	moreindependent	PSHE: Health &	PE: Football, lacrosse,	netball	in Britain	PE: Football, lacrosse,						
through family tree. Talking about our families. Music: Christmas Nativity		Wellbeing: Healthy	netball			netball						
	RE: Intro to all 6	food, sleep, rest, goals	POLIC LL ALLA D	PSHE: Health & Wellbeing:	Music: ChristmasCarol	POUR LLASHIE O MARKETTA						
Music: Christmas Nativity	religions The way	Feelings. Change –	PSHE: Health &	Balanced lifestyles& diet	Concert. Rounds-	PSHE: Health & Wellbeing:						
	light isused as	people,	Wellbeing:	Informed choices, Media	singing	Healthy Lifestyles						
PE: Football,	a symbol including	leaving/friendship	Pressures/risk taking	images, Achievements&	PC Fastball Jacrossa	Media, Independence/						
lacrosse, netball	Christmas	arguments, personal	Firesafety / fireworks	personal targets	PE: Football, lacrosse,	risk. Substances& drugs						
PF: Llanukkah 8	Science: Animalsing humans	hygiene	Habits, substances& drugs	Feelings, changes& loss	netball	DF: Christianity 9						
RE: Hanukkah & Christmas	Science: Animalsinc. humans	RE: Intro to all 6	DE Christianite & Jalans	PD Christianity, Cildrigue	PSHE: Health &	RE: Christianity &						
Christinas			RE: Christianity & Islam	RE: Christianity, Sikhism,		Buddhism Key Christian & Buddhist beliefsand						
Science: Minihoosta		religions Signs&	Waysof Describing God: The 99 Beautiful names	Hinduism Hindu worship, Advent & Christmas	Wellbeing: Healthy							
Science: Minibeasts-		Symbols(cont'd) Giving			Lifestyles, Achievements	practice (cont'd)						
plantsgrowing		& receiving at Christmas	of Allah &	around the word	& personal targets	Science: Droportion of						
outside, mini beast habitats		Science , Livingthings	Christmas-Sending	Science: Cound (nhusing)	Road Safety	Science: Properties of						
		Science: Living things and their habitats	newsat Christmas	Science: Sound (physics)	RE: Christianity &	materials, conductors& insulators, acids& alkalis						
		and their habitats	Science: Rocks& soils		-							
			(Chemistry)		Judaism Light asa Symbol: Hanukkah,	(Chemistry)						
			(Chemistry)		Advent and Christmas							
					Auvent and Christinas							
					Science: Droportios?							
					Science: Properties&							
					changesof materials:							
					physical changes&							
					separating materials							
					(Chemistry)							



	Whole School Curriculum Map Reception YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6												
	-												
	Overall Theme:	Art: Van Gogh:	Art: Toys& Puppets:	Art: Australian Clay	Art: Roman Mosaics:	Art: The Impressionists:	Art: Masking Identity						
	Dinosaurs	Sunflowersdrawings,	Drawing, designing,	Tiles: Aboriginal art,	Drawing, designing, collage	Landscapesand large-	Painting & 3D media masks						
		paint, collage	sewing and mixed	drawing, designing,	and mosaic	scale acrylic landscape							
	Art: Kandinsky:		media	modelling, making		paintings	DT: Electrical controls						
	patternsand lines	DT: Structures	DT Maskasiana	animalsand tiles with	DT: Electrical controls		For the Colored Philade Const.						
	and circlesand group	Frank Char (Darla	DT: Mechanisms	clay, painting	Fundal Chatter (and a se	DT: Structures	French: Schoolsubjects, food,						
	treecollage. Paul	French: Story : "Roule	Freedow Charges (Develo	DT: Characterize	French: Clothes(colours,	Fuenche Mantheau	opinions, time). French						
	Klee: Shapes,	galette" French	French: Story : "Roule	DT: Structures	adjectives)	French: Weather	school system. Schools in						
	colours, oil pastel	tradition "La galette	galette" French	Franch, Chan, "I a natit	Grammar: Definite and	(weather expressions,	different French speaking						
	and watercolour	desrois".	tradition "La galette des	French: Story "Lepetit	indefinite articles/	verbs)	countries						
	DT. Mashaniana 8	Story: «Lebonhomme	rois".	chaperon rouge". Parts	possessiveadjectives	Story (Bookbox): "Le							
	DT: Mechanisms&	de pain d'épice »	Animals	of the body.	Community of Climate	vent et le soleil". Carnaval de Nice	Geography: Our challenging world – Natural Disasters-						
	Structures	Commenter Our	Coordination Operations	Chandeleur (02/02) +	Geography: Climate	Soleli . Carnaval de Nice							
	French, Deersending	Geography: Our	Geography: Our world	Mardigras	Change	Coordination Alaska 9	Tsunamis, Hurricanes,						
	French: Responding	country	& local area (including	Commenter Diseases		Geography: Alaska &	Floods, Earthquakes,						
	to own name		mapping)	Geography: Biomes:	History: Achievementsof	Compare a region of UK	Volcanoes						
	Colours& numbers	History: Battles&	Music Construct of the Antiocole	Tropical Rainforests	the earliest civilisations:	(Scottish							
	Numbers1-10	Invasions. Romans,	Music: Carnival of the Animals -		Ancient Greece and its	Islands/Highlands) with a	History: A non-European						
	Face and body	Anglo-Saxons, Vikings	timbre, dynamics, texture	History: Achievementsof	legacytoday	region of North America: Alaska	society that provides						
	Coordinate Workhow	Marsier Cares, witch		the earliest civilisations:	Bausia: This little light of using	Alaska	contrasts with British						
	Geography: Weather	Music: Song-pitch	PE: Dance, hockey, tag rugby	Ancient Egypt	Music: This little light of mine –		history: Early Islamic						
۲		PF Desers had been too much	DCI III I I I I I I I I I I I I I I I I		Singing Skills	History: A non-European	Civilisation, including a						
ŋ	History: Dinosaurs: How hasthe world	PE: Dance, hockey, tag rugby	PSHE: Health &	Music: West African traditions –	PC Dance healing contact	society that provides	study of Baghdad c. AD 900						
 8	changed since the	PSHE: Health &	Wellbeing: Mental Health Week	Call and response, djembe drumming	PE: Dance, hockey, contact	contrastswith British history: Mayan	900						
Spring Unit A	dinosaurslived?	Wellbeing: Mental	Household products	U	rugby	civilisation c. AD900.	Musici Hoy Mr Millor Pig						
Sp.	Difference between	Health Week	Online safety	PE: Dance, hockey, tag rugby	PSHE: Health & Wellbeing:	civilisation c. AD900.	Music: Hey, Mr Millar – Big Band Swing						
	what the world once	Household products	Road safety	PSHE: Health &	Mental Health Week	Music: Ukulele-	PE: Dance, hockey, contact						
	looked like and now.	Online safety	Rail / Fire/Water safety	Wellbeing: Mental	Water safety, Habit	Instrumental skills	rugby						
	looked like and now.	Road safety	Family support	Health Week	Drugsin everyday life	instrumental skiis	Tugby						
	Music: Sounds	Rail / Fire/Water	Privacy	Road safety (scooter	Online safety, People who help	PE: Dance, hockey,	PSHE: Relationships						
	interesting – Shake,	safety, Family support	Thivacy	safety), Online safety,	us	contact rugby	Mental Health Week						
	rattle n'roll –	Privacy	RE: Intro to all 6	People who help usstay safe	us	contact rugby	Positive, healthy						
	Exploring	Thvacy	religions Special Places	reopie who help usstay sale	RE: Christianity, Sikhism,	PSHE: Relationships Mental	relationships,Civil						
	instruments	RE: Intro to all 6	rengionsopecial naces	RE: Christianity & Islam	Hinduism Sikhism & what	Health Week Confidentiality	partnerships, Marriage						
	instruments	religions What it	Science: Usesof	Eventsin the life of Jesus	ismeansto belong to a	Listening / responding skills,	How actions affect						
	PE: Dance, hockey,	meansto	Everyday materials	Eventsin the me of jesus	religion	Collaboration,	themselves& others						
	tag rugby	belong to a religious	Everyady materials	Science: Humans&	Tengion	Stereotypes, Discrimination	Acceptable physical contact,						
	1061060y	community		other animals-parts of	Science: Electricity (Physics)	Bullying, Dealing with dares,	How feelings and emotions						
	RE: Chinese New	community		the body and movement	Suche: Electricity (Frijslas)	Privacy	can be managed at changing,						
	Year, Easter & Holi	Science: Everyday materials		(Biology)			challenging or difficult times						
				(RE: Christianity &							
	Science: Dinosaurs-					Judaism Celebrations	RE: Christianity &						
	volcanoeseruption					related to key figures	Buddhism Expressing and						
	experiment,					Purim, Passover, Easter	visual arts in religions						
	herbivore and												
	carnivores, fossils					Science: Earth & space (Physics)	Science: Light (Physics)						
	and how these are made.			Page 10 of 13									

Whole School C

	Whole School Curriculum Map												
	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6						
	Overall Theme: Fairy Tales	Art: Willow Pattern	Art: Henri Matisse:	Art: Picasso Cubist	Art: Art Competition: The	Art: The Impressionists:	Art: Masking Identity						
		Story: painting,	drawing people,	Portraits: drawing, oil	Young Artists' Summer	Landscapesand large-	Paintingandthree						
	Art: Claude Monet:	drawing own willow	designing, teamwork,	pastel, cardboard	Show	scale acrylic landscape	dimensional media masks						
	landscape painting,	pattern paper plate	collage group project			paintings							
	makingpoppies			French: Ancient Britain	French: At the café (je		French: The week-end						
	Georgia O'Keeffe:	French: Story: "Le	French: Numbers.	(Stone age, Bronze age,	prends, je voudrais)	French: The	(time, pastimes, opinions)						
	Large-scale oil pastel	Gruffalo": animals,	Story: « Lesquatre	Iron age/ verbs: je suis,	Grammar: Partitive	Planets(colour	Holidays. World Book Day						
	drawing, making	partsof the body,	amis» World Book Day	j'ai, j'habite) World Book	articles. World Book Day-	adjectives, adjectival	- French books						
	paper flowers.	describing a monster.	- French books	Day – French books	French books	agreement) World Book							
		World Book Day-				Day – French books	Geography: Our						
	French: Vegetables&	French books	History: Significant	Geography: Compare UK	Geography: Settlements		challenging world –						
	Fruits. World Book		People e.g. Queen	with Malopolska, Poland	History: Achievementsof	Geog: Water and Rivers	Natural Disasters-						
	Day – French books	Music: Musical conversations –	Victoria	(an EU region)	the earliest civilisations:	Part 1	Tsunamis, Hurricanes,						
		pitch & rhythm, call and			Ancient Greece and its		Floods, Earthquakes,						
	Geography: Flagsof	resposne	Music: Recorder – Pitch and	History: Achievementsof	legacytoday	History: A non-European	Volcanoes						
	theworld	PE: Gymnastics,	notation	the earliest civilisations:		society that provides							
		hockey, tag rugby		Ancient Egypt	Music: Ukulele–	contrasts with British	History: British History						
	History: All about	POUR Delationality	PE: Gymnastics, hockey,		Instrumental skills	history: Mayan	(extending beyond 1066)						
	me: personal history	PSHE: Relationships:	tagrugby	Music: Dragon scales,	DF . Comparting logalization	civilisation c. AD900.	The Battle of Britain						
	through family tree.	Fair / Unfair, Secrets	DCI I Deletie e skie e	Pentatonicmusic	PE: Gymnastics, hockey,	Music Concentition	Music Connect It - Encountrie						
	Talking about our	Opinions, Working	PSHE: Relationships: Fair / Unfair, Secrets	PF : Cumposition backey	contact rugby	Music: Songwriting –	Music: Connect It – Ensemble						
ij	families.	cooperatively Similarities&	Listening & working	PE: Gymnastics, hockey,	PSHE: Relationships:	Garageband: loops and tracks PE: Gymnastics, hockey,	performance						
5	Music: Minibeasts–	differences, Identifying	cooperatively,	tagrugby	Friendships, How actions	contact rugby	PE: Gymnastics, hockey,						
Spring Unit B	rhythm & song	and talking about	Opinions, Similarities&	PSHE: Relationships:	affect themselves& others	contact rugby	contact rugby						
Spr	Thy thin & song	feelings,	differences, Identifying	Friendships, Body parts	Body parts, Acceptable	PSHE: Relationships:	contact rugby						
	PE: Gymnastics,	Understanding how	and talking about	& physical contact,	physical contact,	Relationships & Sex	PSHE: Health & Well-						
	hockey, tag rugby	feelingsaffect behaviours	feelings, Understanding	Secrets, Valuing	confidentiality & secrets	Education, Human life	being: Communities, First						
	nockey, tagragby		how feelingsaffect	difference, How feelings	Managing feelingsand	cycles, Puberty, Differences	Aid, Hygiene						
	RE: Chinese New	RE: Intro to all 6	behaviours, The link	and emotionschange	emotionsin different	between boys & girl, what	,,						
	Year, Easter, Holi	religions Giving	between mental and	and what helpspeople	situations, Gettinghelp,	mental health means and	RE: Christianity &						
		something up for	physical health	to feel good, Expressing	advice and support with	mental health; what it	Buddhism Foundersof						
	Science: Beanstalks,	love including Easter		feelingsand emotions	feelingsand emotions	means and how we can take	Faithsand their						
	growing beans		RE: Intro to all 6	and why thisis		care of it	importance for people						
	5 - 5	Science: Everyday materials	religions Special Places	important	RE: Christianity, Sikhism,	How feelings/emotions are	today: Jesus and Easter						
			(cont'd) & Easter		Hinduism Sharing foods as	affected & can be managed							
			. ,	RE: Christianity & Islam	part of religiousworship	at changing, challenging or	Science: Electricity (Physics)						
			Science: Uses of	Eventsin the life of Jesus	includingEaster	difficult times							
			Everyday materials	(cont'd)	_								
					Science: Humans& other	RE: Christianity & Judaism							
				Science: Humans&	animals- Nutrition 2 (Biology)	Easter – What happened to							
				other animals- Nutrition		Jesus over the course of							
				1 (Biology)		Holy Week?							
						Science: Humans & other							
						animals: The Human Life							
				Page 11 of 13		Cycle (Biology)							



	Whole School Curriculum Map										
	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6				
	Overall Theme: Space	Art: T-shirt:	Art: Frida Kahlo:	Art: Vanessa Bell:	Art: St George'sDay:	Art: LS. Lowry and	Art: The Natural World:				
		Lookingat fabric,	drawing, oil pastel,	patterns, drawing	dragon painting, designing,	Albert Giacometti:	still life, sketching, mon-				
	Art: Space:	drawing, painting	portraits, designing,	watercolour paintings	planning, modelling,	figurative drawing with	printing and block print				
	Drawing, Painting Collage	printing and making	modelling and making		making painting, dragon	charcoal figurative	design on canvas bags				
	Handprint rocket	ownt-shirt print	clayflowers	DT: Food & nutrition	sculptures	sculptures with wire and					
						mixed media	DT: Food & nutrition				
	DT: Food & Nutrition	DT: Food & nutrition	DT: Food & nutrition	French: Animals	DT: Food & nutrition						
				Story: "Les3 petits		DT: Food & nutrition	French: Healthy lifestyles				
	French: Farm animals	French: Fruits(I	French:	cochons": animals,	French: Chezmoi (At		(food, opinions, recipes,				
	& pets, Story "Où est	like)Story: "La	Fruit/Vegetables	house vocabulary.	home: house, different	French: Pets/ Doyou	activities)				
	maman?"	Surprise de Handa »	Picture book: « Les		environments.	have a pet?					
		(fruits/animals/colours)	citronsne sont pas	Geography: Mountains		Grammar: Adjectival	Geography: South America				
	Geography:		rouges» negative	Volcanoes& Earthquakes	Geography: Deserts	agreement / Possessive					
	Volcanoes	Geography: Local area				adjective/ Questions/	History: British History				
		(including mapping)	Geography: Contrast UK	History: Study of British	History: Study of British	negative (pasde)	(extending beyond 1066)				
	History: Space:		& non-European	History extending	History extending	Constant Matrix 8	The Battle of Normandy				
	historical event of	History: How people	country: Mexico	chronological knowledge	chronological knowledge	Geography: Water &					
	moon landing, how	lived in the past	Music Production	beyond 1066-Key	beyond 1066- Crime and	Rivers(Part 2)	Music: Transition project:				
A	spacetravel has changed and	compared to today	WUSIC Production	people who have affected history: an	punishment through the		Garage Band				
Summer Unit A	developed.	e.g. Victorian life	PE: Athletics, cricket,	appreciation of human	ages	History: A Local History Study: The Hidden	PE: Athletics, cricket,				
5	developed.	Music: Story telling – Windrush	tennis	achievements& aspirations.	Music: Carnival – Music of the	History of Portobello	tennis				
me	Music: Songstories-	Child - timbre, tempo,	terms	Music: Music for Screen – sound	Notting Hill Carnival	and Golborne Roads	terinis				
Ę	timbre, pitch, tempo	dynamics	PSHE: Relationships:	effects.	PE: Athletics, cricket,	and doubonne hoads	PSHE: Relationships:				
3	& dynamics	Gynamics	Special people, Body parts,	eneco.	tennis	Music: Music for Screen 2 –	Relationships& Sex				
	e dynamics	PE: Athletics, cricket, tennis	appropriate/inappropri	PE: Athletics, cricket,	terms	Creating a soundtrack	Education, Changesto the				
	PE: Athletics, cricket, tennis		ate touch, bodies&	tennis	PSHE: Relationships: Listen	PE: Athletics, cricket,	body, Reproduction,				
		PSHE: Relationships:	feelings, teasing &		& respond respectfully,	tennis	Puberty, Respect,				
	RE: Christianity Bible Stories	Special people,	bullying	PSHE: Relationships:	Identity, Bullying,		How feelings and emotions				
		appropriate/inappropri		Collaboration,	Dares, Privacy / personal	PSHE: Health & Well-	can be managed at				
	Science: Space-the	ate touch, bodies&	RE: Intro to all 6	Conflict/disputes,	boundaries	being: Independence, Risk,	changing, challenging or				
	solar system, planets,	feelings, teasing &	religions The work of	Similarities& differences		Bacteria & viruses,	difficult times				
	how we travel to space	bullying	religiousleaderswithin	Bullying, Stereotypes.	RE: Christianity, Sikhism,	Peer pressure, Habits					
			the community		Hinduism Special books&		RE: Christianity &				
		RE: Intro to all 6		RE: Christianity & Islam	Sacred texts-Christianity	RE: Christianity &	Buddhism Ideasabout				
		religions Holy books	Science: Plants	Rules& how they		Judaism Leadersin	God				
		How they are read and		influence actions	Science: Livingthingsin	religiouscommunities&					
		handled and how they		FivePillarsof Faith, Two	their environment –	the importance of	Science: Evolution &				
		influence religious		Commands of Jesus,	habitatsand food chains	religion today	inheritance (Biology)				
		people		Charity	(Biology)						
						Science: Propertiesand					
		Science: Plants		Science: Green plants (biology)		changesof materials:					
						chemical changes (Chemistry)					



	Decention				•		
	Reception	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Overall Theme:	Art: Mark Harald	Art: Frida Kahlo:	Art: Andy Warhol Soup	Art: St George'sDay:	Art: LS. Lowry and	Art: The Natural World:
	Under the sea	Hanging Birds:	drawing, oil pastel,	Cans: drawing,	dragon painting, designing,	Albert Giacometti:	still life, sketching, mon-
		drawing, patterns,	portraits, designing,	designing, painting,	planning, modelling,	figurative drawing with	printing and block print
	Art: Rainbow Fish: Oil	collage and mixed media	modelling and making	group artwork	making painting, dragon	charcoal figurative	design on canvasbags
	pastel drawings,	For the Format	clayflowers	For the Man Start	sculptures	sculptures with wire and	
	printing, fish collage	French: French	Francisco a con "	French: Musical	Franch, Caldilador et ano	mixed media	French: Olympic games
	For the Form 1	phonetics.	French: I can"	instruments	French: Goldilocks story:		(history, sports, opinions,
	French: Family	Story: "Elmer	(activities, using verb	Fête de la musique.	"Boucle d'Or et lestrois	French: Habitats(plants	sport celebrities). Tour de
	members.Story: "le	l'éléphant": Wild	"je peux") Story: "La	Coordination	ours"	& animals, where they	France
	petit oiseau"	animals, colours	petite poule rousse"	Geography: UKregion	Community Community	live and grow, how they	Community Community
			Constraint LIV	study: Comparing	Geography: Compare UK	adapt)	Geography: Comparea
	Geography : World	Music: Introduction to recorder –	Geography: Contrast UK	London with	with an EU region: Spain & Catalonia	Coorrente a Suctoirable	region of the UKwith a
	Geography		& non-European	the countryside eg.	CatalOffia	Geography: Sustainable	region of South America:
	Lister ville develo	instrumental skills	country: Mexico	Oxfordshire, East Anglia	Lister - Church of Duitish	tourism around the world	Argentina & Croeso i
	History: Under the sea: extinct animals	PF : Athlatics, ariskat tannis	Music lastrum onto of the	Listen & Chuck of Dritich	History: Study of British	world	Ariannin?
	and what has	PE: Athletics, cricket, tennis	Music: Instruments of the Orchestra – Peter and the Wolf	History: Study of British History extending	History extending chronological knowledge		Lister & Study of Dritich
	affected the oceans	PSHE: Living in the	Orchestra – Peter and the Wolf	chronological knowledge	beyond 1066- Crime and	History: A Local History Study: The Hidden	History: Study of British History extending
	over time.	wider world: Money –	PE: Athletics, cricket,	beyond 1066- Key	punishment through the	History of Portobello	chronological knowledge
	over time.	what it used for	tennis	people who have	ages	and Golborne Roads	beyond 1066- Advancing
8	Music: Songstories-	Beingunique,	terms	affected history: an	ages	and Golborne Roads	Medical Care
nit	timbre, pitch, tempo	similarities, community	PSHE: Living in the	appreciation of human	Music: Music of the Classical	Music: Impressionism – La	Wedical Cale
L D	& dynamics	& how to get help	wider world Money-	achievements& aspirations.	Period – Beethoven's 5 th	Mer, Debussy	Music: Production
me	e dynamics	a now to get help	what it used for	demevements & aspirations.	Symphony	PE: Athletics, cricket,	ividsite. I roddetion
Summer Unit B	PE: Athletics, cricket, tennis	RE: Intro to all 6	Beingunique,	Music: Music of the Romantic	PE: Athletics, cricket,	tennis	PE: Athletics, cricket,
S		religions Holy books	Similarities, Community	Period – Night on a Bare	tennis	(Crimis	tennis
	RE: Christianity Bible stories	How they are read and	& how to get help	Mountain		PSHE: Living in the wider	
		handled and how they		PE: Athletics, cricket,	PSHE: Living in the wider	world: Role of money,	PSHE: Living in the wider
	Science: Under the	influence	RE: Intro to all 6	tennis	world: Charity, Helping	budgeting, saving, global	world & Health &
	sea-different types		religions EasyQuestions		others, First Aid	resources, enterprise,	Wellbeing: Rail Safety
	of seaanimals,	Science: Seasonal change	– Difficult Answers	PSHE: Living in the wider		media	Mobile Phone Safety
	naming and		Ultimate guestions	world: Money,	RE: Christianity, Sikhism,		Aspirations
	categorising,		raised by the natural	budgeting, saving, global	Hinduism Special books&	RE: Christianity &	Feelingsand common
	different habitats		world	resources, enterprise,	Sacred textsGuru Granth	Judaism Creation Stories	anxietiespupilsface when
				media	Sahib (Sikhism) Bhagavad	& the ultimate questions	moving to secondary
			Science: Living things		Gita (Hinduism)	they raise	school and ways of
			and their habitats	RE: Christianity & Islam			managing these feelings.
			(cont'd from autumn)	Special places& sacred	Science: Livingthingsin	Science: Forces(Physics)	
				texts, The Mosque & the	their environment –		RE: Christianity &
				musulla, The Church	biodiversity & its		Buddhism Suffering &
					protection (biology)		Happiness
				Science: Light (Physics)			
							Sci: Humans& other
							animals-body systems
							and health (Biology)