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| **School: Lew Trenchard C of E Primary School** |  |
| Completed by a School Leader/ Key Stage Leader: | Name/ Signature/ Date: Louise Hussey December 2021 |
| Shared with Curriculum Leaders: | Name/ Signature/ Date: Liz Davy, Ginnette Sutherland, Dale Payton, Jason Elliot, Jodie Trevorah |
| Monitored by Curriculum Leader:  To ensure subject coverage and weighting. | Name/ Signature/ Date: Louise Hussey, Liz Davy, Ginnette Sutherland, Jason Elliot, Dale Payton |
| Recommendations: | |
| It is recommended to use Humanities Subjects first as the subjects to enable strong connections with other subjects.  Science will be taught through all concepts as it is a core subject. Always ensure there are strong connections and links to prior learning and concepts and where applicable between subjects.  At times, there may need to be isolated subjects to ensure coverage e.g. RE, PE, MFL, etc where strong connections cannot be made.  Always ensure you are subject specific with the children e.g. they know it is a geography lesson.  All topics begin with a guided reading lesson to introduce the knowledge organiser and do the first quiz. In the first week, a vocabulary lesson should be shared. Children should be given a knowledge organiser and vocabulary mat to take home and another to stick into their Knowledge Book.  Some subject concepts are covered each year or over a two-year period within the school vertical progression map. Other subject concepts will be touched upon within a block as part of good quality learning provision.  Whilst a priority capability is chosen, other capabilities will also be touched upon within a block as part of good quality learning provision.  For more detail about knowledge and skills progression, please refer to each subject’s knowledge and skills organiser. Please note that SMSC features throughout the provision and within other subjects.  Please note that due to split age groups we run on a twoyear rolling programme.  **Diversity:** we have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is a diverse and inclusive curriculum. Where there are key links, these are highlighted below in orange.  **Climate Curriculum:** We have carefully planned in opportunities for pupils to study climate change. Where there are key links, these are highlighted in green. | |

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| Learning Connection block | **Innovation and Change** | | **Invasion and Connections** | | **Culture and Contrasts** | |
| Learning Connection Lead Subject | History | Geography | History | Geography | History | Geography |
| **Time of Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Reception and Year 1  **Year 21/22** | **Priority Subject**  **History: Our Monarchy –Queen Elizabeth II** - *What changes has Queen Elizabeth II seen between 1953 and today*? Changes within living memory/ Significant individual  (Explore diversity within Commonwealth countries (and explore / compare British Monarchy with Kings and Queens of other countries)  **Additional Subjects**  **Additional Subjects**  **RE- God -***What do Christians believe God is like?*  ***Harvest Celebration***  (Discuss famous Scientists and their achievements)  **Science** Seasonal Changes  **Computing** Online Safety: We are kind and thoughtful  **Art** Drawing  (Chinwe Chukwuogo and Nicky Phillips)  **PSHE**  Welcome to school  (Different roles in the community)  Emergencies and getting help  **PE** Dance  **Music** Performance and singing – Harvest | **Priority Subject**  **Geography: Weather** – *what seasonal and daily weather patterns do we see locally and nationally?*  **RE - Incarnation -** *Why does Christmas matter to Christians?*  **Global Objectives:**  *Christian Christmas around the world*  ***Christmas Celebration***  **Art/DT** Christmas Craft/Clay tile  **Computing** Digital Painting -We are painters (Illustrating an eBook)  **PSHE**  People who care for us  (Roles different people play  Recognise the ways in which we are same and different)  Rights, responsibilities and respect  **SMSC**  UNICEF (Children from around the World)  **PE** Football  **Music** Performance and Singing – Christmas | **Priority Subject**  **History: The First Man on the Moon** *– Why was Neil Armstrong a significant individual?*  **Additional Subjects**  **RE** *What does it mean to belong to a faith community?*  **Science** Everyday Materials  **Computing**  Online safety: We are responsible internet and device users  **SMSC** British Values  (Explore diversity within Britain and U.K)  **PSHE** Healthy Friendships/Our bodies and boundaries: NSPCC PANTS  **PE** Mindfulness and Movement  **Music** Charenga | **Priority Subject**  **Geography: *Who am I? ‘Moor Walk’***  Explore where I am – Devon -Locational Knowledge/Geographical skills and fieldwork  (Research and compare the lives of children around the world linked to different continents)  **Additional Subjects**  **RE** *Other Faiths - Who is Jewish and how do they live?*  ***Easter Service***  **Computing**: Digital Writing: We are story tellers  **Art** Painting  (Mark Rothko, Hilma af Klint, Wassily Kandinsky,  Frank Bowling) -Sketch books  **DT** Junk modelling/papier mache (wheels and axes)  **PSHE** Our health /Healthy food choices  Research recipes from a range of famous TV chefs)  **PE** Tag Rugby  **Music** Performance and Singing: Easter | **Priority Subject**  **History: Local History** –**The Seaside**-*When did the seaside become popular?* Significant historical events, people and places in their own locality.  **Additional Subjects:**  **RE** – **Other faiths** -*Who is Jewish and how do they live?*  **Science** Plants  **Computing**  Online safety: We are information protectors  **Art** Collage  (Mark Broadford)  **PSHE** We all have feelings  **PE** Gymnastics  **Music** Charenga | **Priority Subject**  **Additional Subjects**  **Geography:** Beach Clean **– *What are Coastal Environmental Issues?***  **CLIMATE CURRICULUM Study**  **RE** *How should we care for the world and for others, and why does it matter?*  **Computing** Online Safety: Jessie and Friends – Watching Videos (PSHE Lesson)  **Art** Printing (print in other cultures printing)  **DT** Make: Cooking from foraging (a healthy picnic)  (Food from around the World)  **PSHE** Good and not so good feelings  **PE** Cricket  **Music** Charenga |
| **Metacognitive Skill Progression** | Planning  Inquiring – identifying, exploring and organising information and ideas: Pose questions  *Pose questions to identify and clarify issues, and compare information in their world.*  Monitoring  Reflecting on thinking and processes element: Think about thinking (metacognition)  *describe the thinking strategies used in given situations and tasks*  Evaluation  Analysing, synthesising and evaluating reasoning and procedures element: Apply logic and reasoning  *identify reasoning used in choices or actions in specific situations* | | | | | |
| **Off Site Enrichment** | Moorland/ Woodland Walks | | Walk to the Church/Baring Gould Trip | | Beach Trip  Swimming | |
| **Internal Enrichment** | Home corner role play  Tea Party on School Grounds | Shop Role Play  Around the school – Geography fieldwork  Weather Watch – recording our weather days  Father Christmas Visit | ‘Mission control’ Space - Role Play  Poetry Recital Performance | Artist’s Studio Role Play | Chef’s Kitchen – Role Play  Gardening  3D Nature Art  Foraging and Cooking Wild Tribe Day  Sports Day | RNLI Visit  Souvenir Shop and / or Café Role Play (link to money)  Heritage Week and Spirituality Day |
| **Quality**  **English Texts**  No Nonsense Literacy / Babcock Texts  Literacy Shed G/Reading  Texts  Additional G/R Texts | Knights  (non-fiction)  Tell me a dragon (poetry)  The Brave Knight  (storytelling)  Fergal is Fuming!  The Clockwork Dragon  Zog  Zog and the Flying Doctors  (Diversity Text)  The Queen’s Hat  &  The Queen’s Handbag  Class Stories by  Adam Wallace:  How to catch a dragon (Diversity Text)  (How to catch a unicorn / mermaid / monster / dinosaur / the tooth fairy / a snowman / a gingerbread man) | This is how we do it  (non-fiction)  (Diversity Text)  Welcome to our world: A celebration of children everywhere!  (non-fiction)  (Diversity Text)  Here We Are: Notes for Living on Planet Earth  Don’t Spill the Milk (fiction)  (Diversity Text)  Follow the Swallow  The Ugly Five  (Diversity Text)  The Colour Monster  (SMSC/PSHE/RSE link)  The Squirrels who Squabbled  (PSHE link)  The Smartest Giant  Meerkat Mail  The Jolly Postman  (letters and postcards)  Handa’s Surprise and  Handa’s Hen  (Diversity Texts)  Elmer Stories (linked to art)Class Stories by a Familiar Author: Oliver Jeffers | What I like (poetry)  What happens when… (fiction)  Knock! Knock! Open the Door  Whatever Next!  (Storytelling)  The Man on the moon (Historical Fiction)  Tusk Tusk  by David McKee  (Diversity Text)  The Smeds and the Smoos  Class Stories by a Familiar Author: Julia Donaldson | Outdoor Wonderland  (non-fiction)  Little Red Riding Hood  (fiction)  The Deep Dark Wood  Little Red  Poppy and the Blooms  The Secret Sky Garden  The Gruffalo  Stickman  Superworm  Camille and the Sunflowers  (Artist study link)  The Magical Garden of Claude Monet (Artist study link)  Zim Zam Zoom (poetry)  We're going on a leaf hunt  A Year in Percy’s Park  (Percy the Park Keeper Stories)  Class Novel: Winnie to Pooh (and the 100 acre wood)  by A.A. Milne  A Walk in the Wood (Mindfulness with a Bear Named Pooh)  Beatrix Potter stories | Poetry –Traditional Poems (Traditional poems in other cultures)  Izzy Gizmo  (Diversity Text)  On Sudden Hill (SMSC/PSHE/RSE/PSHE link)  My Monster and Me  (Diversity Text)  A Huge Bag of Worries  (Diversity Text)  Tom’s Magnificent Machines  The Marvellous Moon Map  We’re off to find a Fairy / Unicorn  (Diversity Text)  Launceston  Church/Museum Visit  (recount)  Class Novel: Paddington Bear  by Michael Bond | Lighthouse Keeper’s Lunch  (fiction)  The Magic Beach (descriptive poetry)  Not Quite Narhwal  The Storm Whale / The Storm Whale in Winter / Grandma Bird  Grandpa’s Island  I love bugs!(poetry)  Reptiles(non-fiction)  What do I use this tail for?(non-fiction)  Jampires  Funny Bones  Oliver’s Vegetables  (fiction)  Aquarium Visit (recount)  Lost and Found (Transition Week)  The Proudest Blue  (Diversity Text)  Mixed  (Diversity Text)  And Tango Makes Three  (Diversity Text)  Six Dots  (Louis Braille)  (Diversity Text)  Class Novel: James and the Giant Peach  by Roald Dahl |
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