



Woodlands Curriculum policy

Signed (chair):	Name:	Date:
Signed (Head):	Name:	Date:
Ratified by: on	Next Review:	

Contents

1. Curriculum aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion	4
6. Monitoring arrangements	5
7. Links with other policies	5

1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Board of Trustees and Local Academy Councillors

The Trustees and Councillors will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

They will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The Multi Academy Trust (MAT) is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Heads of School

The head of school is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of trustees
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The individual Academies' procedures for assessment meet all legal requirements
- › The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The Trustees and Local Academy Councillors are advised on whole-academy targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the Academy curriculum is implemented in accordance with this policy. Curriculum Leaders will support the Heads of School in monitoring their subjects, ensuring staff are supported with training and resources where needed.

4. Organisation and planning

Our curriculum is planned around topics of varying lengths and where possible enhanced by local amenities and sites of local interest.

- › Subjects are organised into topics of varying length depending on the academy (Appendix 2)
- › Our curriculum planning includes
 - Relationships and health education
 - Relationships and sex education
 - Spiritual, moral, social and cultural development
 - British values
- › long-term annual overviews (Appendix 2)

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Trustees and Local Academy Councillors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › Termly Local Academy Council meetings in each academy
- › Raising Achievement Reviews with Robinswood Multi Academy Trust
- › South 3 Cluster Schools, Peer to Peer reviews
- › South 3 Cluster Schools moderation
- › Cross Multi Academy Trust moderation meetings
- › Pupil progress meeting reports

Subject leaders monitor the way their subject is taught throughout the academies by:

- › Planning scrutiny
- › learning walks
- › Book scrutiny
- › Lesson visits
- › Speaking with children

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Appendix 1 details the academies Intent, Implementation and Impact overviews

This policy will be reviewed every 3 years by the Executive Headteacher. At every review, the policy will be shared with the full Board of Trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEN policy and information report
- › Equality information and objectives

Appendix 1 Intent, Implementation and Impact overviews

INTENT	Woodlands Living and Learning		Mission Statement: To enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations.						
	Aims: 1. Our academies will provide safe, nurturing learning environments that provide all children with opportunities to thrive and achieve their full potential. 2. Our staff will promote the Trust values, be energetic and passionate about what they do, feel valued for their work and having a wealth of opportunities to develop themselves, progress their careers and maintain a good work-life balance. 3. Our MAT will welcome schools to join us and work in collaboration through shared vision and values to benefit pupils, adults and the community. 4. Our assets will be managed effectively to enable all academies to thrive through collaboration and expertise						Values: Challenge Equality Diversity Empathy Resilience Creativity Fairness Growth Honesty Commitment Compassion Community		
	Personal skills	Knowledge	Life skills	Leadership skills	Mental Health	Healthy	Emotional skills	British values	
Sense of community	Challenge	Growth mindset	Language	Spirituality	Morality	Social skills	Culture		
IMPLEMENTATION	Approaches to learning: * Quality First Teaching *Highest learning expectations * Consistent approach to teaching & behaviour * Teaching styles and resources meet pupil's need * Differentiation * Personalised learning * Multi-sensory & over learning * Promote a love for learning * Build on learning beyond school * Inclusion for all * Promote communication *Challenge *Success Criteria * Promote independence *Creativity *Using the outdoors *Learning through play & practical activities								
	English	Mathematics	Science	History	Geography	RE	Art	School awards: *Sports Award - Silver *RRS – Level 1 *Bristol Standard *Eco - Bronze	
	Spelling	Music	PE	Computing	MFL	DT	PSHE		
	Specialist roles: MFL specialist, Sports provider, Speech and Language therapist, Family Link worker, Well-being champion			Sports and being active: School Sports Partnership Member, Lunchtime challenges, PE curriculum, After School clubs – Bristol Sport					
	Needs of pupils: ASC, Social Communication, SPLD, MLD, SLCN, ADHD, SEMH, Physical, Dyspraxia, Medical								
	Interventions: *Speech & Language * Anxiety * Attachment * Body Image * Fine Motor *Precision teaching * Social/Life skills * Language *Friendships * Emotional Literacy * Memory * Nurture * Problem Solving * Handwriting * Gross Motor *Physiotherapy * Reading Comprehension * Phonics * Bereavement support * Transition *Accelerated Reader *Nessy *Lucid dyslexia screener								
	Enrichment days/weeks: British week, Sports days, World Book day, Sports relief/Comic relief, Children In Need, Author visits, Christmas performances. Year group specific: Y1: Pirate day, Y3: Roman Day, Y4: Ancient Egyptian Day, Y5: Ancient Greek Day + wow events or sessions linked to the curriculum								
	Enrichments visits and trips: Camps (Y4 Hooke Court, Y6 Court Farm), Nursery - Avon Valley, Reception – Avon Valley, Y1 – Berkeley Castle, Y2- SS Great Britain / Weston, Y3 – Bristol Boat Trip / Carleon / Bristol Zoo, Y4 Fizz Pop Workshop / Egyptian Workshop / Leigh Woods, Y5 – STEAM museum / We are Curious / Mosque visitor to school, Y6 –Life skills centre / Bristol University / First aid course in school / M-Shed Bristol / River Walk in Saltford								
Community links: Waycroft Multi Academy Trust, South 3 Cluster, Ashton Park Sports Partnership, Christ the Servant, Stockwood Free Church, Bristol Sport									
Pupil voice: School Council, Sports Council, Y6 Ambassadors, Modeshift Champions									
IMPACT	<u>Standards</u> —Children make expected or greater than expected progress and work towards challenging targets, which are set according to their baselines on entry. High expectations for children in all pupil groups and covering all abilities.			<u>Wellbeing</u> —Children enjoy learning and coming to school. Their mental health and well-being are supported and they are making progress. They are becoming more confident & successful learners.		<u>Personal Development</u> —Children demonstrate 'Living and Learning' in the learning and behaviour in and around school. They learn to make the right choices for their well-being and academic achievement.		<u>Behaviour</u> – Children demonstrate good behaviour as they move around school and during periods of choice and play. Learning behaviours are embedded showing children engaging enthusiastically in the classroom and beyond.	
	Pupil conferencing	National data	Target Tracker	Headstart	Book scrutiny	AR tracking	Feedback	Phonics Tracking	
	Planning scrutiny	Learning Logs	Self-assessment	Peer assessment	Learning walks	Pupil survey	Staff survey	Parent survey	
	Subject leader monitoring	Discussions	Staff training	Appraisals	Lesson monitoring		Phase leader monitoring		

Appendix 2 - Long-term plans

Woodlands

Nursery

Term		1	2	3	4	5	6
Topic		Me, Myself and I	Fantastic Fairy tales	Up, up and away!	Eggstatic!	Let it Grow!	Oh, I do Like to be Beside the Seaside!
Books		Mog The Tiger Who Came to Tea Peace at Last	The Three Little Pigs Goldilocks and the three bears Little Red Riding Hood	The Wheels on the Bus Man on the Moon Whatever Next?	The Odd Egg Dinosaurs Juniors Happy Hatchday	Oliver's Vegetables Jasper's Beanstalk Eddie's Garden	The Beach The Lighthouse Keeper's Lunch Lucy & Tom at the Seaside
Wow!		End of term class celebration	Find wolf prints outside, who has been in our garden?	Setting balloons free. Where will they travel to?	Finding a giant egg in a nest	Digging expedition in the sand and mud pit	Finding a packed suitcase in Nursery.
Prime Areas of Learning	Communication and Language	Circle Time sessions – News of the week, show and tell, taking home Marty the monkey. Nursery rhymes – listening and responding to various songs and rhymes. Learning to listen and respond to the adults in the classroom through games and responding to instructions. Phase one Letters and Sounds. Start to learn and join	Circle Time sessions - Show and tell and taking home Marty the monkey. Traditional tales – listening and responding to various stories during whole class sessions. Listen and responding to different instructions. Joining in with action rhymes and songs. Continuing with Letters and Sounds. Opportunities for the children to share their	Circle Time sessions - Show and tell and taking home Marty the monkey. Transport – listening and responding to various stories and songs during whole class sessions. Listen and responding to different instructions. Continuing with Letters and Sounds. Introduction to first 3 phonic sounds. Active reading sessions – based on	Circle Time sessions – recognising and expressing feelings and emotions. Show an awareness of how to care for other things and what might upset others. An Egg focus this term– listening and responding to various stories and songs during whole class sessions, linking with dinosaurs, spring, chicks, growth. Demonstrating confidence when answering why and	Planting and growing– listening and responding to various stories and able to share ideas and predict what might grow from the seeds or what is needed for a seed to grow etc... Continuing with Letters and Sounds. Introduction and recap to the first 6 phonic sounds. Recognising the initial sounds in words. Active reading sessions – based on prediction and	Vocabulary focus on seaside and beach, questions based on if they have been, what were their experiences like? Continuing with phonics- initial sounds. What can they see in busy pictures – seaside focus Recognising the initial sounds in words. Active reading sessions – based on prediction and comparison.

		<p>in with familiar songs.</p> <p>Responding to topic based stories – encouraging language based on themselves, family, houses.</p>	<p>own experiences and to retell different events that have happened to them - weekend news, holiday news etc...</p> <p>Christmas Nativity practise</p>	<p>prediction and comparison.</p> <p>Encouragement of conversation between the children – based on transport – favourite mode of transport, comparison between them.</p>	<p>how questions.</p> <p>Continuing with Phonics – introducing new sounds and recapping previous sounds.</p> <p>Recognising and identifying initial sounds in CVC words.</p> <p>Active reading sessions – based on prediction and comparison.</p> <p>Encouraging predicting in conversations – what will happen if...? What could be in our egg...?</p>	<p>comparison.</p> <p>Recognising rhyme in stories and songs.</p>	<p>Building up role play opportunities with children using topic based language.</p> <p>Telling a simple past event in the correct order.</p> <p>Recognising rhyme in stories and songs.</p>
	<p>Personal, Social & Emotional Development</p>	<p>Learning to separate from carer with support.</p> <p>Settling in to new environment and sitting and listening for circle time and carpet sessions.</p> <p>Making golden rules for our classroom.</p> <p>Learning to share, play and take care of resources.</p> <p>Walking tour around the school, classroom and outdoor area and</p>	<p>Sitting and listening for circle time and carpet sessions.</p> <p>Learning to share, play and take care of resources.</p> <p>News of the Week – sharing experiences.</p> <p>Taking home Marty the monkey – keeping a home diary of his weekend with you.</p> <p>Taking turns to listen and share feelings and thoughts.</p>	<p>Selecting and using resources that are on offer in Nursery – independence in choosing their preferred activity.</p> <p>Developing confidence talking and listening to other children – show and tell and sharing news.</p> <p>Communicating freely about own home and community – Marty the Monkey to be taken home.</p> <p>Engaging in circle</p>	<p>Learning to care for things, showing concern for other children and other living things – plants, animals etc...</p> <p>Explore feelings – can children identify ow they are feeling and are they aware of how others feel? Focus texts to explore this. Feelings Jar.</p> <p>Selecting and using resources that are on offer in Nursery – playing with purpose</p>	<p>Developing confidence talking and listening to other children – during circle time</p> <p>Making relationships and encouraging other children to join in team games or group play.</p> <p>Cooperating in circle time games and gaining confidence to respond to instructions or questions.</p> <p>Playing co-operatively</p>	<p>Developing confidence talking and listening to other children.</p> <p>Making relationships and encouraging other children to join in team games or group play.</p> <p>Playing co-operatively with children and building up role play activities, which they extend by responding to what each other are saying,</p> <p>Independence in</p>

		<p>getting used to the daily routine.</p> <p>News of the Week – sharing experiences, show and tell.</p> <p>Taking turns to listen and share feelings and thoughts – feelings jar.</p>	<p>Learning to play alongside and share experiences with children and adults in class.</p> <p>Becoming independent with personal care and knowing the daily routine of Nursery day.</p>	<p>time and circle games.</p> <p>Playing co-operatively with children during games – focus on team games indoors and outdoors.</p> <p>Role play opportunities available to encourage group play and offering cues to peers to join in.</p> <p>Independence in putting on coats, shoes, wellies etc...</p>	<p>and tidying away resources once they have finished.</p> <p>Developing confidence talking and listening to other children – show and tell and sharing news.</p> <p>Engaging in circle time and circle games.</p> <p>Playing co-operatively with children during games – focus on team games indoors and outdoors.</p> <p>Role play opportunities available to encourage group play and offering cues to peers to join in.</p>	<p>with children.</p> <p>Independence in putting on coats, shoes, wellies etc...</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers.</p> <p>Able to express and identify their feelings.</p>	<p>putting on coats, shoes, wellies etc...</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers.</p> <p>Able to express and identify their feelings.</p>
	Physical Development	<p>Exploring different materials and playdough stations.</p> <p>Movement to various music and action songs.</p> <p>Encouragement of independent self-care – using spoon, fork, cup, washing hands, using the toilet.</p> <p>Movement and musical walk in the</p>	<p>Movement to various music and action songs – focus on different movement – crawling, tip toeing,</p> <p>Encouragement of independent self-care – using spoon, fork, cup, washing hands, using the toilet.</p> <p>Mark making opportunities (indoors & outdoors)</p> <p>Developing their fine</p>	<p>Differentiation between the different movements they are making – knows when to crawl, skip, run and can switch to that movement when asked – play the bean game etc...</p> <p>Encouragement of independent self-care – focus on putting coat, hat and wellies on.</p>	<p>Differentiation between the different movements they are making – can link a certain movement to a specific game.</p> <p>Exploring creative movement linked to music – dinosaur marching song etc...</p> <p>Mark making opportunities (indoors & outdoors) Focus on single letter formation</p>	<p>Wiggle til you squiggle – focus on fine motor control and movement.</p> <p>Mark making opportunities (indoors & outdoors)</p> <p>Focus on pencil grip and forming recognisable letters.</p> <p>Writing name.</p> <p>Developing their fine motor control - tracing</p>	<p>Wiggle til you squiggle – focus on fine motor control and movement.</p> <p>Mark making opportunities (indoors & outdoors)</p> <p>Focus on pencil grip and forming recognisable letters.</p> <p>Writing name.</p> <p>Sports day practice – developing team</p>

		<p>outdoor area.</p> <p>Mark making opportunities – self - portraits, family pictures, body parts.</p> <p>Gross motor activities in the outdoor area – large scale building.</p> <p>Building houses using construction materials.</p>	<p>motor control - tracing names, observational painting, threading, small block building.</p> <p>Ball skills – kicking, catching, throwing.</p> <p>Negotiating obstacles – running around cones, climbing different equipment safely.</p> <p>Large scale building – building the three little pigs houses, making dens etc...</p> <p>Negotiating bikes and trikes.</p>	<p>Mark making opportunities (indoors & outdoors)</p> <p>Developing their fine motor control - tracing names, writing names, tweezer activities, scooping, threading, small block building.</p> <p>Large scale building – creating their own roads and have to negotiate their cars around the track.</p> <p>Negotiating obstacles – running around cones, climbing different equipment safely – creating their own obstacle course with the relevant equipment.</p>	<p>– ‘a’ ‘t’ etc...</p> <p>Squiggle whilst you wiggle – focus on specific arm movements to develop mark making skills.</p> <p>Developing their fine motor control - tracing names, writing names, tweezer activities, scooping, threading, small block building.</p> <p>Large scale building – creating their own dens outdoors, building large creations where our eggs will be protected.</p> <p>Negotiating obstacles – running around cones, climbing different equipment safely – creating their own obstacle course with the relevant equipment.</p>	<p>names, writing names, tweezer activities, scooping, threading, small block building.</p> <p>Ball throwing, catching and kicking.</p> <p>Negotiating obstacles – running around cones, climbing different equipment safely – creating their own obstacle course with the relevant equipment.</p>	<p>games, following rules of a game, co-ordination skills.</p> <p>Ball throwing, catching and kicking.</p> <p>Negotiating obstacles – running around cones, climbing different equipment safely – creating their own obstacle course with the relevant equipment.</p> <p>Creative movements to music – children to think of their own creative movement during music sessions.</p>
Specific Areas of Learning	Literacy	<p>Listening and responding to stories from authors – Jill Murphy, Judith Kerr, Traditional Tales (Three Little Pigs), Martin Waddell</p> <p>Join in with action</p>	<p>Listening and responding to stories from authors - various traditional tales.</p> <p>Simple retelling of the story using props and story setting trays.</p>	<p>Listening and responding to stories from authors - through active reading sessions.</p> <p>Role playing opportunities through different props located</p>	<p>Egg focus - Listening and responding to stories from authors - through active reading sessions.</p> <p>Role playing opportunities through deconstructed role</p>	<p>Listening and responding to stories based on growth – Jasper’s beanstalk, Oliver’s vegetables etc...</p> <p>Sequencing the story.</p>	<p>Listening and responding to stories based on seaside – (Lucy & Tom at the seaside etc...)</p> <p>Ascribing meaning to marks that they see in</p>

		<p>rhymes and songs – focus on Nursery rhymes.</p> <p>Large scale mark making – drawing houses, bodies, face.</p> <p>Name recognition.</p> <p>Pencil grip activities using paint, chalk etc – creating their own patterns and art work.</p> <p>Introducing and encouraging children to use the reading corner – reading buddies to use the area – encouraging communication and using the book appropriately.</p>	<p>Sequencing traditional tales using a flow map.</p> <p>Reading opportunities – weekly visit to the library, reading circles, story time on the carpet, books in different areas of the classroom.</p> <p>Learning actions to stories.</p> <p>Mark making opportunities – Writing station – designing houses for the 3 Little Pigs, Goldilocks’ porridge etc...</p> <p>Encouraging children to give meaning to the marks they create.</p> <p>Noticing details about the stories – making porridge for Goldilocks, building houses for the 3 Little Pigs...</p>	<p>in different areas of the class e.g in the construction area.</p> <p>Introduction to phonic sounds.</p> <p>Reading opportunities – weekly visit to the library, reading circles, story time on the carpet, books in different areas of the classroom.</p> <p>Mark making opportunities – Writing station – phonic sounds, names, different elements from stories.</p> <p>Encouraging children to give meaning to the marks they create and prompt discussion.</p> <p>Focus on handling books as a reader and notice the way stories are structured.</p>	<p>play outside.</p> <p>Introducing new phonic sounds and recapping previous sounds.</p> <p>Using our topic of Eggs allowing the children to discuss and predict what is inside different eggs – mark making their ideas.</p> <p>Reading opportunities – weekly visit to the library, reading circles, story time on the carpet, books in different areas of the classroom.</p> <p>Mark making opportunities – Writing station – phonic sounds, names, different elements from stories.</p> <p>Encouraging whole class discussions and recording their ideas to make their thoughts visible.</p> <p>Focus on handling books as a reader and notice the way stories are structured.</p>	<p>Continuation of phonic sounds.</p> <p>Mark making opportunities – Writing station – phonic sounds, names, different elements from stories.</p> <p>Forming recognisable letters.</p> <p>Encouraging children to give meaning to the marks they create and prompt discussion.</p> <p>Focus on handling books as a reader and notice the way stories are structured.</p> <p>Recognising familiar words and signs such as logos.</p> <p>Able to describe main story settings, events and principal characters.</p>	<p>different places.</p> <p>Continuation of phonic sounds.</p> <p>Mark making opportunities – Writing station – phonic sounds, names, different elements from stories.</p> <p>Forming recognisable letters.</p> <p>Being aware of text in books and that it tells the story.</p> <p>Recognising familiar words and signs such as names. – writing names independently.</p> <p>Able to describe main story settings, events and principal characters.</p>
	Maths	Introduction to number rhymes and	Joining in with number rhymes and	Whole class counting and counting and	Egg number hunts. Focus on number	Focus on number recognition (1-10)	Focus on number recognition (1-10)

		<p>songs.</p> <p>Whole class counting to 10 using fingers and objects.</p> <p>Performing counting songs – 5 Currant Buns, 12345 Once I caught a fish alive.</p> <p>Explore our Maths area encouraging the children to use the resources appropriately.</p> <p>1:1 counting using natural objects – children will be encouraged to point to the objects as they count.</p> <p>Counting the amount of blocks used to build their houses in the construction area.</p> <p>Shape recognition – what shapes are in our house pictures?</p>	<p>songs – using actions – 5 currant buns, 5 speckled frogs.</p> <p>Whole class counting and counting and sorting objects during circle time.</p> <p>Focus on number recognition.</p> <p>Sequencing numbers on our number line.</p> <p>1:1 correspondence – “Can you put 3 little pigs in the house?”</p> <p>Encourage the understanding and the use of mathematical language – <i>How many, one more, two more</i> etc...</p> <p>Shape recognition – what shapes are in the environment.</p> <p>Comparing sizes-linked to Goldilocks, encouraging the use of mathematical language.</p> <p>Comparing quantities – what bowl has more porridge in?</p>	<p>sorting objects during circle time.</p> <p>Focus on number recognition (1-10)</p> <p>Sequencing numbers on our number line.</p> <p>1:1 correspondence – “Can park 5 cars in the car park?”</p> <p>Encourage the understanding and the use of mathematical language – <i>How many, one more, two more</i> etc...</p> <p>Making transport patterns – sequencing.</p> <p>Focus on positional language.</p> <p>Using shapes to create their own transport models.</p> <p>Comparing quantities – encouraging discussion and use of mathematical language.</p>	<p>recognition (1-10)</p> <p>Sequencing numbers.</p> <p>Encouraging mathematical language through exploring size – which egg is the biggest? How can we weigh our eggs? Is our egg heavy or light? How can you tell?</p> <p>Encourage the understanding and the use of mathematical language – <i>How many, one more, two more</i> etc...</p> <p>Creating repeating patterns – vegetable printing , making dinosaur footprints.</p> <p>Focus on positional language.</p> <p>Comparing quantities – encouraging discussion and use of mathematical language.</p> <p>Opportunities to mark make different numbers.</p>	<p>Sequencing numbers.</p> <p>Number formation.</p> <p>1:1 correspondence using seeds and plant pots etc...</p> <p>Repeating patterns using flower printing.</p> <p>Focus on positional language.</p> <p>Noticing shapes in the environment and talk about the shapes of everyday objects.</p>	<p>Sequencing numbers.</p> <p>Number formation.</p> <p>1:1 correspondence using seeds and plant pots etc...</p> <p>Focus on positional language.</p> <p>Noticing shapes in the environment and talk about the shapes of everyday objects – beach themed</p> <p>Orders two or three items by length or height.</p> <p>Counts objects to 10 and is beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p>
	ersta ndin g the Worl	Conversation about family and relations	Exploring materials – building houses for the 3 Little Pigs,	Forest time - exploring the area, collecting natural	Focus on growth – how do we care for things, what do seeds	Growth and planting – what do we need for seeds to grow? What	Creating our own rock pools – what animals will live there, what

		<p>during circle time.</p> <p>Using the Home role play corner to encourage related language and imitating everyday actions from their own family home and cultural backgrounds.</p> <p>Sharing family photographs. Add these to our Family Tree wall.</p> <p>Go on a sensory walk outdoors to discuss noises, smells etc that they experience.</p> <p>Three Little Pigs small world area – encourage appropriate use of small world models.</p> <p>Using mirrors to discuss facial features.</p> <p>Introduce and incorporate ICT – creating artwork on the IWB. Interactive games linked to our Maths and Literacy focus.</p>	<p>wrapping Christmas packages, making Christmas crafts.</p> <p>Making nature headbands during forest time.</p> <p>Den building – large scale house building linking to materials and the 3 Little Pigs.</p> <p>Encouraging discussion on the natural environment.</p> <p>Celebrating and talking about special times – Christmas.</p> <p>Using ICT equipment – taking photos and documenting their time in the forest and in the learning areas.</p> <p>ICT games focusing on number recognition and ordering.</p>	<p>materials, child initiated questions and discussion on the environment.</p> <p>Chinese New Year celebrations.</p> <p>Showing interest in different occupations – pilot, firefighter, bus driver etc</p> <p>ICT games focusing on number recognition, patterns, phonics.</p> <p>Encourage discussion on how things work – focus on different transport, planes, cars, boats.</p> <p>Creating our own transport – how do boats float? Paper planes etc...</p>	<p>need to grow, planting etc...</p> <p>Forest time - exploring the area, making homes for our eggs, child initiated questions and discussion regarding growth and life cycles.</p> <p>Dinosaur dig</p> <p>Making predictions – what is in our egg? How will we care for it?</p> <p>ICT – recording each other's predictions, documenting our eggs through photos/videos.</p> <p>Creating our own dinosaur/chicken habitats.</p> <p>Investigators station using magnifying glasses, diggers, clipboards etc...</p>	<p>will our seeds grow into?</p> <p>Documenting our planting and growing process using ICT equipment – children to commentate on what is happening.</p> <p>Making predictions,</p> <p>Observational drawings on plants, different parts of the plant...</p> <p>Reusing materials, recycling – Junk modeling</p> <p>Creating their own mini gardens using natural materials.</p>	<p>food will they have etc..</p> <p>Beach small world – caring for the sea animals.</p> <p>What happens at the beach – who works there? What do they do to help us?</p> <p>Recording stations in class – ICT equipment for children to role play with.</p> <p>Reusing materials, recycling – Junk modeling – underwater animals.</p>
	Expressive Arts & Design	<p>Drawing ourselves. This can either be a self-portrait or whole body drawing using</p>	<p>Designing and building houses using materials relating to the Three Little Pigs.</p>	<p>Designing and building their own transport models. Testing how well they</p>	<p>Designing and building their own egg nests. Testing how well the eggs fit, focus</p>	<p>Flower printing Seed collages Garden centre/shop</p>	<p>Creating our own rock pools. Underwater animal</p>

		<p>mirrors to help us.</p> <p>Explore the creative area- learning and recognising colour names.</p> <p>Outdoor art collages using natural materials – can make faces.</p> <p>Designing and building houses using materials relating to the Three Little Pigs.</p> <p>Using the outdoor environment to create large scale building – building dens and homes outside.</p> <p>Drawing family photographs , encouraging children to name members of their family.</p> <p>Experimenting with different materials to cut, stick and create their own pictures that have meaning to them.</p> <p>Playdough activities.</p>	<p>Using the outdoor environment to create large scale building – building dens and homes outside.</p> <p>Weaving – developing fine motor skills.</p> <p>Singing and joining in with actions for our Christmas nativity.</p> <p>Small world play - role playing Goldilocks, and other traditional tales.</p> <p>Making salt dough Christmas decorations.</p> <p>Music circle time using instruments – tapping out simple rhythms, copying beats that are played to them.</p> <p>Role play opportunities inside and outside – focus on the children’s interests.</p> <p>Creating own props for the role play.</p>	<p>move – floating boats in water tray, cars down tracks, paper aero planes outside.</p> <p>Using the outdoor environment to create large scale building – building car roads, car tracks using paint.</p> <p>Weaving – developing fine motor skills.</p> <p>Whole class dancing and singing to songs encouraging creative movement – using ribbons to help with the creative movement.</p> <p>Junk modelling – prompting discussion on what they are constructing and what it will be used for.</p>	<p>on weaving using natural materials, what could we use to keep our egg warms?</p> <p>Creating our movement songs using a dinosaur stimulus – ‘we are going on a dinosaur dig’</p> <p>Observational drawings.</p> <p>Junk modelling – prompting discussion on what they are constructing and what it will be used for.</p> <p>Decorating eggs - using repeating patterns.</p> <p>Dinosaur den construction.</p> <p>Small scale building opportunities indoors – focus on fine motor skills using little cups, small tubes etc</p> <p>Deconstructed role play.</p>	<p>role play.</p> <p>Malleable play incorporating nature.</p> <p>Whole class dancing and singing to songs encouraging creative movement – using ribbons to help with the creative movement.</p> <p>Creating mini gardens.</p> <p>Observational paintings and rubbings using flowers.</p> <p>Flower soup.</p>	<p>collages</p> <p>Sand painting</p> <p>Shell paintings/printing.</p> <p>Making our own jellyfish</p> <p>Sea foam</p> <p>Constructing a beach scene.</p> <p>Small world beach.</p> <p>Repeating patterns – printing starfish.</p> <p>Constructing with slime and cloud dough – senses .</p>
--	--	--	--	--	--	--	---

Reception

	Term	1	2	3	4	5	6
	Topic	This is me!	Let's Celebrate	Rhyme Time	Let's plant it	Amazing Animals	Once Upon a Time
	Books	Peace at Last A Piece of Cake 5 Minutes Peace	The Story of Diwali Stickman The Jolly Christmas Postman	The Snail and the Whale The Gruffalo What the Ladybird Heard	Jasper's Beanstalk Handa's Surprise Jack and the Beanstalk	The Great Pet Sale The Quangle Wangle's Hat Doing the Animal Bop!	3 Little Pigs The Gingerbread Man Goldilocks and the 3 Bears
	Wow!	Class Book	Class Party	Poetry Day	Magic seeds left in the classroom	Class tadpoles	3 Little Pigs in the classroom
Prime Areas of Learning	Communication and Language	<p>Small group and circle time sharing information about ourselves and our families.</p> <p>Role play activities using puppets and small world toys.</p> <p>Storytelling.</p>	<p>Christmas play practise and performance.</p> <p>Listening and responding to the ideas of our friends.</p> <p>Using language to imagine and recreate in play situations – Role-play Post Office and home corner.</p> <p>Re-telling a story.</p>	<p>Hot seating</p> <p>Describing characters from our favourite stories.</p> <p>Listening and responding to the ideas of our friends.</p> <p>Using language to imagine and recreate in play situations – Role-play.</p> <p>Re-telling a story.</p>	<p>Giving instructions using the Ipads to present.</p> <p>Speaking in front of the class, developing confidence.</p> <p>Listening and responding to the ideas of our friends.</p>	<p>Hot seating activities.</p> <p>Role-play in the vets area.</p> <p>Talking to the class about our family pets – using past, present and future tenses.</p> <p>Answering 'how' and 'why' questions.</p>	<p>Role- Play puppet theatre.</p> <p>Re-telling stories.</p> <p>Answering questions.</p> <p>Following instructions with several ideas or actions.</p> <p>Using past, present and future terms.</p> <p>Developing narratives and explanations.</p>

	Personal, Social & Emotional Development	<p>Play games, taking turns with friends.</p> <p>Sharing news about our summer holiday.</p> <p>Talking about our families – All about me posters.</p> <p>Likes and dislikes.</p>	<p>Looking at similarities and differences between ourselves and others.</p> <p>Sharing our likes and dislikes in regards to food – What would we like to have at our party?</p>	<p>Being a good friend – Ways we can be kind, support each other and celebrate our successes.</p>	<p>Listening to the ideas of others and sharing our ideas.</p> <p>Working together to understand and follow the class rules.</p> <p>Ways we can challenge ourselves – not giving up.</p>	<p>Speaking in a familiar group.</p> <p>Feelings – How do we show feelings?</p> <p>Sharing ideas and listening to the ideas of others.</p> <p>Showing sensitivity to the needs of our friends.</p>	<p>Team work and working as part of a group.</p> <p>Taking into account one another's ideas during activities.</p> <p>Speaking in a familiar group.</p> <p>Celebrating achievements.</p> <p>Dreams and Goals.</p>
	Physical Development	<p>Throwing and catching.</p> <p>Fine motor activities – Finger gym.</p> <p>Outdoor assault courses.</p> <p>Ring games – mulberry bush, duck duck goose etc.</p>	<p>PE – Learning an Indian style dance.</p> <p>Fine motor activities – Finger gym.</p> <p>Ball games.</p>	<p>Fine motor activities – Handwriting and Finger gym.</p> <p>Ball games.</p> <p>Dance and movement.</p> <p>Healthy foods and things we can do to stay healthy.</p>	<p>Fine motor activities – Handwriting and Finger gym.</p> <p>Gymnastics.</p> <p>Kids Yoga.</p> <p>Looking after our bodies – Healthy eating activities based around food groups.</p>	<p>Animals dance – Experimenting with different ways of moving.</p> <p>Coordination in large and small movements.</p> <p>Fine motor activities – Handwriting and Finger gym.</p>	<p>Sports day practise – Team games, running, balancing, throwing.</p> <p>Fine motor activities – Handwriting and Finger gym.</p> <p>Ways to keep active, healthy and safe.</p>

Specific Areas of Learning	Literacy	<p>Writing our names.</p> <p>Writing and mark making about ourselves and our families.</p> <p>Recognising familiar signs in our school and local area.</p> <p>Phase 2 letters and sounds – Recognising sounds.</p> <p>Jill Murphy books – The large family.</p> <p>Stories about ourselves and families from other authors.</p>	<p>Writing a letter to Santa.</p> <p>Writing about the story of Diwali.</p> <p>Writing letters and cards to each other and our families.</p> <p>Reading stories related to celebrations – Kipper’s party, the story of Diwali, Stick Man.</p> <p>Writing invites and party lists.</p> <p>Phase 2 letters and sounds – Reading words and simple sentences. Writing words and simple sentences.</p>	<p>Phase 3 letters and sounds – Recognising digraphs and trigraphs, reading words and simple sentences.</p> <p>Writing words and simple sentences.</p> <p>Rhyming words and stories.</p> <p>Writing instructions.</p> <p>Writing recipes.</p> <p>Describing characters.</p> <p>Describing and comparing settings.</p> <p>Rhyme challenge.</p>	<p>Phase 3 letters and sounds – Recognising digraphs and trigraphs, reading words and simple sentences.</p> <p>Writing words and simple sentences.</p> <p>Non-fiction writing - Writing instructions and lists.</p> <p>Writing labels and captions.</p>	<p>Phase 4 letters and sounds – Recognising digraphs and trigraphs, when reading words and simple sentences.</p> <p>Reading and writing common high frequency words.</p> <p>Writing sentences using finger spaces, capital letters and full stops.</p> <p>Talking about what we have read.</p> <p>Writing adverts for a pet.</p> <p>Describing animals – Real and imaginary.</p>	<p>Traditional Tales – Goldilocks, The 3 Little Pigs, The Gingerbread Man,</p> <p>Writing stories.</p> <p>Writing letters.</p> <p>Writing character descriptions.</p> <p>Phase 4 letters and sounds – Recognising digraphs and trigraphs, when reading words and simple sentences.</p> <p>Reading and understanding sentences.</p> <p>Writing sentences using finger spaces, capital letters and full stops.</p>
----------------------------	----------	---	---	---	---	--	--

	Maths	<p>Shapes around the school.</p> <p>Number hunt.</p> <p>Counting to 10.</p> <p>Recognising numbers.</p> <p>Counting activities – Jumping, clapping, different movements.</p>	<p>Finding one more and one less.</p> <p>Matching numeral to quantity from 1-10.</p> <p>Recognising 2D and 3D shapes.</p> <p>Creating patterns.</p> <p>Addition and subtraction.</p> <p>Ordering items by length or height, weight or capacity.</p>	<p>Recognising teen numbers.</p> <p>Finding one more and one less.</p> <p>Recognising and describing 2D and 3D shapes.</p> <p>Creating patterns.</p> <p>Addition and subtraction.</p> <p>Ordering items by weight or capacity.</p> <p>Developing vocabulary related to time, addition, subtraction and money.</p> <p>Recording using marks, numbers and number sentences.</p>	<p>Ordering numbers.</p> <p>Counting to 20 and back.</p> <p>Addition and subtraction using objects and by counting on or back.</p> <p>Days of the week</p> <p>Recognising teen numbers.</p> <p>Number bonds to 10.</p> <p>Finding one more and one less.</p> <p>Recognising and describing 2D and 3D shapes.</p> <p>Recording using marks, numbers and number sentences.</p>	<p>Creating and describing patterns.</p> <p>Using language related to size, weight, distance, time and money.</p> <p>Ordering numbers to 20.</p> <p>Counting to 20 and back.</p> <p>Addition and subtraction including recording using numbers and number sentences.</p> <p>Recognising teen numbers.</p> <p>Recognising and describing 2D and 3D shapes in our school environment.</p> <p>Finding double, half and sharing quantities.</p>	<p>Problem solving.</p> <p>Finding half.</p> <p>One more and one less within 20.</p> <p>Using language related to size, weight, distance, time and money.</p> <p>Ordering numbers to 20.</p> <p>Addition and subtraction including recording using numbers and number sentences.</p> <p>Recognising and describing 2D and 3D shapes in our school environment.</p>
--	-------	--	---	---	--	---	--

	Understanding the World	<p>Looking at the changes in season – Leaves on the trees, which flowers and vegetables/fruits are beginning to grow?</p> <p>Walk around the local area.</p> <p>Nature table for children to bring in objects they have found and explore natural objects on display.</p> <p>Harvest festival – How do people celebrate?</p> <p>Using the computer and Ipads to access different games and activities independently – Busy Things, 2simple, phonics games.</p>	<p>Looking at the changes in season – What do we notice about the trees? Making bird feeders for the garden.</p> <p>Diwali – How do people celebrate Diwali?</p> <p>Christmas – How do people celebrate Christmas?</p> <p>Making jelly.</p> <p>Using the computer and Ipads to access different games and activities</p>	<p>Spring – Changes in the seasons</p> <p>Noticing similarities and differences.</p> <p>Chinese New Year activities.</p> <p>Use of the school garden to hunt for signs of spring and nature.</p> <p>Using the computer and Ipads to access different games and activities independently – Busy Things, 2simple, phonics games.</p>	<p>Growth and new life.</p> <p>Planting a variety of seeds.</p> <p>Lifecycle of a frog and a butterfly.</p> <p>Caring for our school environment.</p> <p>Looking at changes over time.</p> <p>Cress experiment.</p> <p>Naming the parts of a plant.</p> <p>Using the Ipads to record instructions.</p>	<p>Animal facts and information.</p> <p>Camouflage and patterns in nature.</p> <p>Comparing habitats.</p> <p>Comparing environments.</p> <p>Comparing similarities and differences between ourselves and others.</p> <p>Developing an understanding of the technology we use at home and in school.</p>	<p>Comparing materials and their properties.</p> <p>Exploring materials.</p> <p>Comparing environments.</p> <p>Similarities and differences between ourselves and others, and among families, communities and traditions – Stories from around the world.</p> <p>Choosing technology for particular purposes.</p>
--	-------------------------	--	--	--	--	---	---

	Expressive Arts & Design	<p>Leaf printing, vegetable printing.</p> <p>Leaf collages.</p> <p>Autumn tree finger painting.</p> <p>Learning an autumn song.</p> <p>Leaf crowns.</p> <p>Percussion instruments – Our favourite songs and rhymes.</p> <p>Self-portraits.</p>	<p>Making Divas</p> <p>Christmas decorations</p> <p>Firework pictures</p> <p>Mehndi patterns</p> <p>Rangoli patterns</p> <p>Indian dancing</p> <p>Christmas play practise and performance – Learning songs.</p> <p>Singing Hands – Christmas songs.</p> <p>Post Office role play.</p>	<p>Musical Instruments</p> <p>Singing Hands – Makaton</p> <p>Exploring and combining different materials to create.</p> <p>Dance and movement.</p> <p>Making stick puppets.</p> <p>Making masks.</p>	<p>Collages.</p> <p>Colour mixing.</p> <p>Using different mediums to create pictures of spring.</p> <p>Fruit and vegetable printing.</p> <p>Fruit and vegetable sketching.</p> <p>Musical Instruments</p> <p>Looking at artists who paint flowers – Van Gough.</p>	<p>Animal masks.</p> <p>Animals dance.</p> <p>Creating patterns and camouflage.</p> <p>Using different mediums to create pictures of animals.</p> <p>Musical Instruments to create animal sounds.</p> <p>Animal prints.</p> <p>Songs about animals.</p> <p>Using the outdoor stage to perform.</p> <p>Vets role-play area.</p>	<p>Puppet theatre.</p> <p>Collages.</p> <p>Using material and media in creative ways.</p> <p>Musical instruments.</p> <p>Role-play and story-telling.</p> <p>Creating dances.</p> <p>Performing on the stage in the outside area.</p>
--	--------------------------	--	---	--	--	--	---

Year 1

Term	1	2	3	4	5	6
Topic	X Marks the Spot!	What makes me, me?	How dangerous can baking be?	Rocking Royals	Weather Forecasters	Our Fabulous Country
Wow	Pirate dress up	Bring in favourite toy	Baking afternoon	Trip to Berkeley Castle	Broadcasting Day	Artist Day
Science	Animals	Humans	Materials		Seasons	Plants
History	Famous Bristol pirate - Blackbeard	Toys	Great Fire of London	Royal family Castles		
Geography	Maps, basic geographical vocab		Map work		Seasons Weather patterns	UK knowledge, geography skills, vocab, fieldwork
Art	3D treasure map (form)			Portraits, colour mixing, textiles & weaving clothing for royals	Printing & patterns – weather collage	Landscapes & colours Drawing
DT		Sheet materials – linked to toys	Cooking	Vehicles – royal carriage (construction)	Textiles	
Computing	We are treasure hunters	We are collectors	We are TV chefs	We are painters	We are story tellers	We are celebrating
Music	Sea shanties	Rhythm in the way we walk and banana rap	In the groove	Round and round	Four seasons – Vivaldi Your Imagination	Reflect, Rewind and Replay
PE	BS – Cricket Games	BS - Football Gym	BS - Netball Dance	BS – Dance Games	BS - Tag rugby Games	BS - Gymnastics Athletics
RE	5 How do we celebrate our journey through life?		6 How should we live our lives?	7 Why are some places special?	8 Why is our world special?	
PSHE	Celebrating differences	Dreams & Goals	Relationships	Healthy Eating	Changing Me	

Year 2

Term	1	2	3	4	5	6
Topic	Wonderful Wheels	Where in the World? ...	Land of the Dragons	Intrepid Explorers	Can a Plant be a Superhero?	Oh, I do like to be beside the seaside!
Wow	Brining in bikes/scooters – obstacle course	Letter from Father Christmas – lost his sat nav, how can he find his way around the world to deliver presents?	Food tasting - China	Come dressed aa an explorer – treasure hunt or orienteering afternoon	Come dressed as a superhero – real or made up	Trip to the seaside
Science	Materials		Animals and Me		Plants	Habitats
History	Travel & Transport			Famous explorers		Seaside through the years
Geography		Non-contrasting European – Barcelona	Comparing UK to China	Maps/globes/atlases		Maps Similarities & differences
Art		Drawing & colour + famous artist	Printing & patterns – dragon collage		Form – making 3D sculptures – plant superheroes	Textiles
DT	Making vehicles with chassis & cab		Food			Textiles – making a beach bag/purse
Computing	We are researchers	We are detectives	We are games testers	We are astronauts	We are photographers	We are zoologists
Music		Singing/Christmas singing		Hands Feet and Heart		Zootime
PE	BS – Cricket Gym	BS - Football Games	BS - Netball Dance	BS – Dance Games	BS - Tag rugby Games	BS - Gymnastics Athletics
RE	4 Where do we belong?			9 Why is Jesus important?	3 Why are some stories special?	
PSHE	Dreams & Goals	Relationships	Celebrating Differences	Healthy Me	Changing Me	

Year 3

Term	1	2	3	4	5	6
Topic	Solid as a Rock	How can a river make a city great?	Sensational Sculptures	Watch out, Romans are coming!		I am a pupil, GET ME OUT OF HERE NOW!
Wow	Possible trip to Stonehenge	Field work, M-shed and a look at Bristol Harbour	Sculptor visit and create a sculptor with children.	Trip to Caerleon, Roman museum		Bristol Zoo- rainforest workshops
Science	Rocks and Soils	Forces and Magnets	Animals and Me		Light and Shadows	Plants
History	Stone Age-Iron age	History of the river of Bristol (linked to Geography)		The Roman Empire and its impact on Britain Anglo Saxons settling in Britain		
Geography		Local area map work		Countries around the world		South America
Art	Weaving	Make a settlement 3D	Make a Giacometti sculpture			Tree Printing Rain forest scenery (layers) Sketching leaves Leaf printing
DT	Cooking food linked with the Stone Age	Sheet Materials- Moving Bristol Bridges	Pop-up Book of different sculptures	Textiles-Celtic Patterns, sewing shawls	Construction-How could we make the structure of a Roman Building more stable?	
Computing	We are programmers	We are presenters	We are organisers	We are bug fixers	We are communicators	We are network engineers
Music	Singing		Djembe drumming		Glockenspiel	
PE	BS – Badminton Games – basic skills	BS – Hockey Dance	BS – Dance Games – tactics	BS – Cricket Outdoor Adventurous Activities	BS – Netball Athletics	BS – Basketball Swimming
MFL	Greetings Numbers	Alphabet Colours Family	Activities Shapes	Days & Months	Body parts	Foods
RE	What is important to me?		How do people express their beliefs?		What does it mean to be religious?	
PSHE	Celebrating differences	Dreams and goals	Relationships	Healthy Eating	Changing Me	

Year 4

Term	1	2	3	4	5	6
Topic	Queens, Canes and Contraptions	Creating a buzz	Let the battle commence!	Mummy! I want a pyramid!	Mummy! I want a pyramid!	Your nature needs you(?) Water*
Wow	Camp	Science based workshop?	Viking workshop	Museum		Trip to river. Lee Valley?
Science		Electricity and Sound		Changes of State	Teeth and Digestion	Living things and Changes to the Environment
History	The Victorians		Saxons and Vikings	Ancient Egypt	Ancient Egypt	
Geography	World map (Empire)	American toy companies	Britain	Human and physical	River Nile	Water and rivers Field work
Art	William Morris		Patterns	Canopic Jars		Natural sculpture
DT	Sewing	Electrical game			Egyptian cooking	
Computing	Scratch	Toy designers	E-mail	Wiki pages	HTML editors	Meteorologists
Music	African drumming and Christmas singing		The Fresh Prince of Bel Air		Recorder	
PE	BS - Basketball Dance	BS – Dodgeball Games – passing skills	BS - Tag rugby Gym	BS - Tennis Swimming	BS – Cricket Outdoor Adventurous Activities	BS - Football Athletics
MFL (Spanish)	Directions Transport	Travel Directions	Weather	Sports & Health	Toys	Animals
RE	What does it mean to belong to a religion?		What can we learn from Jesus?		How should we live and who inspires us?	
PSHE	Being Me	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me

Year 5

Term	1	2	3	4	5	6
Topic	Mythical beasts and Unstoppable Heroes	War has been declared	The World on our Doorstep	Out of this World	Land of Contrasts	
Wow	Greek Workshop	Steam Museum	Trip to supermarket	Trip to We are the Curious	Mexican Cooking	Nightingale Valley
Science	Life Cycles - animals	Forces		Space		Materials
History	Ancient Greece	WW2			Gandhi	
Geography			Fairtrade (longitude and latitude/compass work)	Rivers (Wye Valley) Comparing Countries	Mayan	
Art	Greek Pots	Propaganda Posters			Computing	Mayan Art Silhouette
DT		Cam Toys	Fairtrade Cooking (Fruit Smoothies)		Mexican Cooking	Cushions
Computing	We are Architects – Greek buildings	We are Cryptographers	We are Wen Developers		We are Artists Rangoli Patterns	
Music	Singing		Ukuleles		Drumming	
PE	BS - Basketball Dance	BS - Dodgeball Swimming	BS - Tag rugby Games – attacking & defending	BS - Tennis Games – tactics	BS - Cricket Outdoor Adventurous Activities	BS - Football Athletics
MFL (Spanish)	Directions Transport	Travel Directions	Weather	Sports & Health	Toys	Animals
RE	10. What does it mean to belong to a religion? - Hinduism		6. How to we make moral choices? Hinduism & Christianity		5. Why are some journeys and places special? Christianity & Islam	
PSHE	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me – linked with Science
English Links	Myths and Legends Non-Chronological Reports	Goodnight Mr Tom Evacuees Diary of Anne Frank News reports	Persuasive Writing	Recount of a trip to space Explanation Text	Gandhi Biography Stories from other cultures	Holiday Brochures (Local and Mexico)

Year 6

Term	1	2	3	4	5	6
Topic	Amazing Americas!	Shipshape and Bristol Fashion!	Raging Rivers!	Henry VIII: Hero or Villain?	We are Superheroes! (SATs week)	
Wow	Americas day- culture, food, dance	M-SHED trip/Bristol Docks	Walk along the Avon-Saltford	Tudor problem-solving	Camp Invite parents/directors/MP in for showcase/exhibition	
Science	Animals, including Humans(circulatory/digestive system)	Animals, including Humans (Diet, exercise and drugs)	Light	Living things and their habitats Classification	Evolution and Inheritance	Electricity
History		Slavery and its relationship with Bristol Timeline of slave trade		Tudors Compare Tudor Bristol to Bristol in the 1800s	Significant People in History (Darwin, Shakespeare, Suffragettes) British Week Discovery and harnessing of electricity	
Geography	Study of the Americas Labelling map Weather and climate. Local fieldwork	Map work-refreshing T1 Land use - plantations	Rivers- Features Trade links Erosion and deposition Human impact	Labelling map – links to Europe	UK geography + word linking with Darwin's exploration	
Art	Printing workshop -		Light on river mixed media project	Sculpture unit - animals	Superhero Art and comics Stan Lee Lichtenstein	
DT		Designing and cooking a healthy meal- specific food groups/needs	Creating a periscope		Cars – Electricity Vehicle for a superhero	
Computing	We are APP planners	We are project managers	We are market researchers	We are interface designers	We are APP developers	We are marketers
Music	Charanga- Learning the Piano Christmas singing		Charanga Lean on me Song		Learning the Piano phase 2	Leavers service performance
PE	BS – Badminton Gym	BS – Hockey Dance – barn dancing	BS – Dance Games – attacking & defending skills	BS –Cricket Games–applying skills	BS – Netball Outdoor Adventurous Activities	BS – Basketball Athletics
MFL Spanish	Direction Transport	Travel Directions	Weather	Sports & Health	Toys	Animals
RE (Bristol Sacre)	11. What does it mean to belong to a religion? Islam		3. Why do religious books and teachings matter? Islam and Christianity		8. What do people believe about life? Christianity and Buddhism	
PSHE (Jigsaw)	E-Safety- drip fed through year Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing me – linked with Science and secondary transition	

RE	Why are some places special?	Why is our world special?		How should we live our lives?		How do we celebrate our journey?
PSHE	E-safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me -RSE