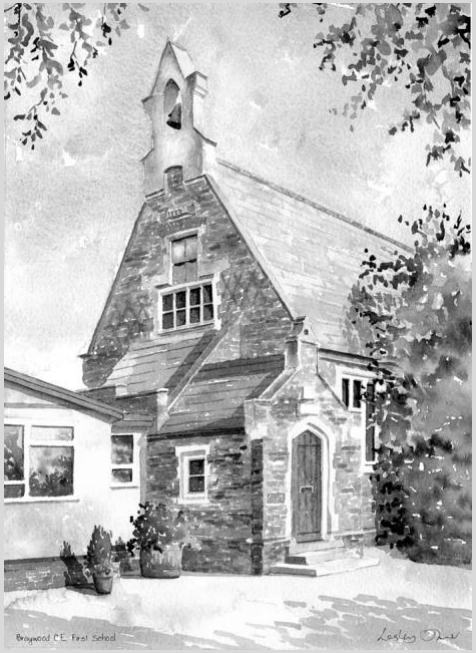
Braywood CE First School

'Aspire, Learn, Achieve, Together'



Our Vision 2020

'From tiny acorns, mighty oak trees grow, watered and nurtured by God'

For with God, nothing is impossible' Luke 1:37

Our Vision at Braywood

Aspire Learn Achieve

'From tiny acorns, mighty oak trees grow, watered and nurtured by God'

We aspire for all our children to become confident, emotionally resilient and compassionate individuals who achieve personal excellence through strength of character and a love of learning.

- To promote the happiness and well-being of all, through an inclusive, empathetic and nurturing ethos where everyone is valued and has the strength of character to be themselves.
- To make Braywood a place of excellence - to provide an interesting, entrepreneurial and creative learning practices that motivates and inspires confident, independent and **ambitious** learners.
- To provide a broad and balanced curriculum which gives children **resilience** in the acquisition of knowledge and practice of the basic skills - a strong foundation on which to build.
- To provide a safe, happy, **forgiving** and **loving** environment based upon our Christian Vision - where **integrity and respectful** behaviours ensure that we all can say what we believe in and know we will be heard.
- To allow all children to develop their sense of **faith** and religious character through the teaching of all religions (and none) regardless of race, religion, gender or background.
- To teach our curriculum on a global stage so that children can appreciate our diverse world and have the **courage** to take responsibility for their role within it – to make a difference.
- To understand the importance of a healthy and active lifestyle and to value our immediate environment and the world around us to ensure a sustainable future.
- To celebrate personal achievement with **families and friends** that encourages an enthusiasm, **determination** and the **self-discipline** for lifelong learning, in order to achieve our dreams!

Children's Mission Statement

'Even though we are different, together we can make a masterpiece'

Our Vision is based upon our Christian Values

Integrity, Faith, Love, Self-Discipline, Forgiveness, Determination, Courage, Ambition, Friendship, Family, Respect, Resilience.

Braywood Long Term Curriculum

	Topic including....	Science	ICT	History/ Geography	Art/DT	PE	Music	RSE & PSHE	RE	Extra-Curricular	English / French
Year 1 Term 1	**Reach for the stars** 	**Parts of Animals including Humans** Visit from a nurse Nocturnal animals and their lives in the dark Visit a real owl	**Safe on the Internet** SMART and safe learners Introduction to modelling Play robots through mechanical me	**Places people and the past,** Places in UK Barnaby Bear visits Where animals live? Endangered species	**Marvellous Me** Draw and sculpt ourselves e.g. ssilhouette, camera, black/ white, woodwork & stick people Portraits by Artists	**Gymnastics** Flight, bouncing, jumping and landing Work with WSP and PE groupings Whole school PE tournament	Singing Harvest songs Exploring Sounds Sing songs in different languages	**SEAL - New Beginning** Keeping staying Safe & Keeping staying Healthy Computer Safety	Ways of learning **Christianity** Visit to Church at Harvest **Writing prayers**	**Forest experience at Braywick Park** **Harvest Festival** **Visit to the Theatre**	**Wonderful Night Sky**  *Transition Unit* **Meet Me** **French songs and register**
Year 1 Term 2	**Let's Celebrate** 	**Changing seasons and weather** Light, dark Space, starts, etc	**Pictograms** On a variety of medium **Communication and using text** Link to non-fiction work	**Where celebrations take place and how have they changed over time.** Birthdays, weddings,	**Draw and sculpt religious artefacts** using clay Pictures of Night Sky	**Games** Throwing, catching and aiming Work with WSP and PE groupings	**Exploring duration** Listening to music for celebrations e.g. wedding march, Handel's 'fireworks'	**SEAL - Getting on and falling out** Relationship Feelings & Emotions **Bullying**	**Judaism** Celebration of the past including celebrations from other cultures	**Visit to All Saints Church** to practically share 4 different celebrations **Nativity**	**Wonderful Night Sky** Links to light festivals, fireworks night etc. **French songs and register**
Year 1 Term 3 & 4	**Time Detectives** 	**Materials – Identify and Compare Material Properties**	**Using a Word Bank** **Understand Instructions**	**Discover the Past** Investigate the past Visit **Milestones Museum & Eton College**	**Using materials in Art/ textiles** **Structures** Freestanding structures, sliders and levers	**Windsor Dance Show** **Gym –** **Games –** throwing and catching	**Explore pulse and Rhythm** Using materials **Exploring pitch**	**SEAL - Going for Goals / Good to ne Me** **RSE** Being Responsible	**Learning about believing** Drama and Moral stories	**Easter Concert** **PE tournament** **Pupil Parliament**	**Wolf's Tale Fairy** stories and creative writing **French songs and register**
Year 1 Term 5 & 6	**My Wonderful World** 	**Growing Plants** **Plants and Animals in their environment**	**Information around us** **Using the Roamer & Beebots**	**Our World** Locate and investigate local features incl simple fieldwork Use Veg Plot	**Sketching and still life** Famous artists **Cookery** prepare foods using skills	**Multi-skills, Athletics and Sports Day** Whole school PE tournament	**Naming sounds** Exploring instruments and symbols including songs about our world	**SEAL Relationship** **Change** **RSE** Money Matters	**Sharing Faiths** Drama and moral stories	**Trip to farm to see penguins Look Out or local area** **Summer Fair**	**Ice Journey to Antarctica** Fiction and non-fiction work Poems about outside world. **French songs and register**

	Topic including....	Science	ICT	History/ Geography	Art/DT	PE	Music	RSE & PSHE	RE	Extra-Curricular	English
Year 2 Term 1	**Great Explores** 	**Understand more about Plants** Visit from a gardener Plant our own seeds and describe what they need to survive. Vegetable Plot	**Safe on the Internet** SMART and safe learners Reminder of the basics of word processing	**Holidays** Explore differences between holidays in the past and present and the differences in locations.	**All about Me** Natural world sculptures incl. freestanding Design a garden Still life pictures using plants	**Gymnastics** Parts high pars low Work with WSP and PE groupings Whole school PE tournament	**Exploring Sounds** Long and short – exploring duration Singing Harvest songs	**SEAL - New Beginning** Keeping staying Safe & Keeping staying Healthy Computer Safety	Ways of learning **Christianity** Visit to Church at Harvest **Writing prayers**	**Forest experience at Windsor Great Park** **Harvest Festival** **Visit to the Theatre**	**Planning a day out**  *Transition Unit* **Summer Holidays** **French songs and register**
Year 2 Term 2	**Celebrate - It's great to be Alive** 	**Animals including humans** Animals, off spring growing and our basic needs for health	**Using technology to create, store and retrieve digital data** Link to different religions	**Recognise and give simple accounts of core beliefs** Symbols, rituals and artefacts with visits from parents and speakers	**Draw and sculpt religious artefacts** using clay Replicate diva lamps, common symbols	**Games** Throwing, catching and aiming Work with WSP and PE groupings	**Exploring duration** Listening to music for celebrations e.g. wedding march, Handel's 'fireworks'	**SEAL - Getting on and falling out** Relationship Feelings & Emotions **Bullying**	**Judaism and Islamism** Celebration of the past including celebrations from other cultures	**Visit to St Michaels' Church** to practically share 4 different celebrations **Nativity**	**Religious texts and stories** Links to pupils' religions **French songs and register**
Year 2 Term 3 & 4	**The Magic Toymaker** 	**Materials – Identify and Compare Material Properties** Explore the suitability of everyday materials	**Using a Word Bank** **Understand Instructions** Using directional language and car robots	**Toys - Past & Present** Investigate how toys have changed e.g. different materials **Reading Museum**	**Making a toy car** **Wheels & Axils** Create and decorate car using cardboard, wood & paint	**Gym – twist, turn & sequence** **Games – making rules**	**Mainly pitch** Using Victorian toys as link **Exploring melodies and scales**	**SEAL - Going for Goals &** **Good to ne Me** **RSE** Being Responsible	**Learning about believing** Drama and Moral stories	**Easter Concert** **PE tournament** **Pupil Parliament**	**Silver Box** **Jack and the Beanstalk** stories and creative writing **French songs and register**
Year 2 Term 5 & 6	**Hidden Homes & Habitats** 	**Habitats** Differences between living, dead and inanimate. Identify habitats and food chains	**Research using the Internet** **Create and understand Algorithms**	**Our World** Locate and investigate local features incl simple fieldwork, orienteering etc	**Art using textiles** Printing, pattern & form **Cookery** prepare foods using skills	**Tennis, Athletics and Sports Day** Whole school PE tournament	**Naming sounds** Exploring instruments and symbols including songs about our world	**SEAL Relationship** **Change** **RSE** Money Matters	**Sharing Faiths** Drama and moral stories	**Trip to Look Out for Science** **Habitats around school** **Summer Fair**	**Writing specific tasks incl Robot Mystery** Fiction and non-fiction work for SATS **French songs and register**

	Topic including....	Science	ICT	History/ Geography	Art/DT	PE	Music	RSE & PSHE	RE	Extra-Curricular	French English
Year 3 Term 1	**Celebrations – where I fit into my world** 	**Animals including humans** **Skeletons, muscle and nutrients** Understanding more about your body and how to stay healthy	**Safe on the Internet** SMART and safe learners **Remember the basics e.g. word processing**	**Develop Religious Character** Explore differences and history of Judaism, Christianity, Sikhism and Islam	**Religious Artefacts** Looking at religious buildings, artifacts and symbols. Prepare healthy foods together.	**Invasion Games** Throwing catching - Tag Rugby, Bench ball Work with WSP and PE groupings Whole school tournament	**Listening to Religious Music** Healthy Food Rap & Harvest songs **Y3 learn to play instrument**	**SEAL - New Beginning** Keeping staying Safe & Keeping staying Healthy Computer Safety	**Religious Diversity** Ways of learning and comparing a range of religions Visit to Bray Church at Harvest	**Forest experience at Windsor Great Park** **Harvest Festival** **Visit to the Gurdwara & Temple**	**Religious text and prayers**  **Aliens are coming** *Transition Unit* **RWI Grey Unit** **French – basic facts & café**
Year 3 Term 2 & 3	**Romans - Veni Vidi Vici** 	**Light and Shadows** **Forces and Magnets** Investigate these simple scientific forces	**Using Search technology wisely** Link to investigate Roman life.	**Romans** Famous Roman architecture, Pompeii, Art, inventions, and way of life.	**Roman Art** Recreate Roman Art, Mosaics, with textiles and sewing shills **Weapons catapult & Pully**	**Games** Throwing, catching and aiming Work with WSP and PE groupings	**Exploring rhythmic patters** Learning music for Christmas Concert	**SEAL - Getting on and falling out** Relationship Feelings & Emotions **Bullying**	**Christianity** What type of world did Jesus want? What happened with Romans?	**Visit to Ufton Court to enact life of Romans** **Nativity in Church**	**The Mystery Cave** **Romans** Links to topic including newspaper accounts **French – basic facts**
Year 3 Term 4	**Local Study – A World of Difference** 	**Pars of Plants** Identify and describe parts and uses of the parts of a plant **Use the Vegetable plot**	**Use logical reasoning to explain simple algorithms** Write, debug programme **Google Maps**	**Braywood past and present** Investigate what life would be like in Victorian times	**Life studies and still life** Examine plants around our school **Photo-montage of Braywood**	**Orienteering** Linked to local study **Rounders– striking and fielding**	**Wider Opportunities** Steel drums led by Berkshire Maestros **Exploring melodies and scales**	**SEAL - Going for Goals & Good to ne Me** **RSE** Being Responsible	**Learning about believing** Religious aspect of learning in a C of E school	**Easter Concert** **Victorian Day** **Visit to Kidzania related to jobs / careers**	**Giant's Holiday or Board Games** Write about life in Victorian times **My job** **French – family & world**
Year 3 Term 5 & 6	**Our Active Planet** 	**Rocks and Soils** Compare and group different types of rocks. Making active, erupting volcano	**Research using the Internet** Word process topic questions and finding answers	**Volcanoes & Earthquakes** Locate volcanic areas of the word. Recognise fossils & link to Pompeii	**Art using textiles** Printing, pattern & form Create active volcano that erupts.	**Cricket, Athletics and Sports Day** Whole school PE tournament	**Sound / colours** Exploring theme of water cycle **Summer Concert on stage**	**SEAL Relationship** **Change** **RSE** Money Matters	**Sharing Faiths** Drama and moral stories	**Summer Fair** **Trip** Bring bike or scooter into school Road Safety talk	**Castle Adventure** Poems about volcanoes, newspaper reviews **French – communication**

	Topic including....	Science	ICT	History/ Geography	Art/DT	PE	Music	RSE & PSHE	RE	Extra-Curricular	French English
Year 4 Term 1	**Brainwave – How do I learn?** 	**Animals including humans – food chains, digestive system and teeth.** Understanding more about your body and how to stay healthy	**Safe on the Internet** SMART and safe learners **Remember the basics e.g. word processing**	**Understanding more about the brain and how we learn.** Developing positive mindset to maintain positive learning skills.	**Accurate drawings our anatomy** Looking at the various parts f the body. Prepare healthy foods together throughout the year	**Invasion Games** Throwing catching - Tag Rugby, Netball Work with WSP and PE groupings Whole school tournament	**Rhythmic patterns on percussion** Practice for Harvest Training for becoming Music leaders & WUSU leaders	**SEAL - New Beginning** Keeping staying Safe & Keeping staying Healthy Computer Safety	**Religious Character** Prepare for becoming a Collective Worship leader with Revd Ainsley Compare 4 key religions with focus on Sikhism	**Forest experience at Longridge** **Harvest Festival** **Singing for Bray Senior citizens**	**Superhero**  *Transition Unit* **Leadership on music, CW, sport, EYFS buddies,** **French – basic facts & cafe**
Year 4 Term 2 & 3	**Egyptians Rule OK!** 	**Electricity** Investigate these simple electrical circuits, switches, buzzers etc. **Design Xmas decoration**	**Using Search technology** **Data Program using Scratch**	**Egyptians** Famous Egyptian pyramids, Art, inventions, and way of life. **Compare light then and now**	**Egyptian Art & DT** Recreate Egyptian Art effects Make a shadoof in DT	**Dance – theme Egyptians** **Games – hockey** Work with WSP and PE groupings	**Explore composing & songs** Learning music for Egyptians & Christmas Concert	**SEAL - Getting on and falling out** Relationship Feelings & Emotions **Bullying**	**Christianity** What is the Trinity? Why was light important in religions past and present?	**Visit to Ufton Court** **Visit Eton College** **Lead the Nativity in Church**	**Egyptian life** Links to topic including descriptive accounts **French – basic facts**
Year 4 Term 4	**I love where I live – Windsor** 	**Sounds** Identify how sounds are made, how sound travels and changes through pitch, volume etc. Sounds of nature.	**Use logical reasoning to explain simple algorithms** Write, debug program **Google Maps**	**Fifield past and present** Investigate how Fifield has changed **Visit to Fifield with guided tour**.	**Life studies and still life** Sketches of the local area. Sewing with the theme of Windsor	**Orienteering** Linked to local study **Gym – balance, roll & sequences**	**Instruments in the orchestra** Steel drums led by Berkshire Maestros **Exploring melodies and scales**	**SEAL - Going for Goals & Good to ne Me** **RSE** Being Responsible	**Learning about believing** Religious aspect of learning in a C of E school	**Easter Concert** **Tour of Fifield and talk about local History**	**Space Tourism** Write about life in our local area **French – family & world**
Year 4 Term 5 & 6	**Chocolate** 	**States of Matter** Compare solid and melting chocolate **Water Cycle**	**Data collections & Information** Various collection of information	**Chocolate** Where and how is chocolate manufactured and how does it find its way to the shops.	**Packaging** Design packaging for chocolates and make a chocolate gift.	**Cricket, Rounders & Golf Athletics and Sports Day** Whole school tournament	**Sound / colours** Exploring theme of water cycle **Summer Concert on stage**	**SEAL Relationship & Change** **RSE** Money Matters	**Sharing Faiths** And questioning more about Christianity	**Summer Fair** **Leavers** **PGL Trip** 3 days and 2 evenings in activity camp	**Animated/Dr. X** **Plays** Play for Summer Concert **French – communication**

	Topic including....	Understanding the World	Physical Development	Expressive, Art & Design	PSED	RE	Extra-Curricular	English
Year F Term 1	**Marvellous Me!** 	**Autumn** **Themselves** Similarities & differences between themselves & others **ICT** Computers giving us information	**Correct Tripod Grip** **Basic hygiene and safety needs**	**Singing Harvest songs** **Exploring Sounds** **Playdough** **Simple Construction**	**SEAL - New Beginnings** Making friends Being kind and playing nicely	**Creation** **Harvest**	**Harvest Festival** **Mum's & Dad's into School**	**Trouble on the Farm** Old MacDonald
Year F Term 2	**Fun on the Farm** 	**Farm Animals** Where they live, what they give us how to care for them **Growing**	**Spatial awareness**	**Singing Christmas songs** **Christmas Cards** **Baking** – Bread & Gingerbread	**SEAL - Getting on and falling out** Relationship Feelings & Emotions	**Diwali** **Christmas**	**Christmas Service & Nativity at Church**	**Trouble on the Farm** The 3 Billy Goats Gruff
Year F Term 3 & 4	**What Hat Shall I wear?** 	**Caring for the environment** **Winter & Spring** Understanding the change of the seasons **Visits by Occupations** Vets, Health Professionals, Fire & Police **Refraction - Rainbows**	**Correct Letter Formation** **Ball Skills**	**Singing Easter Songs** **Designing hats** **Easter Tomb Biscuits**	**SEAL - Going for Goals** **SEAL - Feels good to be me**	**Epiphany** **Chinese New Year** **Lent** **Easter**	**Easter Concert** **Easter Bonnet Parade** **Ducklings**	**Hetty's Hat Shop** **The Mysterious Egg?**
Year F Term 5 & 6	**Exploring our World**  **Child Initiated Topics!**	**Summer** **Minibeasts** **ICT** Beebots **Healthy Eating** Healthy Eating week. Keeping Fit Child Initiated Topics – Dinosaurs? Revisit Occupations?	**Co-ordination** **Sports Day**	**Adding Instruments to Songs** **Natural Art**	**SEAL - Relationship** **SEAL – Say No to Bullying** **SEAL - Changes** Transition to Yr. 1	**Learning from Stories** **Special Places** Places of Worship different faiths	**Trip to farm** **Summer Fair**	**Lost in the Garden**

Core subjects – English and Mathematics

Curriculum Statement

At Braywood we aim to provide an inspiring, broad, balanced and coherent curriculum. The subjects below are taught in a combination of discrete and topic-based methods and interwoven to ensure that the children can see the pertinence of their studies. It is important that the work is relevant and reflects the vision above. Knowledge, skills and learning being fun are the motto of International Primary Curriculum. This is all built upon the National Curriculum expectations.

Our curriculum offers parity; that all children can access the content and all children can be offered appropriate continuity, progression or personalised opportunities. We want all children to success, so we aim to provide a strong foundation of knowledge, skills and understanding upon which to build. We have a set of learning behaviours established in educational theory and their philosophies maintain the learning, but the curriculum is designed for children to make as many neural links to deepen their understanding. Children are offered learning experiences and language proficiencies which build upon prior learning, extend this understanding to a deeper level but help them make links to other areas of knowledge, skills or conceptual learning.

At the bedrock of all we do we want children to be engaged in their learning. We aim to make learning at Braywood as fun as possible. If a child is involved in the task and believes that they are succeeding there is far more opportunities for a child's self-esteem to grow and personal goals to blossom.

Curriculum Map for RE

CLASS	AUTUMN TERM 1 **KS2 Celebrations**	AUTUMN TERM 2 **KS1 Celebrations**	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Reception *Expected outcomes*	**The Pan Berkshire agreed syllabus for Religious Education 2019-2023** *During this year the children should encounter Christianity and at least one of the other principle religions required by the KS2 and their learning should be aligned to the most recent EYFS Framework. Learning is expected to be thematic and experimental.*					
Discovery RE	What makes people special? Diwali celebration	What is Christmas? What makes places special?	How do people celebrate?	What is Easter? **Easter Service in Church**	What makes places so special? Christianity, Islam and Judaism	
Understanding Christianity	Why is the word God so important to Christians? Creation Story **Harvest in Church**	Why do Christians perform a nativity at Christmas? Hannukah celebration **Nativity in Church**	Epiphany	Salvation - Why do Christians put a cross in an Easter Garden?	What can we learn from stories? Buddhism, Christianity, Islam, Hinduism. & Sikhism	
Year 1 Expected outcomes	***The Pan Berkshire agreed syllabus for Religious Education 2019-2023*** • *Recognise and give simple accounts of the core beliefs* • *Recall a range of religious stories and explain how they link to the core beliefs and practices* • *Describe some celebrations, festivals and practices and say how they reflect the core beliefs.* • *Recognise the role of religious leaders and sacred texts*					
Discovery RE Christianity & Judaism	Does creation help people understand God?	Should we celebrate Harvest and Christmas? Sukkot & Hanukkah	Should everyone follow Jesus? Are some stories more important than others? **Easter Service in Church**	Is everyone special? Are some stories more important than others? Do we need shared special places?		
Understanding Christianity	Who made the world? Writing prayers **Harvest in Church**	Why does Christmas matter to Christians? **Visit to All Saints Church & Nativity**	Jesus as a friend - Was it always easy for Jesus to show friendship? Why does Easter matter to Christians?	Is Shabbat important to Jewish Children Rosh Hashanah & Yom Kippur		
Questions to consider	*Who made the world? How do some people's religious beliefs encourage them to care for the world?* *Does everyone believe the same things about God? Is Shabbat important to Jewish children?* *Why are religious celebrations important to some people and not to others?* *Why are symbols, stories important and why do people believe different things?* *Why do some people follow religious leaders & teaching*? *How do some religions demonstrate that everyone is special?*					

Year 2 Expected outcomes	***The Pan Berkshire agreed syllabus for Religious Education 2019-2023*** • *Recognise and give simple accounts of the core beliefs* • *Recall a range of religious stories and explain how they link to the core beliefs and practices* • *Describe some celebrations, festivals and practices and say how they reflect the core beliefs.* • *Recognise the role of religious leaders and sacred texts*			
Discovery RE Judaism, Islam and Christianity	Who should you follow?	Do religious symbols mean the same to everyone?	Is it important to celebrate New Year? Why should the church celebrate Easter?	Can stories change people? How should you spend the weekend?
Understanding Christianity	What did Jesus teach us? Writing prayers **Harvest in Church**	Rites of passage and good work Visit to Bray Church **Nativity in Church**	How important is it for Jewish people to do what God asks them to do? What we the good news that Jesus brought? **Easter Service in Church**	What is God like? How special is the relationship between Jews and God & Does going to the Mosque give Muslims a sense of belonging?
Questions to consider	*Why do some people follow religious leaders & teaching*? *Why are religious celebrations important to some people and not to others?* *How do some religions demonstrate that everyone is special? Is it possible to be kind to everyone all the time?* *Does everyone believe the same thing about God? What do Christians believe God is like?* *Why do symbols and stories play important roles in religion?* *What is the best way a Jew can show commitment to God?* *Does completing Haji make a person a better Muslim?*			
Year 3 Expected outcomes	***The Pan Berkshire agreed syllabus for Religious Education 2019-2023*** • *Explain the significance of religious leaders and sacred texts* • *Explain a range of ways that believers express their core beliefs and make the links between believe and expression.* • *Identify how core beliefs can guide lifestyle choices.* • *Recognise how religious identity can be shaped by family, community and practice*.			
Discovery RE Christianity & Hinduism, Sikh	Is light a good symbol for celebration? Would celebrating Diwali being a feeling of belonging to a Hindu child?	Does taking bread and wine show that someone is a Christian? Does Jesus have authority over everyone? How Romans worshiped their Gods and what was the link between Romans and Jesus?	Does Easter make sense without Passover?	Is a Jewish/Hindu child free to choose how to live? Can made-up stories tell the truth?
Understanding Christianity	What is the Trinity? Pilgrimages to the River Ganges What is the best way for a Sikh to show commitment to God? **Harvest in Church**	Hindu - How can Braham be everywhere and everything? Do Sikhs think it is important to share? **Nativity in Church**	Why do Christians call the day Jesus died, Good Friday"? **Easter Service in Church**	What do Christians learn from the creation story? The Amrit ceremony and the Khalsa. Does joining the Khalsa make a person a better Sikh?

Questions to consider	*How do religious leaders and sacred texts contribute to believers understanding of faith?* *How can music and the Arts express religious beliefs? How might beliefs and a community shape a person's identity?* *Do rites of passage always help a believer to feel connected to God and/or a community? Would visiting the River Ganges feel special for a non-Hindu? What is the best way for a Sikh to show commitment to God?* *To what extend does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person's identity? Does Easter make sense without Passover?* *To what extent do religious leaders influence and encourage 'good behaviour'?* *What do Christians learn from the creation story?*			
Year 4 *Expected outcomes*	***The Pan Berkshire agreed syllabus for Religious Education 2019-2023*** • *Explain the significance of religious leaders and sacred texts* • *Explain a range of ways that believers express their core beliefs and make the links between believe and expression.* • *Identify how core beliefs can guide lifestyle choices.* • *Recognise how religious identity can be shaped by family, community and practice.*			
Discovery RE Christianity, Sikh, Hinduism, Islam,	Revise Eucharist Y3 Is a holy journey necessary for believers? Does prayer change things? (Revd Ainsley)	Does the Christmas narrative need Mary? Should believers give things up?	Does prayer change things?	Does Jesus really do miracles? Do Murtis help Hindus understand God?
Understanding Christianity	What is the Trinity? How important is it for Jewish people to do what God asks them? Can Buddha's teaching make the world a better place? **Harvest in Church**	How special is the real relationship Jews have with God? Is it possible for everyone to be happy? **'**What kind of a world did Jesus want? ' **Nativity in Church**	Is forgiveness always possible for Christians? **Easter Service in Church**	What is it like for people to follow God? When Jesus left what was the impact on Pentecost?
Questions to consider	*To what extend does participating in worship and/or prayer generate a sense of belonging? How might beliefs and community shape a person's identity? How do religious leaders and sacred texts contribute to believers understanding of faith?* *How can music and the Arts express religious beliefs?* *Do rites of passage always help a believer to feel connected to God and/or a community?* *What difference might it make to believe in God as a creator?* *How well does faith help people cope with the matter of life and death?* *How do religious leaders and sacred texts contribute to believers understanding of faith?* *To what extent do religious leaders influence and encourage 'good behaviour'?* *To what extend does participating in worship and/or prayer generate a sense of belonging?*			

Curriculum Map for English

	Topic	Genre	Punctuation & Grammar	Cross Curricular	Spelling & Phonics
Year 1 Term 1 & 2	**The Wonderful Night-time (BWA Mission 1)**	• Descriptive sentences. • Saying and writing questions • Lists & labels • Non-chronological report • Poster • Poem • Story	• Extending vocabulary by exploring the meaning and sounds of new words • Speaking in clearly defined statements. Asking questions to extend understanding • Using talk to give well-structured descriptions, tell stories, build narratives & produce ideas for writing. Exploring ideas through role-play and improvisation • Discussing what has been written with teachers and other children • Understanding the different reasons for writing & the purpose of different text forms • Using appropriate vocabulary to fit the subject matter and purpose • Making letters a clear and regular size. Forming lower case/capital letters correctly • Writing own name (first and surname). Orientating writing correctly • Writing simple regular words. Spelling CVC words correctly • Making phonetically plausible attempts to spell unknown words • Reading to check what has been written. Composing a sentence orally before writing. Leaving finger spaces between words • Writing lists, statements, sentences, captions and labels • Using a capital letter and a full stop accurately and identifying a question mark • Writing fact pages and reports. Writing instructions, directions, recipes • Using connectives (conjunctions) to join two simple sentences, thoughts or ideas • Using adjectives to describe and add detail	**Reaching for the stars** Fact finding booklet with questions Lists of animals Passport about Me Creative Writing about Me Poems about the dark	RWI Spelling Twinkl PlanIt Spelling Overview Terms 1 & 2 RWI in ability groups. Steady Progress Purple & Pink **Let's Celebrate**
Year 1 Term 3 & 4	**The Wolf's Tale (BWA Mission 4)**	• Simple narrative • Story sentences • Story • Character description • Speech bubbles • Newspaper article • Recipe instructions • Letter • Directions	• Extending vocabulary by exploring the meaning and sounds of new words • Selecting and using appropriate register for talk • Using talk to give well-structured descriptions, tell stories, build narratives & produce ideas for writing. Using talk to justify answers and opinions • Exploring ideas through role-play and improvisation • Discussing what has been written with teachers and other children • Different reasons for writing & the purpose of different text forms • Using appropriate vocabulary to fit the subject matter and purpose • Identifying features of Standard and Non-Standard English • Writing simple regular words & make phonetically plausible attempts to spell unknown words. Spelling most common words correctly in writing • Adding -s or -es to change a singular noun into a plural noun • Using the prefix 'un-'to change the meaning of verbs and adjectives • Sequencing words in a meaningful order and sentences to form short narratives • Using adjectives to describe and add detail. Reading what has been written aloud • Using a capital letter for proper nouns (people, places, days) and the pronoun 'I' • Using connectives (conjunctions) to join two simple sentences, thoughts or ideas	**Time Detectives – Turrets and Tiaras** Imaginative writing and traditional tales Characters, adjectives, Red Riding Hood recipes Letters & directions	RWI Spelling Twinkl PlanIt Spelling Overview Terms 3 & 4 RWI in ability groups. Steady Progress Pink & Orange

Year 1 Term 5	**Antarctic Adventure (BWA Mission 2)**	• Mind maps • Lists & captions • Maps • Descriptive sentences • Questions and statements • Instructions & labels • Simple factual report	• Extending vocabulary by exploring the meaning and sounds of new words • Speaking in clearly defined statements and selecting appropriate register for talk • Asking questions to extend understanding • Using talk to give well-structured descriptions and clear explanation, to justify answers and opinion and to produce ideas for writing • Discussing what has been written with teachers and other children • Understanding the different reasons for writing & the purpose of different text forms • Using appropriate vocabulary to fit the subject matter and purpose • Naming letters of the alphabet in order • Making letters a clear and regular size, forming lower case/capital letters correctly • Making phonetically plausible attempts to spell unknown words • Writing lists, captions and labels • Spelling most common words correctly in writing • Composing a sentence orally before writing it and using a capital letter and a full stop accurately in a sentence. Using a capital letter for proper noun. • Identifying and using a question mark accurately in a sentence • Writing fact pages, reports, instructions, directions and recipes • Using connectives (conjunctions) to join two simple sentences, thoughts or ideas • Using adjectives to describe and add detail	**Our Wonderful World** Facts lists, captions, flow charts and maps regarding real world Asking questions, why, how, Directions and maps	RWI Spelling Twinkl PlanIt Spelling Overview Terms 5 RWI in ability groups. Steady Progress Orange & Yellow
Year 1 Term 6	**Message in a Bottle (BWA Mission 5)**	• Diary entry • A detailed description • Information leaflet • Writing captions & labels • Recount • Directions • Questions • Descriptions • Simple narrative • Writing speech • Letter • Story	• Extending vocabulary by exploring the meaning and sounds of new words • Using talk to give well-structured descriptions, clear explanations, to tell stories and build narratives using connectives and adjectives to describe and add detail • Exploring ideas through role-play and improvisation participating in collaborative discussions. Using talk to justify answers and opinions • Understanding the different reasons for writing • Understanding the purpose of different text forms • Using appropriate vocabulary to fit the subject matter and purpose • Identifying features of Standard and Non-Standard English • Writing own name (first and surname). Writing the days of the week. • Writing simple regular words. Make phonetically plausible attempts to spell unknown words. Spelling most common words correctly in writing. • Sequencing words in a meaningful order • Composing a sentence orally before writing it • Writing captions and labels. Using a question mark accurately in a sentence. • Identifying an exclamation mark. Using an exclamation mark accurately in a sentence • Sequencing sentences to form short narratives • Writing fact pages, reports, instructions, directions and recipes • Writing recounts • Writing a paragraph of developed ideas that can be read back and which makes sense	Diaries, descriptive posters and leaflets Recounts about trip to farm including descriptive language Letters messages etc	RWI Spelling Twinkl PlanIt Spelling Overview Terms 6 RWI in ability groups. Steady Progress Blue & Grey

	Topic	Genre	Punctuation & Grammar	Cross Curricular	Spelling & Phonics
Year 2 Term 1	**Planning a Day Out (BWA Mission 1)**	• Story • Detailed description • Report • Informal letter	Building upon Year 1 objectives • Identifying nouns, adjectives and verbs • Using nouns, adjectives and verbs to add detail • Adding detail to description • Using coordinating conjunctions • Using different sentence forms • Using simple past and present tense • Using different sentence forms • Using exclamation mark and question marks • Understanding structure, purpose and audience	**Great Explorers** Holidays report recount story	RWI Spelling Twinkl PlanIt Spelling Overview Terms 1 RWI in ability groups. Steady Progress Blue & Grey
Year 2 Term 2	**Celebrations – It's great to be alive**	• Informal Letter • Poems • Descriptive writing	• Identifying and using nouns, adjectives and verbs • Using coordinating conjunctions • Using different sentence forms • Using simple past and present tense • Using exclamation mark and question marks	**Celebrations** Descriptive writing about religions Poems & letters	RWI Spelling Twinkl PlanIt Spelling Overview Terms 2 RWI in ability groups. To achieve Grey
Year 2 Term 3	**Jack and the Beanstalk (BWA mission 3)**	• Narrative • Newspaper article • Instructions • Formal Letter	• Using simple past and present tense • Identifying and using 'bossy' verbs. Using adverbs to add detail • Using expanded noun phrases to describe & specify and coordinating conjunctions • Using simple past and present tense including using different sentence forms • Adding detail to description using who, what, when, where, why, how • Linking and sequencing sentences using: first, next, then, soon, finally • Using direct speech and speech punctuation • Identifying features of written standard English (Posh Voice) • Using some features of written standard English (Posh Voice) • Using sub-ordinating conjunctions to join words and clauses: when, if, because, that • Using subordinate clauses/ connectives: when, if, because, that, as, while • Using apostrophes for contractions • Using simple captions, labels, lists, organizational devices: captions, labels, headings • Understanding structure, purpose and audience • Sequencing sentences to form short narratives. Recount simple events in sequence	**The Magic Toymaker** Descriptive writing, adverbs etc Traditional tales, Instructions, captions, lists etc for toys	RWI Spelling Twinkl PlanIt Spelling Overview Terms 3 RWI in ability groups. Steady Progress Catch up only

Year 2 Term 4	**The Silver Box (BWA Mission 2)**	• Newspaper report • Narrative • Instructions • Informal Letter	• Using nouns, adjectives and adverbs to add detail to description • Identifying and using 'bossy' verbs • Using coordinating conjunctions to join words and clauses: and, but, or, so, then • Using different sentence forms: statement, question • Using simple past and present tense • Using different question forms: who, what, when, where, why, how • Using different sentence forms • Adding detail to description using who, what, when, where, why, how • Using exclamation mark and question marks • Using simple captions, labels and lists • Understanding structure, purpose and audience • Sequencing sentences to form short narratives • Using clear narrative structure: beginning, middle, end • Using simple organizational devices: captions, labels, headings	**Victorians - The Magic Toymaker** Writing instructions, recipes, letters and reports based on accurate sentence structure	RWI Spelling Twinkl PlanIt Spelling Overview Terms 4 RWI in ability groups. Steady Progress Catch up only
Year 2 Term 5	**Ahoy There! (BWA Mission 4)**	• Letter • Description • Narrative Report	SATS and continued after the SATS • Using nouns, adjectives and adverbs to add detail to description • Expanding noun phrases to describe and specify • Using coordinating conjunctions to join words and clauses: and, but, or, so, then • Using simple past and present tense • Adding detail to description using who, what, when, where, why, how • Varying sentence length for effect • Opening a sentence with a connective or subordinate clause • Using simple literary language – rhyme, rhythm, alliteration, onomatopoeia • Using the present progressive form to show action in progress • Using sub-ordinating conjunctions to join words and clauses: when, if, because, that • Using exclamation mark and question marks and using commas in a list • Using possessive apostrophes for singular nouns • Using simple captions, labels and lists • Understanding structure, purpose and audience • Sequencing sentences to form short narratives • Using simple organizational devices: captions, labels, headings • Performing what they have written using appropriate intonation	**Hidden Homes and Habitats** Writing letters, reports Facts and reports regarding the natural world including captions, facts etc.	RWI Spelling Twinkl PlanIt Spelling Overview Terms 5 RWI in ability groups. Steady Progress Catch up only
Year 2 Term 6			Optional unit after the SATS		RWI Spelling Twinkl PlanIt Spelling Overview Terms 6

	Topic	Genre	Punctuation & Grammar	Cross Curricular	Spelling & Phonics
Year 3 Term 1	**Celebrations- where I fit into my world.**	• Recount • Report writing • Instructional writing • Story Narrative • Poems	• Understanding and using past and present tense • Using generalising language: some, most, often • Adding interest and detail using adjectives, verbs and noun phrases • Linking and sequencing words: soon, after, before, at last, the next day • Using conjunctions: because, that, when, or, if, so, as, after, also, while, as well • Developing and extending ideas using a sequence of sentences • Adding detail to description and information using who, what, when, where, why, • Using varied sentence forms: statements, commands • Opening a sentence with a connective/sub-ordinate clause • Using simple organizational devices: headings, subheadings • Using paragraphs to organize ideas • Using a clear story structure: opening, build up, peak, conclusion • Distinguishing between fact and opinion	**Celebrations - where I fit into my world.** Recounts, reports & instructions on trip Religious stories or newspaper	Twinkl PlanIt Spelling Overview Terms 1 RWI – Grey for transition for first few weeks SPAG lessons
Year 3 Term 2	**Aliens are coming! (BWA Mission 1)**	• Description • Letter • Non-chronological report • Story Narrative	• Understanding and using past and present tense using past and present tense verbs • Using generalising language: some, most, often • Adding interest and detail using adjectives, verbs and noun phrases • Linking and sequencing words: soon, after, before, at last, the next day • Using conjunctions: because, that, when, or, if, so, as, after, also, while, as well • Developing and extending ideas using a sequence of sentences • Adding detail to description and information using who, what, when, where, how • Using varied sentence forms: statements, commands • Opening a sentence with a connective/sub-ordinate clause • Using simple organizational devices: headings, subheadings • Using paragraphs to organize ideas • Using a clear story structure: opening, build up, peak, conclusion • Using first- and third-person narrative voice	**Invaders and Traders - Romans** Descriptive writing on Romans using diaries, information, narratives, reports and letters	Twinkl PlanIt Spelling Overview Terms 2 SPAG lessons
Year 3 Term 3	**The Mystery Cave (BWA Mission 5)**	• Chronological report • Invitation • Legend • Non-chronological report • Story Narrative	• Using interesting speech verbs • Using higher level connectives: however, although, meanwhile, as a result of, nevertheless • Using pronouns to link within and between sentences and avoid repetition (noun/ pronoun agreement) • Distinguishing between fact and opinion • Using sentences with more than one clause: co-ordinate and sub-ordinate clauses • Using direct and reported speech, punctuated correctly • Using expanded noun phrases and prepositions to build interesting descriptions • Using punctuation accurately for effect (introducing ellipses) including using commas to punctuate clauses, apostrophes for possession (singular nouns)	Roman legends including story narrative, letters etc	Twinkl PlanIt Spelling Overview Terms 3 SPAG lessons

			• Composition matching form and organization to purpose • Understanding structure, purpose and audience • Using headings/headlines, sub-headings, labels and captions to organize ideas • Using paragraphs to organize • Using a clear story structure: opening, build up, peak, conclusion • Using formal language appropriately for purpose and audience • Performing their own composition, using appropriate volume and intonation to make meaning clear. Planning, developing, drafting, revising, editing and polishing		
Year 3 Term 4	**Castle Adventure (BWA Mission 4)**	• Non- and a chronological report • Scenes for a Script • Play Script • Letter • Story	• Using past and present tense verbs • Using prepositions and adverbs effectively to write stage directions • Adding detail to description and information using: who, what, when, where, why, how • Using direct and reported speech, punctuated correctly • Using simple literary language: end-rhyme, alliteration, onomatopoeia • Using punctuation accurately for effect (introducing ellipses) • Matching form and organization to purpose • Understanding structure, purpose and audience • Using a clear story structure: beginning, middle, end (play script)	**A Local Study – A World of Difference** Focus on Braywood, letters, non-chronological report	Twinkl PlanIt Spelling Overview Terms 4 SPAG lessons
Year 3 Term 5 & 6	**Our Active Planet - Volcanoes**	• Poems • Factual report (Newspaper) • Fact file • Story Narrative • Instructions (Recipe) • Poster • PowerPoint	• Using generalising language: some, most, often • Using interesting speech verbs and higher-level connectives: however, although, meanwhile, as a result of, nevertheless • Using pronouns to link within and between sentences and avoid repetition (noun/ pronoun agreement) • Distinguishing between fact and opinion • Using sentences with more than one clause: co-ordinate and sub-ordinate clauses • Using direct and reported speech, punctuated correctly • Using expanded noun phrases and prepositions to build interesting descriptions • Using commas to punctuate clauses • Using punctuation accurately for effect (introducing ellipses), apostrophes for possession (singular nouns) and using paragraphs to organize • Composition matching form and organization to purpose • Understanding structure, purpose and audience • Using headings/headlines, sub-headings, labels and captions to organize ideas • Using a clear story structure: opening, build up, peak, conclusion • Planning, developing, drafting, revising, editing and polishing • Performing their own composition, using appropriate volume and intonation to make meaning clear	**Up, up and away - Our Active Planet** Poems, factual report on volcanoes, narratives about Pompeii, instructions on how to stay safe.	Twinkl PlanIt Spelling Overview Terms 5 & 6 SPAG lessons

	Topic	Genre	Punctuation & Grammar	Cross Curricular	Spelling & Phonics
Year 4 Term 1	**Superhero (BWA mission 1)**	• Written descriptions • Extended descriptive writing • Recount	• Understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions • Understanding the correct terminology for expressing familiar connectives: coordinating and subordinating conjunctions • Understanding the correct terminology for expressing familiar time connectives: adverbs, conjunctions • Extending the range of time adverbs/adverbials • Extending the range of conjunctions, adverbs and prepositions of cause • Using present perfect tense verbs • Using alliteration and onomatopoeia • using expanded noun phrases and prepositions to build descriptions • Using co-ordinate and subordinate clauses • Using punctuation for effect • Using notes to plan writing • Understanding form, purpose and audience • Matching form and organization to purpose and audience • Understanding and using features of non-chronological reports • Identifying relevant/irrelevant • Understanding the writing process	**How I Learn?** Facts about learning, recount of trip, written descriptions and extended descriptive writing **Celebrations and leading Collective Worship**	Twinkl PlanIt Spelling Overview Term 1 SPAG lessons
Term 2 & 3	**Superhero (BWA mission 1)**	• Factual Report writing (Egyptians)	• All of the above	**Time Detectives - Egyptians** Accounts of Egyptian lives, diaries, factual report on mummifiying	Twinkl PlanIt Spelling Overview Term 2 SPAG lessons
Year 4 Term 4	**Space Tourism (BWA mission 3)**	• Non-chronological report • Persuasive writing • Guidebook entry (Local area)	• Understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions • extending the range of conjunctions, adverbs and prepositions of cause • Using prepositions to clarify instructions or descriptions • Extending the range of prepositions of place • Using personal pronouns to link within and between sentences & avoid repetition • Using personal pronouns, superlatives and other emotive vocabulary to persuade • Using adverbs that do not end in –ly • Using alliteration and onomatopoeia • Distinguishing between fact and opinion	**I love where I live** Writing persuasive letters regarding where we live, report/	Twinkl PlanIt Spelling Overview Terms 3 & 4 SPAG lessons

			• Using facts/evidence to justify opinion and strengthen argument • Summarizing information • Using rhetorical questions and the rule of three to persuade • using punctuation for effect • using notes to plan writing • Understanding form, purpose and audience • Matching form and organization to purpose and • Using headings, sub-headings, bullet points, captions, numbers to organize ideas • Using paragraphs to organize and sequence • Understanding structure • Understanding the writing process	guidebook on walk around Fifield & local area.	
Year 4 Term 5 & 6	**Animated (BWA mission 4)**	• Descriptive Writing – settings • Adventure Story	• Using interesting speech verbs • Extending the range of sophisticated vocabulary used, including synonyms and antonyms • Using expanded noun phrases and prepositions to build descriptions • Using co-ordinate and subordinate clauses • Using varied sentence structures • Varying pace through description • Extending character and setting descriptions • Using inference to develop understanding • Developing character and adding humour through dialogue and description • Punctuating dialogue correctly • Using punctuation for effect • Using apostrophes of possession for plural nouns • Understanding form, purpose and audience • Using a clear story structure • Understanding the writing process	**Up, up and away - Chocolate** Writing settings of the Rainforest, developing character, settings and writing adventures **Playscripts in the Summer**	Twinkl PlanIt Spelling Overview Terms 5 & 6 SPAG lessons

Curriculum Map for Mathematics

YEAR ONE		YEAR TWO		YEAR THREE		YEAR 4	
Term 1							
Singapore	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**
Counting Number bonds Recognising and grouping shapes	**Counting and representing numbers** counting, ordering, comparing numbers to 20 and beyond. **Addition and subtraction** Weeks 2 and 3 focus on number stories, for addition / subtraction facts, doubles and counting on / back 1. **2D shapes: identifying,** naming and sorting according to different properties. **Place value and representing numbers:** reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10.	**Numbers to 100; counting, place value, comparing, number bonds, number patterns 2d shapes; identifying sides and vertices, identifying lines of symmetry, making figures, sorting shapes, drawing shapes, making patterns, describing patterns**	**Place value** place value in numbers 0–100 and different ways of representing, comparing and ordering these. **Addition and subtraction** learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations. **2D shapes** identifying and classifying 2D shapes, using a variety of sorting devices. Place value; ordinal numbers developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers.	**Counting Place value Multiplication & division x3,x4 Making & describing 3D shapes**	**Addition and subtraction** revising the understanding and use of **place value and number facts** in mental addition and subtraction. **Multiplication and division** key multiplication and division facts and doubling and halving. **Time; 3D shapes** telling the time with increasing accuracy, and identifying, describing and sorting 3D shapes. Place value; difference placing 2- and 3-digit numbers on a line and using an empty number line to find differences.	**Counting and Place Value Adding and subtracting using mental strategies Multiplying multiples of 10 & 100 Multiply 2 digits numbers (ladder) Measuring height and length & converting units Adding (Bar Method & 3d column Addition) Subtracting (Bar Method & 3d column Subtraction)**	**Addition and subtraction** mental strategies in addition and subtraction, including the use of a robust understanding of place value. **Multiplication and division** learning and using multiplication and division facts in solving more advanced problems. **Time; length** telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths. Addition and subtraction understanding and using formal written methods of addition and subtraction.

Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children's understanding.

KS1 Weather, days of the week etc. Maps positions etc Bar charts

YEAR ONE		YEAR TWO		YEAR THREE		YEAR 4	
Term 2							
Singapore	Abacus	**Singapore**	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**
Space – position and direction Length Addition within 10 Numbers to 20	**Place value and representing numbers** reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10. **Addition and subtraction** using number facts; representing addition and subtraction with concrete objects. **Position and direction; length** establishing position and direction, then comparing and measuring lengths with uniform units. Addition and subtraction; **money** counting on or back 1 / 2 / 3 and recognising coins, then finding totals.	**Length; measuring length in cm, and m, 3D shapes; Moving and turning shapes Addition and Subtracting; Simple adding and simple subtracting Money; writing amounts, counting, showing equal amounts, exchanging money, comparing amounts**	**Place value;** ordinal numbers developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers. **Addition and subtraction** adding and subtracting smaller 2-digit numbers to and from larger ones. **Position and direction; length** understanding the vocabulary associated with position and movement and then comparing and measuring lengths using cm and m. Addition and subtraction adding, subtracting, doubling and halving 2-digit numbers, using an understanding of place value. Using money in calculations counting in uniform steps, using coins to help us create sequences and find totals.	**Length Volume Multiplication & division x 8**	**Multiplication and division; fractions doubling and halving and** understanding a half and other unit fractions. Place value in addition and subtraction **understanding place value,** including in money, and using partitioning in adding and subtracting. Length; capacity SI units and **measurement of length and capacity.** Place value; difference using number lines to compare and round numbers and to find differences. Revision revision of key calculation strategies and their use in word problems.	**Equivalent Fractions Writing mixed numbers & showing on a number line Writing tenths Decimals Rounding & estimating Mass Volume Mass & Volume problems Picture & Bar graphs Subtracting (Bar Method & column Subtraction) Multiplying 3 digit numbers (ladder) Dividing 2 d numbers (chunking)**	**Fractions and decimals; addition,** place value in decimals and the relationship between tenths and decimals; using place value in formal addition. **Measures; data** using SI units in measuring, reading scales and collecting, interpreting and recording data. **Subtraction** using place value to underpin an understanding of different methods in subtraction and to choose between these. **Multiplication and division** developing a knowledge and understanding of multiplication and division to enable children to tackle harder problems.

Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children's understanding.

YEAR ONE		YEAR TWO		YEAR THREE		YEAR 4	
Term 3							
Singapore	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**
Numbers to 40 **Using a calendar** **Recognising solids** **Making addition stories** **Solving picture problems** **Add by counting on**	**Place value** using a variety of images to embed an understanding of 2-digit numbers and place value, including finding 1 more / less. **Number facts** embedding a reliable recall of number facts, then using these to solve simple word problems. **Addition and subtraction** using known number facts to add and subtract using unit patterns. **3D shapes; time** naming and identifying 3D shapes and their properties, and rehearsing days of the week and months **Numbers and counting; fractions** counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole.	**Money: Calculating Change** **3D Shapes; recognising 3D shapes, grouping 3d shapes, forming 3d structures, making patterns** **Time; Telling and writing time to 5 minutes,**	**Place value** understanding place value in numbers to 100 and beginning to use this to add and subtract 2-digit numbers. **Number facts; addition and subtraction** revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change). **Number facts; addition and subtraction** revising, then using, bonds to 10 in addition (counting on, bridging 10), and subtraction (finding a difference, extending to calculating change). **3D shapes; time** identifying 3D shapes and their properties, including naming 2D faces; and then rehearsing telling the time on analogue and digital clocks. **Place value** extending understanding of place value to include landmarked lines and estimation.	**Angles** **Perimeters** **Fractions –counting in tenths, equivalence, part of a set, finding fractions of a number** **Money**	**Place value** embedding a thorough understanding of place value and properties of numbers. **Addition; times tables** using partitioning in addition; and on the 2, 3, 4, 5, 8- and 10-times tables. **Fractions** fractions as numbers, finding equivalent fractions, placing fractions on a line, and fractions as operators, finding fractions of amounts. **Angles; 2D shapes** angles, including right angles, measurement of turn, and the ° symbol; and properties of 2D shapes and finding perimeters. **Addition and subtraction** attaining a secure understanding of place value and understanding how this underpins rounding, mental addition and subtraction, and column methods of addition.	**Word problems (tables & Division facts)** **multiplying by 0 & 1,** **Dividing by 1** **Multiplying 3 numbers** **Simplifying mixed fractions** **Angles** **Classifying Triangles & quadrilaterals** **Symmetry** **Sorting shapes** **Divide 3d numbers (chunking)**	**Place value; addition and subtraction** ensuring a robust understanding of place value and numbers to 10,000, including counting in equal steps; this understanding is then used to underpin mental addition and subtraction. **Subtraction; multiplication** written calculation methods underpinned by a secure understanding of place value: vertical subtraction and multiplication methods, and multiplication problems involving money. **Division; fractions** mental multiplication and division strategies, which underpin the work on proper fractions that follows, including finding non-unit fractions of amounts, equivalent fractions and simplifying. **2D shapes** properties of 2D shapes, including angles, parallel and perpendicular lines, and symmetry. **Mental calculation strategies** the relationship between the 4 operations; these important inverse relationships are linked to mental calculation.
Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children's understanding.							

YEAR ONE		YEAR TWO		YEAR THREE		YEAR 4	
Term 4							
Singapore	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**
Fractions **Time** **Addition & subtraction word problems** **Numbers to 100** **Money**	**Numbers and counting; fractions** counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole. **Number facts** number facts, including doubles and halves, and the use of these in additions and subtractions to 20. **Time** units of time and telling the time to the nearest half hour, and developing understanding of how long a minute, hour, day, week, etc. are. **Addition and subtraction** addition and subtraction, specifically in relation to counting on and back, sometimes crossing 10. **Place value and money** place value in 2-digit numbers and then in relation to money: £1s, 10s, 1ps; children find 1 / 10 more / less than any number.	**Fractions; making equal parts, ½ ¼ & thirds, naming, making equal, comparing and ordering fractions, counting wholes and parts** **Multiplication; X as equal groups, x2, x5, x10 tables & multiplying by 2, 5 and 10, Solving problems** **Multiply & Divide by 2, 5, and 10; grouping, sharing, dividing by 2, 5 and 10,** **Odd & even numbers** **Money; Calculating total amount** **Picture graphs**	**Fractions** doubling and halving, including odd numbers, leading to counting in halves and mixed numbers; unit and non-unit fractions are then modelled using a variety of images. **Multiplication and division** Counting in 2s, 5s and 10s and introduces the x sign for multiplication. **Time; data** telling the time and further develops children's understanding of the units of time; time is then used as the context for data to be represented on pictograms and block graphs. **Multiplication and division** Revising 2, 5, and 10 times tables using arrays as well as number lines; division is introduced as the inverse of multiplication. **Money and money calculations** rehearsing coin and note values and writing amounts of money; money is then used as the context for adding & finding totals.	**Adding – simple & with renaming** **Subtraction** **Multiplying & Dividing**	**Addition and subtraction** the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition. **Time** time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems. **Place value; subtraction** using number lines to facilitate an understanding of place value in 3-digit numbers, and as an efficient method of performing subtraction involving 3-digit numbers. **Multiplication and division** developing multiplication strategies using doubling and halving and the grid method; division is related to multiplication and this relationship is used to solve missing number problems.	**Comparing & ordering decimals (1p decimals)** **Rounding (1p) decimals** **Dividing whole numbers by 10 and 100** **Solving word problems (addition & subtraction)** **Telling time on a 24-hour clock** **Changing time in minutes to seconds, hours to minutes, years to months weeks & days** **Solving problems on duration of Time** **Perimeter** **Solving word problems (multiplication & division)**	**Place value** ensuring a robust understanding of that place value in decimal numbers. **Addition and subtraction** using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers. **Time; length** time-telling and the 24-hour clock, including calculating time intervals; finding missing lengths in rectilinear shapes. **Subtraction** using understanding of place value to solve subtraction problems using appropriate methods. **Multiplication and division** developing a good understanding of the processes involved in more complex written algorithms for multiplication and division.
Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children's understanding. Local studies involve positional language including position, angles and directions.							

YEAR ONE		YEAR TWO		YEAR THREE		YEAR 4	
Term 5							
Singapore	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**
Numbers to 100 **Volume and capacity** **Mass** **Fractions** **Money**	**Place value** consolidating understanding of 2-digit numbers, representing these in different ways, and partitioning into 10s and 1s. **Addition and subtraction** revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers. **Addition and subtraction** revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers. **Measures** weight and capacity, comparing and using uniform non-standard units to measure both; information is recorded in block graphs for ease and clarity. **Fractions; money** doubling and halving numbers and recognising halves and quarters of shapes; and on recognising coins and solving money problems.	**Addition & subtraction; adding with renaming, subtracting with renaming, addition of 3 numbers** **Mass; measuring comparing, solving word problems** **Volume; comparing, measuring in litres and millilitres, solving word problems** **Temperature ; reading and estimating temperature** **Fractions; finding part of a set, finding part of a quantity**	**Place value** securing a robust understanding of place value, including adding and subtracting 2-digit numbers by counting on/back in 10s and 1s. **Addition and subtraction** using number facts to solve additions and subtractions, including adding several numbers and counting up using complements to the next multiple of 10 to find a difference. **Measures; statistics and data** using non-standard and standard units to measure and compare weights and capacities; and using this context to revise the use of block graphs. **Multiplication, division and fractions** doubling and halving as inverse operations, and relates division to fractions, including finding halves, quarters and thirds of amounts.	**Mass** **Further multiplication and Division (multiplying 2-digit numbers without & with regrouping)** **Drawing & reading picture and bar graphs**	**Addition and subtraction** securing understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting fractions. **Multiplication and division** understanding and skills in division & multiplication, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking. **Statistics and data; weight** drawing and interpreting pictograms and bar graphs with different scales and using these to record and analyse data in the context of measuring weights. **Addition and subtraction** mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing methods to solve problems	**Counting in Hundredths** **Writing hundredths** **Writing Decimals** **Writing fractions as decimals** **Comparing & ordering decimals (2p decimals)** **Area** **Roman numerals**	**Place value and decimals** consolidating place value in 4 & 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, adding & subtracting powers of 10. **Place value and decimals** consolidating place value in 4- and 5-digit numbers, extending to decimals; including multiplying and dividing by 10 and 100, placing numbers (including negative) on lines, adding & subtracting powers of 10. **Multiplication and division** extending knowledge of times tables, using this to develop understanding of harder written multiplication algorithms; and on division as the inverse of multiplying **Area and perimeter; 2D and 3D shapes** calculating perimeters and areas of shapes, and on properties of 2D and 3D shapes. **Fractions and decimals** developing and enhancing the concept of decimal number, including relating decimal fractions to proper fractions and equivalents.
Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children's understanding.							

YEAR ONE		YEAR TWO		YEAR THREE		YEAR 4	
Term 6							
Singapore	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**	**Singapore**	**Abacus**
Multiplication Division Time -	**Place value** rehearsing place value in 2-digit numbers. **Multiplication and division** identifying patterns in multiples of 2, 5 and 10, and relating counting in 2s to doubling and halving. **Time; measures; 2D shapes** telling the time to the quarter hour; measuring lengths, recording information in pictograms and block graphs; and repeating patterns using 2D shapes. **Addition and subtraction** using number facts to solve additions and subtractions involving 1- and 2-digit numbers and finding change. **Place value; multiplication** consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10.	**Length; measuring length in cm, and m, comparing length, solving word problems Time; Telling and writing time, sequencing events, drawing clock hands, finding durations of time, finding, ending times, finding start times, comparing time Money; solving problems Word problems**	**Addition and subtraction; money** mental addition and subtraction strategies, using number facts and place value; and using £.p notation and solving money problems. **Multiplication and division** relating multiplication and division to counting in steps of 2, 3, 5, 10, understanding multiplication as arrays, and solving divisions as missing number problems. **Length; time** estimating and measuring lengths in cm; and on telling the time to 5 minutes. **Addition and subtraction; multiplication and division** adding by partitioning; finding differences; and on multiplying and dividing by counting in steps. **Place value** revising place value in 2-digit numbers and extending to place value in 3-digit numbers.	**Fractions –counting in tenths, Perpendicular & parallel lines Calculating perimeter Further Division**	**Addition and subtraction** mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing methods to solve problems. **2D shapes; time** developing understanding and vocabulary of shape and angle, including measuring perimeters; and telling the time 5, 10, 20 minutes later using am/pm and 24-hour clock. **Multiplication and division; fractions** consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts. **Revision** rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication & division	**Add & Subtract fractions Word problems (fractions) Position Line graphs**	**Addition and subtraction; multiplication and division** adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally. **Addition and subtraction** addition and subtraction using written column methods. **Coordinate geometry; statistics and data** using coordinate grids; developing that understanding to draw line graphs; know that intermediate points have meaning. **Multiplication and division; fractions** enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100. **Multiplication and division; fractions** enhancing mental and written strategies for multiplication and division; and link this to unit and non-unit fractions and the decimal results of dividing by 10 and 100.
Our basic number facts are integrated throughout the whole curriculum to ensure that these fundamental number facts are used in a relevant and different context to deepen the children's understanding. KS1 Directional language using roamers							

Foundation Curriculum Subjects

Each subject leader has a scheme of work for their curriculum area.

At Braywood all subjects are interwoven together Alongside these plans we have specific days such as Literacy, ICT, Maths and Entrepreneurial Days to celebrate enterprise and initiative. We have 4-6 Pupil Parliament Days to hear the 'voice of the child' together with a whole school PE tournament. We attend a trip, have a visitor or plan an experience related to every trip, attend inter-school tournaments and perform 3 whole school concerts and one play.

PSHE is brought alive though forest school experiences and the Year 4 have a residential trip. We invest heavily in specific life skills through our curricular programmes such as Christian leadership opportunities, spiritual reflections, first aids course, sustainable issues and global warming; a child's cultural capital. and British Values.

Curriculum Plan for Science

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reaching for the Stars	**Let's Celebrate**	**Time Detectives**	**Time Detectives**	**Our World/Environment**	**Our World/Environment**
1	Parts of Animals – compare and describe a variety of animals Name, draw and label basic parts of human body and identify our basic senses	Changing seasons – observe changes across the four seasons and observe / describe weather associated with the seasons and how day length varies.	Comparing Materials – name everyday materials and basic physical properties	Distinguish between an object and the material from which it was made.	Types of Animals – Identify and name a variety of animals e.g. fish, birds, mammals	Plants – Identify and describe the basic structure of common plants and describe basic structure.
Skills	• Asking questions and recognising that they can be answered in different ways • Observing closely using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions.					
	Holidays – Great Explorers	**Celebrations 'It's great to be alive'**	**The Magic Toymaker**	**The Magic Toymaker**	**Hidden Homes & Habitats**	**Hidden Homes & Habitats**
2	Plants – Observe and draw how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Forest School)	Animals including humans - Notice how animals have offspring which grows into adults, find out about basic needs of animals / humans for survival and describe the importance of exercise, eating well, sleep and hygiene.	Everyday Materials – identify and compare the suitability of a variety of everyday materials. Explore the shapes of solid objects by bending, twisting etc.	Changing shape- Explore the shapes of solid objects by bending, twisting etc. Look at toys made from different materials.	Habitats – explore differences between living, dead and inanimate things. Identify habitats and how they provide needs for different animals	Habitats – explore differences between living, dead and inanimate things. Identify habitats and how they provide needs for different animals. Name a variety of plants and animals and explore simple food chains.
Skills	• Asking questions and recognising that they can be answered in different ways • Observing closely using simple equipment. Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. • Start asking relevant questions and using different types of scientific enquiries to answer them • Start reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.					

	Celebrations – where I fit into my World	**Romans Veni Vidi Vici**	**Romans Veni Vidi Vici**	**A World of Difference**	**Our Active Planet**	**Our Active Planet**
3	Animals including humans Skeleton, muscles and nutrients	Light – that dark is the absence of light, shadows are formed by opaque objects, that light is reflected off some surfaces and that the light from the sun is dangerous	Forces and Magnets – compare forces and magnets, look at qualities of magnets and how Earth's forces can make great changes.	Parts of Plants – Identify and describe the functions of different parts of flowering plants, roots, stem etc. Explore plant life, their life cycle and how water is transported within plants.	Rocks and Soils – compare and group different types of rocks on the basis of physical properties. Describe how fossils are formed and recognize soils are made from rocks and organic matter. Link to Pompeii	Revisit - Rocks and Soils – compare and group different types of rocks on the basis of physical properties. Revisit - Parts of Plants Explore plant life, their life cycle and how water is transported within plants
	Brainwaves	**Egyptians**	**Egyptians**	**I love where I live - Windsor**	**Chocolate**	**Chocolate**
4	Animals including humans – describe basic parts of the digestive system, function of the teeth and construct a food chain. Links to healthy lifestyles	Electricity – Identify common appliances that use electricity. Construct a variety of simple circuits with all or some of the following – cells, wires, bulbs, switches and buzzers. Recognise common conductors and insulators.	Sound – Identify how sounds are made (vibrating) and that vibrations travel through air. Find patterns in pitch, volume and nature.	Danger to Living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.	States of Matter – compare and group materials (solid, gas and liquid), observe changes in state when they are heated and cooled and identify parts played by evaporation and condensation. Water cycle. Link to chocolate	States of Matter – compare and group materials (solid, gas and liquid), observe changes in state when they are heated and cooled and identify parts played by evaporation and condensation. Water cycle Link to chocolate
Skills	• Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelling diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.					

Curriculum Plan for Computer Science

CLASS	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Reception	**We are Marvellous** Internet Safety using Smartie the Penguin How to use equipment safely. Operating simple technology e.g. toys.	**We are having fun on the Farm** **I know how to** Use equipment safely including computers.	**What hat shall I Wear?** Children complete a simple program using 2Simple Music or other age- appropriate software.	**Internet Safety Day** Kidsmart.org.uk **We are having fun with technology** Children recognise that technology is in the home and school.	**Exploring our World** Playing various age-related computerised games and electronic toys developing computational thinking.	**Splish, Splash and I am a teacher** I can teach someone else to play a game or use some sort of computer technology.
Skills	**I can u**nderstand that information can be retrieved from computers.	**I can u**se the Interactive Whiteboard to create and adapt.	**I can** express my feelings through music	**I can** select and use technology for a particular purpose.	**I can** play various electronic games	**I can** teach someone else to play a game or use computer technology.
Year 1	**Reach for the Stars** with Three Discovery. In house Internet Safety – Thinkuknow Sids Top Tips Developing Keyboard and Mouse control Explore 2Simple Modelling Toolkit	**We are Celebrating** Create a card electronically Use pictograms to record survey of favourite sandwich fillers	**We are Time Detectives** Make a number of presentation slides, each with a different collection of things from the past and present day, organised according to rules.	**Internet Safety Day** Digiduck's Big Decision – kidsmart.org.uk **Understand about different types of materials** Instructions – BBC Bitesize Science – Materials	**Our Wonderful World** **I am a Robot** Human robots follow instructions. Explore Beebots. Introduce Algorithms. Write, test and debug Algorithms.	**I can film the steps of a recipe.** Using ipads.
Year 2	**Internet Safety** with Three Discovery. In house Internet Safety – Thinkuknow Sids Top Tips **Using text** – Diary insert of a Great Explorer.	**Let's Celebrate** Communication and Collaboration.	**We are Victorian Historians** Research - Toys Exploring how computer games work (computational thinking)	**Internet Safety Day** Lee & Kim's Big Adventure - thinkuknow **We are Photographers** Taking, selecti edit digital images.	**We are Problem solvers** How to make a habitat. Using algorithms to solve problems.	**We are Musicians** 2Simple – Explore sounds and instruments to compose an atmospheric symphony relating to a habitat.
KS1 Skills	○ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ○ create and debug simple programs, use logical reasoning to predict the behaviour of simple programs ○ use technology purposefully to create, organise, store, manipulate and retrieve digital content ○ recognise common uses of information technology beyond school ○ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they					

Year 3	**Internet Safety** with Three Discovery. In house Internet Safety – Thinkuknow SMART Learner **We are Musicians** Music Toolkit – composing music in R.E./Music.	**We are Roman Historians** Search technologies. **We are Designers** Design a Roman mosaic using 2Simple	**We are Bug Fixers Here, there and everywhere** Creating simple algorithms – Local Study around our school.	**Internet Safety Day** **H**ectors World on thinkuknow **We are Artists** **Paintings, Pictures & Photographs** Digital Maps using Google. Create a Photomontage	**Our Active Planet** **We are Volcanologists** Select, use and combine a variety of software (including internet) on a range of digital devices to accomplish given goal, including collecting, analysing, evaluating and presenting data and information using **Powerpoint**	
Year 4	**Internet Safety** with Three Discovery. In house Internet Safety – Thinkuknow SMART Learner **Powerpoint** Collective Worship presentations	**We are Egyptian Historians** Search technologies. **We are Toy designers** Programming electrical toys made in DT. **Powerpoint** Collective Worship presentations	**We are software developers** Logical reasoning and Algorithms **Powerpoint** Learning presentations for parents. Collective Worship presentations	**Internet Safety Day –** Captain Kara & the SMART Crew adventures on Childnet.com **We are geologists** Digital Maps using Google **Powerpoint** Collective Worship presentations	**We are meteorologists** Data collection & Information **Powerpoint** Collective Worship presentations	**We are Consumer Marketing Researchers** Design packaging for chocolate gift **Powerpoint** Collective Worship presentations using
Skills	○ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ○ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ○ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ○ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ○ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ○ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information ○ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					

Curriculum Plan for PE

Developing The whole child:

- *Applying Christian values*
- *Focusing on personal best as a starting point*
- *Providing opportunities to think creatively, to problem solve, make decisions, work as a team and apply tactics*

	Key Stage 1		Key stage 2	
	Year 1	**Year 2**	**Year 3**	**Year 4**
Autumn 1	**Gym – Flight –bouncing, jumping, landing** Games – Focus on Ball skills & games WSP –Athletics House Tournament	**Gym – Parts high parts low** Games – Throwing & catching - Inventing Games WSP – Athletics House Tournament	**Invasion Games** – Throwing & catching through Tag/Netball/Benchball WSP – Tag rugby House Tournament	**Invasion Games – Throwing & catching through Tag/Netball** WSP – Tag rugby Sports Leader Training Conference House Tournament
Autumn 2	Games- Throwing & catching & aiming WSP - Dance	Games – Dribbling, hitting & kicking/skipping WSP Dance Y2 skipping	**Dance – Science/Topic Theme** **Games - Hockey** Y3 Sports -hall athletics	**Dance – Science/Topic Theme** **Games - Hockey**
Spring 1	**Dance - Windsor Dance Show Theme** Perform at Windsor Dance Show (T4 – 28th Mar) Games – Throwing & catching – Aiming Games WSP - Fundamentals	**Dance - Science/Topic Theme** Games – Group games and inventing rules 1 WSP - Fundamentals	**Gym – Balancing and travelling symmetrically and asymmetrically** WSP - Gym	**Gym – Balancing, Rolling, Sequences** WSP - Gym WSC y3/4 Rugby Qualifier Competition OR WSC y3/4 Football
Spring 2	**Gym – points and patches** WSP - Fundamentals	**Gym – turning, twisting, spinning and sequence** WSP - Fundamentals	**WSP -Orienteering** WSP - Fundamentals	**Orienteering** WSP - Fundamentals
Summer 1	**Multiskills** WSP – Striking & fielding (**Bat/Ball skills and Games)** (WSC Y1/2 Multi skills Festival – 10th May) **Sponsored run** House Tournament	**Tennis** WSP – Striking & fielding/ **group games and inventing rules 2** Y1/2 Windsor Mini Tennis Competition (T5 – 7th June) **Sponsored run** House Tournament	**Striking and fielding skills with a Cricket focus** Striking & fielding – rounders/golf WSP – Striking & fielding WSC Y3/4 Netball Competition WSC Y3/4 orienteering **Sponsored run** House Tournament	**Striking and fielding skills with a Cricket focus** **Striking & fielding – rounders/golf** WSP – Striking & fielding WSC Y3/4 Netball Competition WSC Y3/4 orienteering **Swimming (WLC)** **Sponsored run** House Tournament
Summer 2	**Athletics & Sports Day Practice** WSP - Net/wall games **Bat/Ball skills and Games)** House Tournament Celebration School Games Day	**Athletics & Sports Day Practice** WSP - Net/wall games **Bat/Ball skills and Games)** House Tournament Celebration School Games Day	**Athletics & Sports Day Practice** WSP - Net/wall games House Tournament House Tournament (Celebration School Games Day)	**Athletics & Sports Day Practice** WSP - Net/wall games **Swimming (WLC)** **Outdoor and Adventurous Activities (Residential)** House Tournament House Tournament (Celebration School Games Day)

Key Interschool competition organised by Windsor Sports College **Intra-school House Competition** **WSP COACHING**

Curriculum Map for MFL - French

General Principles

- Children from Foundation to Y4 learn the basic greetings during times like circle time, singing lessons and register
- Older children are taught specific song lyrics in French and Latin
- A second language of greetings etc is introduced in KS2.

FIRST YEAR

Term 1	**Term 2**	**Term 3**
Greetings Colours Numbers (1 to 20) Days of the week Months of the year	Food and drink Café – conversation and how to order **Working towards French breakfast** (acted out)	Weather Seasons The Family Age (Quel age as tu?)

Second year

Term 1	**Term 2**	**Term 3**
Recap greetings Numbers (1 to 50) Body parts Animals	In my pencil case Clothes Sports Recap colours	Food and drink (recap and add new vocabulary) Café – recap on conversation and how to order **Working towards French tea at a café (acted out)**

Curriculum Map for Financial Understanding

Term 1	**Term 2**	**Term 3**
Foundation – What is money? Y1- How do we get money, why do I need it? Y2 – Differences between needs and wants Y3 – Can we afford it? Y4 – Where does our money go?	Foundation – Looking after money Y1 – How do we use / earn money? Y2 – What is saving and where does it go? Y3 – Where does our money come from? Y4 – What happens to money in a savings account? What is interest?	Foundation –I don't have enough money Y1 – Feelings and spending and having money Y2 – What is charity? Y3 – Is it (money) different in other countries? Y4 – What is value for money? What is Fairtrade?

♫ ♫ ♫ Curriculum Plans for Music ♫ ♫ ♫

CLASS	AUTUMN TERM	AUTUMN TERM	SPRING TERM	SPRING TERM	SUMMER TERM	SUMMER TERM
Reception	**Beat and tempo** Learn range of songs including 'My turn, your turn', 'Hello' and 'Head, shoulders knees and toes' in English and French. Use Charanga for warm-up activities. **Harvest Festival** production 'Big red combine harvester' song (links to topic on 'Farms') added to 'Harvest Praise'	**High and low** Learn range of songs including 'Jack-in-the-box' and 'Little Mousie Brown'. Introduce glockenspiel and also range of percussion instruments. **Christmas concert** First opportunity for the children to perform in a church	**Structure** Use action songs to reinforce such as 'Five wonky bicycles', Supermarket song and 'Don't drop litter'.	**Texture** Learn to sing 'I'm walking like a robot' and add actions. **Exploring instruments –** accompany a song with instruments e.g. Braywood School had a Reception band ee-i-ee-i-oh (to tune of Old McDonald…) **Easter concert**	**Loud and quiet** Learn about dynamics in music. Learn to sing 'There's a quiet caterpillar on a leaf', 'Our tap drips' and 'Storm' song. Continue to add instruments as an accompaniment to songs.	**Timbre** Learn to sing 'What can you see?', 'What can you hear?' and 'Teddy bear, teddy bear'. Add actions and/or instruments where appropriate.
Year 1	**Exploring sounds** **Harvest Festival production – 'Harvest Praise'** Use Charanga for warm-up activities	**Exploring duration** Listening to music for Celebrations (link to topic) such as 'Wedding march', Stevie Wonder 'Happy Birthday', Handel's Firework music. **Christmas concert**	**Exploring pulse and rhythm** Link use of instruments to Science topic (Materials); ask pupils to identify material instruments made of.	**Exploring pitch** **Easter concert** Demonstrate on glockenspiel to show changes in pitch. Learn range of songs with low and high pitch.	**Exploring instruments and symbols** Learn 'Emerald Crown' songs to link with topic on Our World/Environment. Add musical accompaniment.	**Exploring timbre, tempo and dynamics** Compose music for 'Treasure island' performance

Year 2	**Long and short – exploring duration** **Harvest Festival production** Use Charanga for warm-up activities Learn range of songs including 'Tinga layo' and 'Mi caballo blanco'	**Pulse & Rhythm** **Christmas concert** Move to music with actions to explore pulse and rhythm Learn songs including 'Someone's in the kitchen…'	**Mainly pitch** Explore tuned and untuned instruments and link to Science topic (materials) Learn songs about toys to link with topic (Victorian toys)	**Instruments & Symbols** **Easter concert** Learn songs and add instrumental accompaniment e.g. for 'Hairy scary' castle song	**Timbre, tempo and dynamics** Learn to perform songs about animals and mini-beasts to link to topic on 'Habitats'. Add instrumental accompaniment.	**Exploring sounds & instruments** Explore sounds from sunrise to sunset. Work in groups to compose piece of music 'Sunrise to sunset'
Year 3	**Exploring descriptive sounds** **Harvest Festival production** Write a 'Healthy eating' rap to link with Science topic. Perform in groups.	**Exploring rhythmic patterns** Focus on topic Romans – perform 'Just like a Roman' **Christmas concert** French songs (in French lessons)	**Wider Opportunities** Steel drum lessons provided by Berkshire Maestros (concert for school and parents at end)	**Exploring melodies and scales** Listen to 'Peter and the Wolf' and identify different instruments **Easter concert**	**Exploring sound colours** – Composing in small groups with theme of 'Our Active Planet' linked to topic so could be an erupting volcano.	**Summer production** To be performed at 'The Old Court' in Windsor. Opportunity for children to perform in a real theatre.
Year 4	**Rhythmic patterns on percussion instruments** e.g. ostinato **Harvest Festival production**	**Exploring composition & arrangements** Learn song about the Egyptians (link to topic). Add musical accompaniment. **Christmas concert** Bells and percussion to be used.	**Instruments of the orchestra** History of music – Baroque, Classical etc… French songs (in French lessons)	**Melodies and scales** Learn 'Oompa loompa song' to link with Chocolate topic. **Easter concert**	**Sound colours** – Composing in small groups on theme of 'Water cycle' - linked to topic.	**Summer production** To be performed at 'The Old Court' in Windsor. Opportunity for children to perform in a real theatre.

Curriculum Plan for STEAM

Scheme of works for Art and the Arts, DT, Science and Computer Science, Technology, Engineering and Maths

	The Arts	Art	Design Technology	Computer Technology	Science Technology	Engineering	Topic for specific support for Art
Foundation Topic	Whole school concerts, Pantomime, individual/class performances, Author into school Work with parents	A wide range of expressive art exploring paint, pastels, chalk etc. Exploring paint	A wide range of expressive design using a range of construction materials including junk. Cooking	Use a range of computing tools such as computers, iPad, camera, bee-bots in directed and free play scenarios	As directed in the EL goals using tools such as pooters, magnifying glasses, sand, water, etc.	Through Design Technology and specific play equipment e.g. construction equipment.	**Term 1 Marvellous Me** Simple creative activities to explore different artistic mediums
Foundation Skills	Confidence to perform in public and be an appreciative audience to other pupils.	Use of a range of tools to make marks / images on paper. Manipulative, problem solving & creative skills	Handling, manipulating and enjoying using different materials. Sensory experience.	Understand the basics in using technology and with adult support produce a finished product.	Using the 'secret garden' to learn basic scientific principles and facts.	Learning through play the consequences of specific forces and decisions. Building working models to fit purpose.	
Year 1 Topic	Whole school concerts and Y1 Nativity performance, Panto, individual/class performances, Literacy, Math and Entrepreneurial Days. Dance Show in front of large audience.	Draw fireworks using different medium, Pencils/Wet Chalk Crayon Etching Use of black/white, silhouettes and using famous artist as a inspiration for art.	Use clay to create religious artefacts, Sewing faces using buttons for eyes etc. Preparation for food for party and cooking Making a musical instrument.	Use a range of computing tools such as computers, iPad, camera, bee-bots etc Using the Internet safely and understanding modelling / play robots-mechanical me	As directed in the EL goals using tools such as pooters, magnifying glasses, sand, water, etc. Gardening and growing plants, investigating materials and anima	Through DT and play equipment e.g. construction equipment including woodwork. Milestones Museum's interactive artefacts to understand how they work.	**Term 2 Celebrations** In the Night Sky 'Fireworks' Pencils/Wet Chalk Crayon Etching Silhouette in front. Use of photography. Sculpt religious artefacts. Clay
Year 1 Skills	Confidence to perform in public and be an appreciative audience to other pupils.	Extend the variety of drawing tools. Explore different mediums. Observation skills.	Handling, manipulating different mediums and textures to create and sculpt a chosen artefact.	Understand the basics in using the technology and with adult support produce a recognisable finished product.	Using the 'secret garden' to learn basic scientific principles and facts. Different sound created by different instruments.	Learning through play/tinkering the consequences of specific forces and decisions. Building working models to fit purpose.	

Year 2 Topic	Whole school concerts including Nativity, Harvest, Easter performance, Panto, Talent Show, Literacy, Math, Entrepreneurial Days. Visit Windsor Arts Theatre to watch a show	Explore art using shapes (Picasso) using Felt tips/Pastels Still life drawing skills and natural materials to explore printing, pattern and form. Cooking and preparation of food.	Experiment with construction and joining materials to make a toy with moving parts. Using natural materials to create a sculpture	In ICT use routes and robots to attain a goal. Use of the Roamer to programme a route. Use algorithms to solve problems.	Visit a Legoland workshop to explore levers and pulleys. Investigate different materials and compare the suitability and properties for specific roles.	Visit a Legoland workshop to explore levers and pulleys. Visit to Reading Museum to investigate the properties of the interactive artefacts.	**Term 3** **Toys** Explore art using shapes (Picasso) Felt tips/Pastels Explore the work of the artist Picasso. Developing individual ideas, exploring art using different shading techniques.
Skills	Confidence to perform in public and be an appreciative audience to other pupils.	Interpret works of art into their own artistic form. Practice and refine still life drawing and explore other artistic mediums.	Plan and design with the help of the teachers input to reflect upon the forces to make the toy move.	Create and repeat a programme to move a robot from one place to another. Use obstacles and use algorithms to help.	Through practical experimentation explore various forces used in making Toys including the materials used.	Learning through experimentation/tinkering the consequences of specific forces and decisions. Building working models to fit purpose.	
Year 3	Whole school and local schools or national concerts Panto, Talent Show, Literacy, Math, Entrepreneurial Days. Join Chamber Choir and sing in Summer Concert with Y4.	Explore famous mosaics and Roman artwork/architecture to recreate using a range of materials or still life. Using textiles and papier mâché create 3D image of a volcano. Build shields.	Create a chassis with four wheels and then build a Roman weapon using knowledge of pulleys. Experiment with the weapon and see how far objects can be propelled using this tool. Woodwork & Cooking skills	Use technology in the Legoland workshop. Use simple algorithms in the classroom.	Explore rocks and soils and create an active volcano illustrating scientific principles. Explore forces and magnets / light and use these fundamentals in their models.	Visit Legoland workshop to investigate forces and how they are using in a roller-coaster.	**Term 4** **Local Study - still life** Colour mixing. Using different size brushes. Use of photography and montage
Skills	Confidence to perform in public and be an appreciative audience to other pupils. Making props/scenery for school production.	Using different techniques to create 3D images. Explore how precision is important in art and how magnificent objects can be created in the past.	Shape, form and create a rigid model using a different adhesive and methods of construction. Explore repeating patterns, shape and how this forms a whole.	Use ICT to support research and simple programming skills.	Evaluate the materials and forces used so see how this has a direct upon impact the end product. Learn to refine through this process.	Further explore materials and how these are used as weapons or defence. See how applied 'tinkering' helps refine a product and helps pupils evaluate their designs.	

Year 4	Whole school and local schools or national concerts Panto, Talent Show, Literacy, Math, Entrepreneurial Days. Join Chamber Choir, act in Summer Concert and in front of senior citizens. .	Accurate drawings of anatomy, plants and local area. Investigate Egyptian art and artefacts. Preparation of our topic books and Special books with individual pieces of work.	Cooking and preparing chocolate products. Design and make packaging for a chocolate product. Build a car with a chassis using refined practices from Y3. Sewing project and cooking	Extensive use of programming tools including scratch, logical reasoning and algorithms. Have a Lego workshop where the pupils programme and car and race each other.	Use Electricity to build a circuit to light a bulb etc. Recognise simple conductors and insulators. States of matter linked to Chocolate. Mummify a fish using a variety of ingredients.	Making an Egyptian shaduf using principles we already have learnt including pulleys, forces, solid platform. Test the results to ensure it is secure. Use electricity to power a car which the children have made.	**Term 5** **Chocolate** Design packaging for chocolate. Children choose suitable resources. Making a chocolate gift. (3D) Children choose suitable resources. Cooking with our school cook baking for disadvantaged
Skills	Confidence to perform in public and be an appreciative audience to other pupils. Perform at leavers Assembly and CW leadership groups.	Plan and design. Colour mixing using tint and tone. Choose suitable materials and mediums for the task.	Plan and design. Shape, form and develop. Choose suitable mediums for the task and review the success of the product.	Be confident with a range of applied computing and DT projects this year. Extensive understanding of Scratch.	Use their scientific knowledge to apply to real life situations such as powering a car and changing matter from solid to liquid	Further explore materials and how these are used now and in the past. Review product from previous models.	

Curriculum Plan for PSHE

SEAL, RE & Science Programmes underpin all our PSHE work.

These are the SEAL Scheme of Work -Term 1- New Beginnings, Term 2- Getting on and Falling Out, Term 3 - Going for Goals, Term 4 – Relationships, Term 5- Good to Be Me and Term 6- Changes.

Keeping Staying Safe	Keeping Staying Healthy	Relationships	Being Responsible	Feelings and Emotions	Computer Safety	Money Matters / The Working World	Hazard Watch
Foundation							
Staying safe at school (Term 1)	Eating lunch at school (Term 1)	Making Friends (Term 1)	Helping Someone in Need (Term 2)	Anxiety (Term 3)	Using the computes responsibly (Term	Money (Term 4)	Hazards of first trip (Term 6)
Year 1							
Tying Shoelaces (Term 6)	Washing Hands (Term 1)	Touch (Term 2)	Water Spillage (Term 5)	Worry (Term 1)	Making Friends Online (Term 3)	British Values Money Matters (Term 4)	Is it safe to eat and drink (Term 6)
Year 2							
Staying Safe (Term 6)	Healthy Eating (Term 1) Brushing Teeth (Term 1)	Friendships (Term 2)	Practice makes Perfect (Term 4)	Anger (Term 5)	Online Bullying (Term 3) Image Sharing (Term 3)	British Values Run class stalls (Term 4)	Is it safe to play with (Term 6)
Year 3							
Road Safety (Term 1) Leaning out of Windows (Term 6)	Medicines (Term 1)	Body Language (Term 2) Bullying (Term 3)	Stealing (Term 4)	Grief (Term 5)	Computer Safety (Term 3)	Access to Nationwide Educational Tools (Term 4)	British Values Riding a Scooter (Term 6)
Year 4							
Cycle Safety (Term 1)	Healthy Living (Term 1)	Relationships (Term 5)	Coming Home on Time (Term 6)	Jealousy (Term 2)	Online Bullying (Term 3)	Fiver Challenge (Term 4) Chores at Home (Term 4)	British Values Breaking Down Barriers (Term 5)

Curriculum Plans for Topic based History and Geography

Key Stage 1 Geography Skills

Topic	Location	Place knowledge	Human and Physical Knowledge	Field study
Night sky, Weather Barnaby Bear Holidays, Local Study	name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to key physical features, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key Stage 2 Geography Skills

Rain Forest, Active Planet & Local Study	locate the world's countries, using maps to focus on Europe, Russia and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; to understand how some changed over time. Identify the position of latitude, longitude, Equator, Hemispheres, Tropics of Cancer etc.	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Key Stage 1 History Skills				
TD – Royalty Toys and Holiday in the past	the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries	changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	significant historical events, people and places in their own locality
Invaders – Romans, Egyptian	pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world	A local history study In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Changes in Britain since the stone age including the effects the Romans had on our civilisation. Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Class Curricular Plans

Each Class has its own Cross Curricular Scheme of Work interpreted by the class teacher