

# Braywood CE First School

*'Aspire, Learn, Achieve together'*



## Our Vision

2021-2023

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



# Our Vision at Braywood

Aspire Learn Achieve together

*Through the nurturing hands of 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 make Braywood the best place of excellence in which to learn and to acquire wisdom by providing a stimulating and challenging creative learning environment 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 celebrate personal achievement or talents and encourage an enthusiasm, strength of **determination** and enjoyment for lifelong learning together with an appreciation of success.
- To provide a happy, safe, and **loving** environment based upon our Christian Vision where **integrity** and **respectful** behaviours can say what they believe in and know we will be listened to by a community.
- To allow all children to develop their sense of **faith** through the teaching of all religions (and none) so everyone is comfortable in the knowledge that they embody our twelve Christian Values regardless of their race, religion, gender, or background.
- To provide opportunities for all unique individuals in our school to be valued, develop a personal understanding and **self-discipline** of their mental and spiritual health, and have time to be themselves.
- To teach our curriculum on the global stage so that children can appreciate and **respect** our diverse world and have the **courage** to take responsibility for our role within it - a strength and **determination** that they can make a difference.
- To understand the importance of a healthy and active lifestyle and encourage an interest, enjoyment and respect for our immediate environment and the world around us for a sustainable future.
- To promote the well-being of all through an inclusive, empathetic, and nurturing environment where we share a mutual understanding of our goals and **families and friends** learn together.
- To be entrepreneurial and **persevere** in all that we do, so that we will be able to achieve our dreams.

## Children's Mission Statement




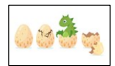

*Even though we are different, together we can make a masterpiece.*




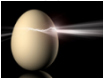


Our Vision is based upon our Christian Values and Biblical Text






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






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






# Braywood Long Term Curriculum






|                     | Topic including....  | Understanding the World  | Physical Development   | Expressive, Art & Design  | PSED   | RE   | Extra-Curricular   | Literacy   |
|---------------------|--|--|--|---|--|--|--|--|
| Year F 1 Term 1     | <b>Marvellous Me!</b><br>   | <b>Autumn</b><br><b>Themselves</b><br>Similarities & differences between themselves & others<br><b>Computing</b><br>Internet safety<br>How to use equipment safely   | <b>Comfortable pencil grip</b><br><b>Basic hygiene and safety needs</b>  | <b>Singing Harvest songs</b><br><b>Playdough Simple Construction</b><br><b>Cooking – making a sandwich</b><br>Water Melon Pizza | <b>SEAL - New Beginnings</b><br>Making friends<br>Being kind and playing nicely                                | <b>Harvest</b><br><b>What can we learn from Stories?</b>                                       | <b>Harvest Festival</b><br><b>Farm into School</b>                       | <b>Marvellous Me!</b>  |
| Year F 1 Term 2     | <b>Who goes woof? (Pets &amp; other animals on the Farm)</b><br>  | <b>Pets</b><br>how to care for them<br><b>Growing</b>  | <b>Putting their coat &amp; shoes on</b>                                 | <b>Singing Christmas songs</b><br><b>Christmas Cards</b><br><b>Baking –Gingerbread</b>  | <b>SEAL - Getting on and falling out</b><br>Relationship Feelings & Emotions                                   | <b>Diwali</b><br><b>Hannukah</b><br><b>Christmas</b>   | <b>Christmas Service &amp; Nativity at Church</b>                        | <b>Who goes woof? (Pets &amp; other animals on the Farm)</b> |
| Year F 1 Term 3 & 4 | <b>What can I be?</b><br><br><b>What is in my egg?</b><br> | <b>Caring for the environment</b><br><b>Winter &amp; Spring</b><br>The changing Seasons<br><b>Visits by Occupations</b><br>Vets, Health Professionals, Fire & Police | <b>Controlling their pencil</b><br><b>Ball Skills</b><br><b>Climbing</b> | <b>Singing Easter Songs</b><br><b>Cooking – Frozen Banana people (Occupations)</b><br>Easter Tomb Biscuits<br><b>Role Play</b>  | <b>SEAL - Going for Goals</b><br><b>SEAL - Feels good to be me</b><br><b>Healthy Living</b>                    | <b>Epiphany</b><br><b>Chinese New Year</b><br><b>Lent</b><br><b>Easter</b>                     | <b>Easter Concert</b><br><b>Easter Bonnet Parade</b><br><b>Ducklings</b> | <b>Occupations</b><br><b>Dinosaurs</b>                       |
| Year F 1 Term 5 & 6 | <b>Splish, splash, splosh –what lives in water?</b><br>   | <b>Computing</b><br>IWB<br>Computers<br>Beebots<br><b>Healthy Eating</b><br>Healthy Eating week. Keeping Fit   | <b>Co-ordination</b><br><b>Sports Day</b>                                | <b>Exploring Sounds</b><br><b>Watery Art</b><br><b>Cooking – ‘Fish’ Biscuits</b><br>Salad Fish                                  | <b>SEAL - Relationship</b><br><b>SEAL – Say No to Bullying</b><br><b>SEAL - Changes</b><br>Transition to Yr. 1 | <b>Learning from Stories</b><br><b>Special Places</b><br>Places of Worship<br>different faiths | <b>Trip to farm</b><br><b>Summer Fair</b>                                | <b>Sea Creatures</b><br><b>Plants</b>                        |

|                     | Topic including....   | Understanding the World   | Physical Development   | Expressive, Art & Design  | PSED   | RE   | Extra-Curricular   | Literacy   |
|---------------------|---|---|--|---|--|--|--|--|
| Year F 2 Term 1     | <b>Marvellous Me!</b><br>  | <b>Autumn</b><br><b>Themselves</b><br>Similarities & differences between themselves & others<br><b>Computing</b><br>Computers giving us information   | <b>Correct Tripod Grip</b><br><br><b>Basic hygiene and safety needs</b>          | <b>Singing Harvest songs</b><br><br><b>Playdough</b><br><br><b>Simple Construction</b><br><br><b>Baking – Bread</b><br><br>Fruit Kebabs | <b>SEAL - New Beginnings</b><br><br>Making friends<br><br>Being kind and playing nicely                                | <b>Harvest</b><br><br><b>What Makes people special?</b>  | <b>Harvest Festival</b><br><br><b>Farm into School</b>                           | <b>Trouble on the Farm</b><br>Old MacDonald  |
| Year F 2 Term 2     | <b>Fun on the Farm</b><br>   | <b>Farm Animals</b><br>Where they live, what they give us how to care for them<br><br><b>Growing</b>  | <b>Getting Dressed - Buttons</b>   | <b>Singing Christmas songs</b><br><b>Christmas Cards</b><br><br><b>Baking – Gingerbread</b>   | <b>SEAL - Getting on and falling out</b><br>Relationship Feelings & Emotions   | <b>Diwali</b><br><br><b>Hannukah</b><br><br><b>Christmas</b>   | <b>Christmas Service &amp; Nativity at Church</b>                                | <b>Trouble on the Farm</b><br>The 3 Billy Goats Gruff                                  |
| Year F 2 Term 3 & 4 | <b>What Hat Shall I wear?</b><br><br><b>The Mysterious Egg?</b><br> | <b>Caring for the environment</b><br><b>Winter &amp; Spring</b><br>Understanding the change of the seasons<br><br><b>Visits by Occupations</b><br>Vets, Health Professionals, Fire & Police<br><br><b>Refraction - Rainbows</b> | <b>Correct Letter Formation</b><br><br><b>Ball Skills</b><br><br><b>Climbing</b> | <b>Singing Easter Songs</b><br><br><b>Designing hats</b><br><br><b>Cooking - Frozen Banana Hats</b><br>Easter Tomb Biscuits             | <b>SEAL - Going for Goals</b><br><br><b>SEAL - Feels good to be me</b><br><br><b>Healthy Living</b>                    | <b>Epiphany</b><br><br><b>Chinese New Year</b><br><br><b>What makes places so special?</b><br><br><b>Lent</b><br><br><b>Easter</b> | <b>Easter Concert</b><br><br><b>Easter Bonnet Parade</b><br><br><b>Ducklings</b> | <b>Hetty's Hat Shop</b><br><br><b>The Mysterious Egg?</b>                              |
| Year F 2 Term 5 & 6 | <b>Exploring our World</b><br><br>                                | <b>Summer in the Garden - Minibeasts</b><br><br><b>Computing</b><br>IWB<br>Computers<br>Beebots<br><br><b>Healthy Eating</b><br>Healthy Eating week. Keeping Fit  | <b>Co-ordination</b><br><br><b>Sports Day</b>                                    | <b>Adding Instruments to Songs</b><br><br><b>Natural Art</b><br><br><b>Baking – Butterfly Cupcakes</b><br>Salad Minibeast's             | <b>SEAL - Relationship</b><br><br><b>SEAL – Say No to Bullying</b><br><br><b>SEAL - Changes</b><br>Transition to Yr. 1 | <b>What can we learn from Stories?</b><br><br><b>Why is the word 'God' so important to Christians? (Creation)</b>                  | <b>Trip to farm</b><br><br><b>Summer Fair</b>                                    | <b>Lost in the Garden – An Adventure</b><br><br><b>Lost in The Garden – Bug Safari</b> |

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

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

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

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



# Curriculum Statement

At Braywood we are fortunate to have a rich local environment in Windsor and the surrounding areas. We have a rich and diverse school community where most parents support and engage in our curriculum. As a result, we have built an inspiring, broad, balanced, and coherent curriculum which provides life-changing opportunities embedded into its planning.

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. Every subject spirals in its approach and the introduction of skills and knowledge through a carefully planned learning progression. It is important that our work on the curriculum is sustained, is relevant, and reflects our vision statements. Our curriculum offers parity; all children can access the content and all children can be offered appropriate continuity, progression, or personalised learning experiences including providing opportunities for mastery and depth.

We expect all children to succeed, 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 through educational theory and their philosophies maintain the behaviour for learning. The curriculum is designed for children to make as many neural links as possible 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.

Each topic offers trips, visitors, and virtual experiences to stimulate the learner and whole school events such as literacy, maths, science, computing, or entrepreneurial days provides a real learning buzz. PSHE is brought alive through forest school experiences and the Year 4 have a residential trip. We have Pupil Parliament Days to hear the 'voice of the child' together with a whole school PE tournament. We attend inter-school tournaments and perform whole school concerts. 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.

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, understand what they are learning, and believes that they are succeeding, there is far more opportunities for a child's self-esteem to grow and personal goals to blossom. Life skills, strength of character, courage and being inspirational are fostered through our curriculum to enable each child to leave our school ready for the next challenges.

# English and Mathematics

Schemes used in these subjects are:

Read Write Inc Reading Scheme, SPAG  
Oxford Owl Resources

A wide variety of Reading books using various schemes and genres challenging stereotypes

Electronic Reading Scheme – Bug Club & Junior Librarian

PM Reading benchmarking

Big Write & Big Writing Adventures

Abacus Maths

Singapore Maths

Finance Scheme

## English Scheme of Work

**Generic Aims of our English Curriculum are to:**

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

## Speaking and Listening

Speaking and listening skills are fundamental to all the work that we achieve in English. It is the bedrock of all our literacy. Our English scheme 'Big Write' has oracy skills built into the curriculum with increasing complexity and maturity. In our curriculum the development of the spoken language/presentational abilities are strengthened in a structured format such as:

- Nursery pupils bring in pictures from home to show their peers,
- EYFE have weekly 'show and tell' and Year 1 have 'show and tell' and holiday presentations using photographs with Barnaby Bear.
- Year 2 and 3 children present more formal presentations and develop their computing and presentational skills.
- Year 4 regularly present through PowerPoint an assembly theme in Collective Worship, they deliver their learning targets through this medium and they deliver lessons, show parents around the school etc to strengthen their oracy.

## Early Reading and Phonics

As outlined by the Ruth Muskin program.

Our goal is for the children to:

1. *Work out unfamiliar words quickly – including new vocabulary and names.*
2. *Read familiar words (ones that have been taught) speedily.*
3. *Read texts that include words they have been taught fluently.*

We have a range of appropriate reading materials across the whole curriculum. The above expectations are for the lowest 20% of children, the vast majority will exceed this.

|                        | <b>Little Acorns (Foundation) can:</b>                | <b>Mighty Acorns (Year 1) can:</b>               | <b>Rising Oaks (Year 2) can:</b>                               |
|------------------------|---|--|--|
| <b>End of Autumn 1</b> | Read some single letter Set 1 sounds                  | Read Purple Storybooks; read some Set 2 sounds   | Read Blue Storybooks   |
| <b>End of Autumn 2</b> | Read all Set 1 sounds; blend sounds into words orally | Read Pink Storybooks; read all Set 2 sounds      | Read Blue Storybooks with increasing fluency and comprehension |
| <b>End of Spring 1</b> | Blend sounds to read words; read short Ditty stories  | Read Orange Storybooks; read some Set 3 sounds   | Read Grey Storybooks   |
| <b>End of Spring 2</b> | Read Red Storybooks                                   | Read Yellow Storybooks                           | Read Grey Storybooks with fluency and comprehension            |
| <b>End of Summer 1</b> | Read Green Storybooks; read some Set 2 sounds         | Read Yellow Storybooks; read all of Set 3 sounds | <i>Access Comprehension and Spelling programmes.</i>           |
| <b>End of Summer 2</b> | Read Green or Purple Storybooks                       | Read Blue Storybooks                             | <i>Access Comprehension and Spelling programmes.</i>           |

# Literacy Scheme of Work

| EY                   | Topic  | Genre  | Punctuation & Grammar   | Cross Curricular   | Spelling Phonics   |
|----------------------|--|--|---|--|--|
| Year R<br>Term 1 & 2 | <b>Trouble on the Farm (BWA Mission 1)</b>                     | <ul style="list-style-type: none"> <li>sentences formation</li> <li>Traditional tales &amp; rhymes</li> <li>Speech</li> <li>Pencil grip</li> <li>Letter formation</li> </ul> | <ul style="list-style-type: none"> <li>Using talk to share ideas and opinions and to explore storyline and narrative</li> <li>Using talk to experiment with rhyming words</li> <li>Extending vocabulary by exploring the meaning and sounds of new words.</li> <li>Holding and using a pencil correctly and writing own first name</li> <li>Writing groups of letters to represent meaning. Including lists and labels.</li> <li>Producing movements linked to letter formation (e.g. <i>l, c, r, and z</i>)</li> <li>Producing recognizable letters using the correct sequence of movements.</li> <li>Using connectives (conjunctions) to link ideas in talk: <i>and, because</i></li> <li>Using the language of storytelling (e.g. <i>Once upon a time</i>) producing recognizable letters</li> <li>Using the correct sequence of movements.</li> </ul>   | <p><b>Wonderful Me</b></p> <p><b>Fun on the Farm</b><br/>Visit from a farm, fact finding, lists of animals</p>     | <p>RWI Spelling Terms 1 / 2</p> <p>Letter sounds and early RWI teaching</p>        |
| Year R<br>Term 3 & 4 | <b>Hetty's Hat Shop (BWA Mission 2)</b>                        | <ul style="list-style-type: none"> <li>Simple narrative,</li> <li>Character</li> <li>Rhymes</li> <li>Labels, captions</li> <li>Speech bubbles</li> </ul>                     | <ul style="list-style-type: none"> <li>Speaking in clearly defined statements</li> <li>Writing labels, signs and lists.</li> <li>Showing control in mark making</li> <li>Spelling common, single-syllable words and known words correctly in writing</li> <li>Producing recognizable letters using the correct sequence of movements using sound-symbol relationships to write words (phoneme/grapheme correspondence)</li> <li>Spelling common, single-syllable words and known words correctly in writing</li> <li>Leaving finger spaces between words and writing to read from left to right and top to bottom.</li> <li>Identifying a full stop. Leaving finger spaces between words.</li> <li>Naming letters of the alphabet</li> </ul>  | <p><b>What hat shall I wear?</b></p> <p>Traditional tales and Rhymes<br/>Characters and different professions</p>  | <p>RWI Spelling Terms 3 /4<br/>RWI in ability groups.</p> <p>Ditties &amp; Red</p> |
| Year R<br>Term 5 & 6 | <b>The Mystery Egg (BWA 3) &amp; The Secret Garden (BWA 4)</b> | <ul style="list-style-type: none"> <li>Captions</li> <li>Factual report</li> <li>Questions, statements</li> <li>Instructions &amp; lists</li> <li>Descriptions</li> </ul>    | <ul style="list-style-type: none"> <li>Using talk to recount experiences</li> <li>Understanding the different reasons for writing and the purpose of familiar text forms.</li> <li>Using talk to rehearse writing. And explaining/reading what has been written.</li> <li>Exploring instructions and writing lists. Using sequencing words in talk (e.g. <i>first, then, next</i>)</li> <li>Extending vocabulary by exploring the meaning and sounds of new words. Sequencing Using question words in talk: <i>who, what, when, where, why, how.</i></li> <li>Writing simple language structures using pronouns, verbs and nouns.</li> <li>Using writing to complete a table, to complete a table, a message and as a simple fact page.</li> <li>Sequencing words in a meaningful order and write a simple narrative.</li> </ul> <p>The final assignment revisits many of the objectives above.</p> | <p><b>Our Wonderful World</b></p> <p>Facts lists, captions, flow charts, maps.<br/>Asking questions, why, how,</p> | <p>RWI Spelling Terms 5/6</p> <p>RWI in ability groups.<br/>Green &amp; Purple</p> |
| KS1                  | Topic  | Genre  | Punctuation & Grammar   | Cross Curricular   | Spelling Phonics   |
| Year 1<br>Term 1 & 2 | <b>The Wonderful Night-time (BWA Mission 1)</b>                | <ul style="list-style-type: none"> <li>Descriptive sentences.</li> <li>Questions</li> <li>Lists &amp; labels</li> <li>Non-chronological</li> </ul>                           | <ul style="list-style-type: none"> <li>Extending vocabulary by exploring the meaning and sounds of new words</li> <li>Speaking in clearly defined statements. Asking questions to extend understanding</li> <li>Using talk to give well-structured descriptions, tell stories, build narratives &amp; produce ideas for writing. Exploring ideas through role-play and improvisation</li> <li>Making letters a clear and regular size. Forming lower case/capital letters correctly</li> <li>Writing own name (first and surname). Orientating writing correctly</li> </ul>   | <p><b>Marvellous Me</b></p> <p>Fact finding booklet, lists of animals</p>  | <p>RWI Spelling Term 1/ 2</p>  |

|                              |  |   |  |  |   |
|------------------------------|--|---|--|--|---|
|                              |  | <ul style="list-style-type: none"> <li>report, Poster</li> <li>Poem &amp; Story</li> </ul>  | <ul style="list-style-type: none"> <li>Writing simple regular words. Spelling CVC words correctly</li> <li>Making phonetically plausible attempts to spell unknown words</li> <li>Reading to check what has been written.</li> <li>Composing a sentence orally before writing. Leaving finger spaces between words</li> <li>Writing lists, statements, sentences, captions and labels</li> <li>Using a capital letter and a full stop accurately and identifying a question mark</li> <li>Writing fact pages and reports. Writing instructions, directions, recipes</li> </ul>   | Passport about Me<br>Poems about the dark<br><br><b>Let's Celebrate</b>  | RWI in ability groups.<br><br><b>Purple &amp; Pink</b>                                |
| <b>Year 1 Term 3 &amp; 4</b> | <b>The Wolf's Tale (BWA Mission 4)</b>                                       | <ul style="list-style-type: none"> <li>Simple narrative, sentences</li> <li>Character description</li> <li>Speech bubbles</li> <li>Newspaper article, letter</li> <li>Instructions &amp; directions</li> </ul>                                    | <ul style="list-style-type: none"> <li>Selecting and using appropriate register for talk , Using talk to justify answers and opinions</li> <li>Discussing what has been written with teachers and other children</li> <li>Understanding the different reasons for writing &amp; the purpose of text forms</li> <li>Using appropriate vocabulary to fit the subject matter and purpose</li> <li>Writing simple regular words &amp; make phonetically plausible attempts to spell unknown words. Spelling most common words correctly in writing</li> <li>Adding -s or -es to change a singular noun into a plural noun</li> <li>Using the prefix 'un-'to change the meaning of verbs and adjectives</li> <li>Sequencing words in a meaningful order and sentences to form short narratives</li> <li>Using adjectives to describe and add detail.</li> <li>Using a capital letter for proper nouns (people, places, days) and the pronoun 'I'</li> <li>Using connectives (conjunctions) to join two simple sentences, thoughts or ideas</li> </ul>   | <b>Time Detectives</b><br>Imaginative writing and traditional tales<br>Characters, adjectives, recipes, letter, descriptions, directions | RWI Spelling Terms 3/4<br>RWI in ability groups.<br><br><b>Pink &amp; Orange</b>      |
| <b>Year 1 Term 5</b>         | <b>Antarctic Adventure (BWA Mission 2)</b>                                   | <ul style="list-style-type: none"> <li>Mind maps</li> <li>Lists, maps, captions</li> <li>Factual report</li> <li>Questions, statements</li> <li>Instructions &amp; labels</li> <li>Descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>Extending vocabulary by exploring the meaning and sounds of new words</li> <li>Speaking in clearly defined statements and selecting appropriate register for talk</li> <li>Asking questions to extend understanding</li> <li>Using talk to give well-structured descriptions and clear explanation, to justify answers and opinion and to produce ideas for writing. Naming letters of the alphabet in order</li> <li>Making letters a clear and regular size, forming lower case/capital letters correctly</li> <li>Making phonetically plausible attempts to spell unknown words</li> <li>Writing lists, captions and labels</li> <li>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.</li> <li>Identifying and using a question mark accurately in a sentence</li> <li>Writing fact pages, reports, instructions, directions and recipes</li> <li>Using connectives (conjunctions) to join two simple sentences, thoughts or ideas</li> </ul>    | <b>Our Wonderful World</b><br><br>Facts lists, captions, flow charts, maps.<br>Asking questions, why, how, Directions and maps           | RWI Spelling Terms 5<br><br>RWI in ability groups.<br><br><b>Orange &amp; Yellow</b>  |
| <b>Year 1 Term 6</b>         | <b>Message in a Bottle (BWA Mission 5)</b><br><br>This unit if there is time | <ul style="list-style-type: none"> <li>Diary entry</li> <li>A detailed description</li> <li>Information leaflet</li> <li>Writing captions &amp; labels</li> <li>Recount</li> <li>Directions</li> <li>Questions</li> <li>Writing speech</li> </ul> | <ul style="list-style-type: none"> <li>Extending vocabulary by exploring the meaning and sounds of new words</li> <li>Exploring ideas through role-play and improvisation participating in collaborative discussions. Using talk to justify answers and opinions</li> <li>Understanding the different reasons for writing</li> <li>Understanding the purpose of different text forms</li> <li>Writing own name (first and surname). Writing the days of the week.</li> <li>Writing simple regular words. Make phonetically plausible attempts to spell unknown words. Spelling most common words correctly in writing.</li> <li>Composing a sentence orally before writing it</li> <li>Writing captions and labels. Using a question mark accurately in a sentence.</li> <li>Identifying an exclamation mark. Using it accurately in a sentence</li> <li>Sequencing sentences to form short narratives, writing recounts</li> <li>Writing fact pages, reports, instructions, directions and recipes</li> <li>Writing a paragraph of developed ideas that can be read back and makes sense</li> </ul> | Diaries, descriptive posters and leaflets<br><br>Recounts about trip to farm including descriptive language<br><br>Letters messages etc  | RWI Spelling Overview Terms 6<br><br>RWI in ability groups.<br><b>Blue &amp; Grey</b> |

|                   | Topic                                  | Genre  | Punctuation & Grammar   | Cross Curricular   | Spelling Phonics  |
|-------------------|--|--|---|--|---|
| Year 2 Term 1     | Planning a Day Out (BWA Mission 1)     | <ul style="list-style-type: none"> <li>Story</li> <li>Detailed description</li> <li>Report</li> <li>Informal letter</li> </ul>       | Building upon Year 1 objectives <ul style="list-style-type: none"> <li>Identifying nouns, adjectives and verbs. Using nouns, adjectives and verbs to add detail</li> <li>Adding detail to description. Using coordinating conjunctions</li> <li>Using simple past and present tense. Using different sentence forms</li> <li>Using exclamation mark and question marks</li> <li>Understanding structure, purpose and audience</li> </ul>  | <b>Great Explorers</b><br><br>Holidays report Recount and story  | RWI Spelling Terms 1<br><br>Blue & Grey                                 |
| Year 2 Term 2     | Celebrations – It's great to be alive  | <ul style="list-style-type: none"> <li>Informal Letter</li> <li>Poems</li> <li>Descriptive writing</li> </ul>                        | <ul style="list-style-type: none"> <li>Identifying and using nouns, adjectives and verbs</li> <li>Using coordinating conjunctions</li> <li>Using different sentence forms</li> <li>Using simple past and present tense, Using apostrophes for contractions</li> <li>Using exclamation mark and question marks</li> <li>Performing what they have written using appropriate intonation</li> </ul>  | <b>Celebrations</b><br><br>Descriptive writing about religions, poems letters                                  | RWI Spelling Terms 2<br><br>Grey  |
| Year 2 Term 3     | Jack and the Beanstalk (BWA mission 3) | <ul style="list-style-type: none"> <li>Narrative</li> <li>Newspaper article</li> <li>Instructions</li> <li>Formal Letter</li> </ul>  | <ul style="list-style-type: none"> <li>Identifying and using 'bossy' verbs. Using adverbs to add detail</li> <li>Using expanded noun phrases to describe &amp; specify and coordinating conjunctions</li> <li>Adding detail to description using who, what, when, where, why, how</li> <li>Linking and sequencing sentences using: first, next, then, soon, finally</li> <li>Using direct speech and speech punctuation</li> <li>Identifying and using features of written standard English (Posh Voice)</li> <li>Using sub-ordinating conjunctions to join words and clauses: when, if, because, that</li> <li>Using subordinate clauses/ connectives: when, if, because, that, as, while</li> <li>Using simple captions, labels, lists, organizational devices: captions, labels, headings</li> <li>Sequencing sentences to form short narratives. Recount simple events in sequence</li> </ul> | <b>The Magic Toymaker</b><br><br>Descriptive writing, adverbs Traditional tales,                               | RWI Spelling Terms 3<br><br>RWI in ability groups.<br><br>Catch up only |
| Year 2 Term 4     | The Silver Box (BWA Mission 2)         | <ul style="list-style-type: none"> <li>Newspaper report</li> <li>Narrative</li> <li>Instructions</li> <li>Informal Letter</li> </ul> | <ul style="list-style-type: none"> <li>Using nouns, adjectives and adverbs to add detail to description</li> <li>Using coordinating conjunctions to join words and clauses: and, but, or, so, then</li> <li>Using different sentence forms: statement, question</li> <li>Using different question forms: who, what, when, where, why, how</li> <li>Using different sentence forms</li> <li>Using exclamation mark and question marks. Using simple captions, labels and lists</li> <li>Sequencing sentences to form short narratives. Using clear narrative structure: beginning, middle, end. Using simple organizational devices: captions, labels, headings</li> </ul>   | <b>The Magic Toymaker</b><br><br>Writing instructions, recipes, letters and reports                            | RWI Spelling Overview Terms 4<br><br>Catch up only                      |
| Year 2 Term 5 & 6 | Ahoy There! (BWA Mission 4)            | <ul style="list-style-type: none"> <li>Letter</li> <li>Description</li> <li>Narrative Report</li> </ul>                              | SATS <ul style="list-style-type: none"> <li>Opening a sentence with a connective or subordinate clause, varying sentence length.</li> <li>Using simple literary language – rhyme, rhythm, alliteration, onomatopoeia</li> <li>Using the present progressive form to show action in progress</li> <li>Using possessive apostrophes for singular nouns</li> <li>Understanding structure, purpose and audience</li> <li>Using simple organizational devices: captions, labels, headings</li> </ul>   | <b>Hidden Homes and Habitats</b><br><br>Writing letters, reports Facts and reports regarding the natural world | RWI Spelling Terms 5 & 6<br><br>Catch up only                           |

| KS2               | Topic   | Genre   | Punctuation & Grammar  | Cross Curricular  | Spelling Phonics   |
|-------------------|---|---|--|---|--|
| Year 3 Term 1     | <b>Celebrations- where I fit into my world.</b> | <ul style="list-style-type: none"> <li>Recount</li> <li>Report writing</li> <li>Instructional writing</li> <li>Story Narrative</li> <li>Poems</li> </ul>                              | <ul style="list-style-type: none"> <li>Understanding and using past and present tense. Using generalising language: some, most, often. Adding interest and detail using adjectives, verbs and noun phrases</li> <li>Using conjunctions: because, that, when, or, if, so, as, after, also, while, as well</li> <li>Developing and extending ideas using a sequence of sentences</li> <li>Adding detail to description and information using who, what, when, where, why,</li> <li>Using varied sentence forms: statements, commands</li> <li>Opening a sentence with a connective/sub-ordinate clause</li> <li>Using simple organizational devices: headings, subheadings</li> <li>Using paragraphs to organize ideas. Using a clear story structure: opening, build up, peak, conclusion. Distinguishing between fact and opinion</li> </ul>   | <p><b>Celebrations - where I fit into my world.</b></p> <p>Religious stories or newspaper</p>   | <p>Spelling Terms 1</p> <p>RWI – Grey for transition</p> <p>SPAG lessons</p> |
| Year 3 Term 2 & 3 | <b>Aliens are coming! (BWA Mission 1)</b>       | <ul style="list-style-type: none"> <li>Description</li> <li>Letter</li> <li>Non-chronological report</li> <li>Story Narrative</li> <li>Invitation</li> </ul>                          | <ul style="list-style-type: none"> <li>Understanding and using past and present tense using verbs. Linking and sequencing words: soon, after, before, at last, the next day. Developing and extending ideas using a sequence of sentences. Adding detail to description and information using who, what, when, where, how</li> <li>Using varied sentence forms: statements, commands. Opening a sentence with a connective/sub-ordinate clause. Using simple organizational devices: headings, subheading</li> <li>Using first- and third-person narrative voice</li> <li>Using interesting speech verbs. Using higher level connectives: however, although,</li> <li>Using pronouns to link within and between sentences (noun/ pronoun agreement)</li> <li>Distinguishing between fact and opinion. Using direct and reported speech, punctuated</li> <li>Using sentences with more than one clause: co-ordinate and sub-ordinate clauses</li> <li>Using expanded noun phrases and prepositions to build interesting descriptions</li> <li>Using punctuation accurately for effect (introducing ellipses) including using commas to punctuate clauses, apostrophes for possession (singular nouns)</li> <li>Composition matching form and organization to purpose</li> </ul> | <p><b>Romans – Vini Vidi Vici</b></p> <p>Descriptive writing using diaries, information,</p> <p>Roman legends including story narrative, reports, letters etc</p> | <p>Spelling Terms 2 &amp; 3</p> <p>SPAG lessons</p>                          |
| Year 3 Term 4     | <b>Castle Adventure (BWA Mission 4)</b>         | <ul style="list-style-type: none"> <li>Non- and a chronological report</li> <li>Scenes for a Script. Play</li> <li>Letter</li> </ul>  | <ul style="list-style-type: none"> <li>Using prepositions and adverbs effectively to write stage directions</li> <li>Using direct and reported speech, punctuated correctly</li> <li>Using simple literary language: end-rhyme, alliteration, onomatopoeia</li> <li>Using punctuation accurately for effect (introducing ellipses)</li> <li>Matching form and organization to purpose. Understanding structure, purpose and audience</li> <li>Using a clear story structure: beginning, middle, end (play script)</li> <li>Planning, developing, drafting, revising, editing and polishing</li> <li>Performing their own composition, using appropriate volume and intonation.</li> </ul>  | <p><b>A Local Study – A World of Difference</b></p> <p>Braywood, letters, non-chronological report</p>  | <p>Spelling Terms 4</p> <p>SPAG lessons</p>                                  |
| Year 3 Term 5 & 6 | <b>Our Active Planet - Volcanoes</b>            | <ul style="list-style-type: none"> <li>Poems</li> <li>Factual report (Newspaper)</li> <li>Fact file</li> <li>Story Narrative</li> <li>Instructions (Recipe)</li> <li>Poste</li> </ul> | <ul style="list-style-type: none"> <li>Using generalising language: some, most, often</li> <li>Using interesting speech verbs and higher-level connectives: however, although,</li> <li>Distinguishing between fact and opinion</li> <li>Using direct and reported speech, punctuated correctly</li> <li>Using expanded noun phrases and prepositions to build interesting descriptions</li> <li>Using punctuation accurately for effect (introducing ellipses), apostrophes for possession (singular nouns) and using paragraphs to organize, commas to punctuate</li> <li>Using headings/headlines, sub-headings, labels and captions to organize ideas</li> <li>Using a clear story structure: opening, build up, peak, conclusion</li> <li>Planning, developing, drafting, revising, editing and polishing</li> <li>Performing their own composition, using appropriate volume and intonation to make meaning clear</li> </ul>   | <p><b>Our Active Planet</b></p> <p>Poems, factual report on volcanoes, narratives about Pompeii, instructions on staying safe.</p>                                | <p>Spelling Terms 5 &amp; 6</p> <p>SPAG lessons</p>                          |

|                   | Topic                         | Genre  | Punctuation & Grammar   | Cross Curricular  | Spelling Phonics   |
|-------------------|-------------------------------|--|---|---|--|
| Year 4 Term 1     | Superhero (BWA mission 1)     | <ul style="list-style-type: none"> <li>Written descriptions</li> <li>Extended descriptive writing</li> <li>Recount</li> </ul>                | <ul style="list-style-type: none"> <li>Understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions</li> <li>Understanding the correct terminology for expressing familiar connectives: coordinating and subordinating conjunctions</li> <li>Understanding the correct terminology for expressing familiar time connectives: adverbs, conjunctions. Using present perfect tense verbs. Using alliteration and onomatopoeia</li> <li>Using co-ordinate and subordinate clauses. Using punctuation for effect</li> <li>Understanding form, purpose and audience</li> <li>Matching form and organization to purpose and audience</li> <li>Understanding and using features of non-chronological reports</li> </ul>  | <p><b>How I Learn?</b><br/>Facts about learning, recount of trip, written descriptions</p> <p><b>Celebrations</b></p>                               | <p>Spelling Overview Term 1</p> <p>SPAG lessons</p>          |
| Term 2 & 3        | Superhero (BWA mission 1)     | <ul style="list-style-type: none"> <li>Factual Report writing (Egyptians)</li> </ul>   | <ul style="list-style-type: none"> <li>Extending the range of time adverbs/adverbials</li> <li>Extending the range of conjunctions, adverbs and prepositions of cause</li> <li>using expanded noun phrases and prepositions to build descriptions</li> <li>Using notes to plan writing</li> <li>Identifying relevant/irrelevant</li> <li>Understanding the writing process and using punctuation for effect</li> <li>Summarizing information</li> </ul>   | <p><b>Egyptians Rule ok!</b><br/>Accounts of Egyptian lives, diaries, factual report on mummifying</p>  | <p>Spelling Overview Term 2</p> <p>SPAG lessons</p>          |
| Year 4 Term 4     | Space Tourism (BWA mission 3) | <ul style="list-style-type: none"> <li>Non-chronological report</li> <li>Persuasive writing</li> <li>Guidebook entry (Local area)</li> </ul> | <ul style="list-style-type: none"> <li>Understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs, prepositions</li> <li>extending the range of conjunctions, adverbs and prepositions of cause</li> <li>Using prepositions to clarify instructions or descriptions</li> <li>Extending the range of prepositions of place</li> <li>Using personal pronouns to link within and between sentences &amp; avoid repetition</li> <li>Using personal pronouns, superlatives and other emotive vocabulary to persuade</li> <li>Using adverbs that do not end in -ing, using alliteration and onomatopoeia</li> <li>Distinguishing between fact and opinion</li> <li>Using facts/evidence to justify opinion and strengthen argument</li> <li>Using rhetorical questions and the rule of three to persuade</li> <li>Understanding form, purpose and audience and using notes to plan writing</li> <li>Matching form and organization to purpose using headings, sub-headings, bullet points, captions, numbers to organize ideas. Using paragraphs to organize and sequence</li> </ul> | <p><b>I love where I live</b><br/>Writing persuasive letters regarding where we live, report/guidebook on walk around Fifield &amp; local area.</p> | <p>Spelling Overview Terms 3 &amp; 4</p> <p>SPAG lessons</p> |
| Year 4 Term 5 & 6 | Animated (BWA mission 4)      | <ul style="list-style-type: none"> <li>Descriptive Writing – settings</li> <li>Adventure Story</li> </ul>                                    | <ul style="list-style-type: none"> <li>Using interesting speech verbs</li> <li>Extending the range of sophisticated vocabulary used, including synonyms and antonyms</li> <li>Using expanded noun phrases and prepositions to build descriptions</li> <li>Using co-ordinate and subordinate clauses. Using varied sentence structures</li> <li>Varying pace through description. Extending character and setting descriptions</li> <li>Using inference to develop understanding</li> <li>Developing character and adding humour through dialogue and description</li> <li>Punctuating dialogue correctly. Using punctuation for effect</li> <li>Using apostrophes of possession for plural nouns</li> <li>Understanding form, purpose and audience. Using a clear story structure</li> <li>Understanding the writing process</li> </ul>   | <p><b>Chocolate</b><br/>Writing settings of the Rainforest, developing character, setting</p> <p><b>Summer Playscripts</b></p>                      | <p>Spelling Overview Terms 5 &amp; 6</p> <p>SPAG lessons</p> |



# Maths Scheme of Work

## Generic aims of our Maths Curriculum are:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Using real life skills including money are integrated into the curriculum to deepen understanding including weather, days of the week etc, maps positions etc bar charts, local studies involve positional language including position, angles and directions, directional language using roamers and investing money.

| Foundation Stage   |  |   |   |  |  |  |   |
|--|--|---|---|--|--|--|---|
| Early Years cover the basics in all numbers in a hands-on practical way inside and outside the classroom to prepare the children for Year 1. They use the Abacus scheme to cover counting, addition and subtraction, space, shape and measure and the start of recording their findings. |  |   |   |  |  |  |   |
| YEAR ONE   |  | YEAR TWO  |   | YEAR THREE   |  | YEAR 4   |   |
| Term 1   |  |   |   |  |  |  |   |
| Singapore  | Abacus   | Singapore   | Abacus  | Singapore  | Abacus   | Singapore  | Abacus  |
| <b>Counting</b><br><b>Number bonds</b><br><b>Recognising and grouping shapes</b>   | <b>Counting and representing numbers</b><br>counting, ordering, comparing numbers to 20 and beyond.<br><b>Addition and subtraction</b><br>Weeks 2 and 3 focus on number stories, for addition / subtraction facts, doubles and counting on / back 1.<br><b>2D shapes: identifying, naming and sorting</b> according to different properties.<br><b>Place value and representing numbers:</b> reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10. | <b>Numbers to 100; counting, place value, comparing, number bonds, number patterns</b><br><b>2d shapes; identifying sides and vertices, identifying lines of symmetry, making figures, sorting, draw shapes, making patterns, describing.</b> | <b>Place value</b><br>place value in numbers 0–100 and different ways of representing, comparing and ordering these.<br><b>Addition and subtraction</b><br>learning and using addition and subtraction number facts, including bonds to 10, in simple and harder calculations.<br><b>2D shapes</b><br>identifying and classifying 2D shapes, using a variety of sorting devices.<br>Place value; ordinal numbers<br>developing a good understanding of place value, comparing and ordering numbers to 100, including ordinal numbers. | <b>Counting</b><br><b>Place value</b><br><b>Multiplication &amp; division</b><br><b>x3, x4</b><br><b>Making &amp; describing 3D shapes</b> | <b>Addition and subtraction</b><br>revising the understanding and use of <b>place value and number facts</b> in mental addition and subtraction.<br><b>Multiplication and division</b><br>key multiplication and division facts and doubling and halving.<br><b>Time; 3D shapes</b><br>telling the time with increasing accuracy, and identifying, describing and sorting 3D shapes.<br>Place value; difference placing 2- and 3-digit numbers on a line and using an empty number line to find differences. | <b>Counting and Place Value</b><br><b>Adding and subtracting using mental strategies</b><br><b>Multiplying multiples of 10 &amp; 100</b><br><b>Multiply 2 digits/no. ladder</b><br><b>Measuring height, length &amp; converting units</b><br><b>Adding &amp; Subtracting using Bar Method or column Addition</b> | <b>Addition and subtraction</b><br>mental strategies in addition and subtraction, including the use of a robust understanding of place value.<br><b>Multiplication and division</b><br>learning and using multiplication and division facts in solving more advanced problems.<br><b>Time; length</b><br>telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.<br>Addition and subtraction understanding and using formal written methods of addition and subtraction. |

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

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

| YEAR ONE   |  | YEAR TWO   |   | YEAR THREE   |   | YEAR 4  |  |
|--|--|--|---|--|---|---|--|
| Term 4   |  |  |   |  |   |   |  |
| Singapore  | Abacus   | Singapore  | Abacus  | Singapore  | Abacus  | Singapore   | Abacus   |
| <p><b>Fractions</b><br/><b>Time</b><br/><b>Addition &amp; subtraction word problems</b><br/><b>Numbers to 100</b><br/><b>Money</b></p> | <p><b>Numbers and counting; fractions</b><br/>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.<br/><b>Number facts</b><br/>number facts, including doubles and halves, and the use of these in additions and subtractions to 20.<br/><b>Time</b><br/>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.<br/><b>Addition and subtraction</b><br/>addition and subtraction, specifically in relation to counting on and back, sometimes crossing 10.<br/><b>Place value and money</b><br/>place value in 2-digit numbers and then in relation to money: £1s, 10s, 1ps; children find 1 / 10 more / less than any number.</p> | <p><b>Fractions; making equal parts, ½ ¼ &amp; thirds, naming, making equal, comparing and ordering fractions, counting wholes and parts</b><br/><b>Multiplication; X as equal groups, x2, x5, x10 tables &amp; multiplying by 2, 5 and 10, Solving problems</b><br/><b>Multiply &amp; Divide by 2, 5, and 10; grouping, sharing, dividing by 2, 5 and 10, Odd &amp; even numbers</b><br/><b>Money; Calculating total amount</b><br/><b>Picture graphs</b></p> | <p><b>Fractions</b><br/>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.<br/><b>Multiplication and division</b><br/>Counting in 2s, 5s and 10s and introduces the x sign for multiplication.<br/><b>Time; data</b><br/>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.<br/><b>Multiplication and division</b><br/>Revising 2, 5, and 10 times tables using arrays as well as number lines; division is introduced as the inverse of multiplication.<br/><b>Money and money calculations</b><br/>rehearsing coin and note values and writing amounts of money; money is then used as the context for adding &amp; finding totals.</p> | <p><b>Adding – simple &amp; with renaming</b><br/><b>Subtraction</b><br/><b>Multiplying &amp; Dividing</b></p> | <p><b>Addition and subtraction</b><br/>the way a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.<br/><b>Time</b><br/>time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems.<br/><b>Place value; subtraction</b><br/>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.<br/><b>Multiplication and division</b><br/>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.</p> | <p><b>Comparing &amp; ordering decimals (1p decimals)</b><br/><b>Rounding (1p) decimals</b><br/><b>Dividing whole numbers by 10 and 100</b><br/><b>Solving word problems (addition &amp; subtraction)</b><br/><b>Telling time on a 24-hour clock</b><br/><b>Changing time in minutes to seconds, hours to minutes, years to months weeks &amp; days</b><br/><b>Solving problems on duration of Time</b><br/><b>Perimeter</b><br/><b>Solving word problems (multiplication &amp; division)</b></p> | <p><b>Place value</b><br/>ensuring a robust understanding of that place value in decimal numbers.<br/><b>Addition and subtraction</b><br/>using understanding of place value to choose appropriate strategies when calculating with decimals or money; written methods then include larger whole numbers.<br/><b>Time; length</b><br/>time-telling and the 24-hour clock, including calculating time intervals; finding missing lengths in rectilinear shapes.<br/><b>Subtraction</b><br/>using understanding of place value to solve subtraction problems using appropriate methods.<br/><b>Multiplication and division</b><br/>developing a good understanding of the processes involved in more complex written algorithms for multiplication and division.</p> |

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

| YEAR ONE  |  | YEAR TWO  |  | YEAR THREE  |  | YEAR 4   |   |
|---|--|---|--|---|--|--|---|
| Term 6  |  |   |  |   |  |  |   |
| Singapore   | Abacus   | Singapore   | Abacus   | Singapore   | Abacus   | Singapore  | Abacus  |
| <b>Multiplication</b><br><b>Division</b><br><b>Time -</b> | <b>Place value</b><br>rehearsing place value in 2-digit numbers.<br><b>Multiplication and division</b><br>identifying patterns in multiples of 2, 5 and 10, and relating counting in 2s to doubling and halving.<br><b>Time; measures; 2D shapes</b><br>telling the time to the quarter hour; measuring lengths, recording information in pictograms and block graphs; and repeating patterns using 2D shapes.<br><b>Addition and subtraction</b><br>using number facts to solve additions and subtractions involving 1- and 2-digit numbers and finding change.<br><b>Place value; multiplication</b><br>consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10. | <b>Length; measuring length in cm, and m, comparing length, solving word problems</b><br><b>Time; Telling and writing time, sequencing events, drawing clock hands, finding durations of time, finding, ending times, finding start times, comparing time</b><br><b>Money; solving problems</b><br><b>Word problems</b> | <b>Addition and subtraction; money</b><br>mental addition and subtraction strategies, using number facts and place value; and using £, p notation and solving money problems.<br><b>Multiplication and division</b><br>relating multiplication and division to counting in steps of 2, 3, 5, 10, understanding multiplication as arrays, and solving divisions as missing number problems.<br><b>Length; time</b><br>estimating and measuring lengths in cm; and on telling the time to 5 minutes.<br><b>Addition and subtraction; multiplication and division</b><br>adding by partitioning; finding differences; and on multiplying and dividing by counting in steps.<br><b>Place value</b><br>revising place value in 2-digit numbers and extending to place value in 3-digit numbers. | <b>Fractions –counting in tenths, Perpendicular &amp; parallel lines</b><br><b>Calculating perimeter</b><br><b>Further Division</b> | <b>Addition and subtraction</b><br>mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing methods to solve problems.<br><b>2D shapes; time</b><br>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.<br><b>Multiplication and division; fractions</b><br>consolidating written multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts.<br><b>Revision</b> rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication & division | <b>Add &amp; Subtract fractions</b><br><b>Word problems (fractions)</b><br><b>Position</b><br><b>Line graphs</b> | <b>Addition and subtraction; multiplication and division</b><br>adding and subtracting 2-, 3- and 4- digit numbers; and on using knowledge of factors, products and doubling to solve multiplication problems mentally.<br><b>Addition and subtraction</b><br>addition and subtraction using written column methods.<br><b>Coordinate geometry; statistics and data</b><br>using coordinate grids; developing that understanding to draw line graphs; know that intermediate points have meaning.<br><b>Multiplication and division; fractions</b><br>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.<br><b>Multiplication and division; fractions</b><br>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. |

## Other Foundation Curriculum Subjects

Schemes used in these subjects are:

Switched on Computing  
Science Bug  
Understanding Christianity  
Pan Berkshire RE Syllabus for RE  
Discovery RE  
1 Decision & SEAL for PSHE  
Charanga Scheme to support Music  
Online French resources  
Topic (History, Geography) Oak Academy  
Topic (Art DT) Oak Academy

PE uses a variety of resources to support each area of learning with support from the Windsor Partnership

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

# Curriculum Map for Religion and World Views – World Religions

RE is taught through discrete lessons, a Celebration Term where RE is the predominant driver for learning and through our writing programme.

We follow the Pan Berkshire Syllabus, Discovery RE and the Christianity Scheme, Understanding Christianity, recognised by the Oxford Diocese. The 4 themes support our vision and seasonal RE plans are available. Various places of worship, inviting visitors into school and performing a Nativity/Easter Concert in St Michael's Church support children who have a strong sense of Religious Character.

|       |                                  |                                      |   |   |   |   |
|-------|----------------------------------|--------------------------------------|---|---|---|---|
| CLASS | AUTUMN TERM 1<br><b>Identity</b> | AUTUMN TERM 2<br><b>Celebrations</b> | SPRING TERM 1<br><b>Belonging and Community</b> | SPRING TERM 2<br><b>Belonging and Community</b> | SUMMER TERM 1<br><b>Belief and Hope</b><br>Philosophy | SUMMER TERM 2<br><b>Belief and Hope</b><br>Philosophy |
|-------|----------------------------------|--------------------------------------|---|---|---|---|

|                                       |   |  |  |  |  |  |
|---------------------------------------|---|--|--|--|--|--|
| <b>Reception</b><br>Expected outcomes | <b>The Pan Berkshire agreed syllabus for Religious Education 2019-2023</b><br><i>During this year the children should encounter Christianity and other principal religions aligned to the most recent EYFS Framework. Learning is expected to be thematic and experimental.</i> |  |  |  |  |  |
|---------------------------------------|---|--|--|--|--|--|

|   |                                   |   |                                   |   |  |                                    |
|---|-----------------------------------|---|-----------------------------------|---|--|------------------------------------|
| <b>Religious events over the year</b>                               | <b>What makes people special?</b> | <b>Why do Christians perform a nativity at Christmas?</b> | <b>What makes places special?</b> | <b>Why do Christians put a cross in an Easter Garden?</b> | <b>What can we learn from stories?</b> | <b>Who believes these stories?</b> |
| <i>The core unit of Celebrations is shared throughout the year.</i> |                                   |   |                                   |   |  |                                    |

|                                    |  |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|
| <b>Year 1</b><br>Expected outcomes | <b>The Pan Berkshire agreed syllabus for Religious Education 2019-2023</b> <ul style="list-style-type: none"> <li>Recognise and give simple accounts of the core beliefs</li> <li>Recall a range of religious stories and explain how they link to the core beliefs and practices</li> <li>Describe some celebrations, festivals and practices and say how they reflect the core beliefs.</li> <li>Recognise the role of religious leaders and sacred texts</li> </ul> |  |  |  |  |  |
|------------------------------------|--|--|--|--|--|--|

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| <b>Christianity &amp; Judaism</b><br><br><b>Church Visit</b> | <b>How do Christians use the Bible?</b> | Why does Christmas matter to Christians? | <b>Celebrations Religious and non-religious celebratory events</b> | <b>Do we need shared special places?</b> | <b>Why does Easter matter to Christians?</b> | <b>What do different Jews believe about God?</b> | <b>Does creation help people understand God?</b> |
|--|---|--|--|--|--|--|--|

|                              |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|
| <b>Questions to consider</b> | <p><i>Who made the world? How do some people's religious beliefs encourage them to care for the world?</i></p> <p><i>Does everyone believe the same things about God? Is Shabbat important to Jewish children?</i></p> <p><i>Why are religious celebrations important to some people and not to others?</i></p> <p><i>Why are symbols, stories important and why do people believe different things?</i></p> <p><i>Why do some people follow religious leaders &amp; teaching? How do some religions demonstrate that everyone is special?</i></p> |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|



|                                    |   |   |   |   |   |   |  |
|------------------------------------|---|---|---|---|---|---|--|
| <b>Year 2</b><br>Expected outcomes | <b>The Pan Berkshire agreed syllabus for Religious Education 2019-2023</b> <ul style="list-style-type: none"> <li>Recognise and give simple accounts of the core beliefs</li> <li>Recall a range of religious stories and explain how they link to the core beliefs and practices</li> <li>Describe some celebrations, festivals and practices and say how they reflect the core beliefs.</li> <li>Recognise the role of religious leaders and sacred texts</li> </ul>                |   |   |   |   |   |  |
| <b>Judaism and Christianity</b>    | <b>What do different Christians think God is like?</b>  | <b>What are Christians and Jews rites of passage?</b>   | <b>Celebrations Compare Judaism, Christianity, Non-faith, Humanism</b><br><br><b>Visit Church &amp; Synagogue</b> | <b>How should you spend the weekend?</b>        | <b>Why should the church celebrate Easter?</b>  | <b>Who should you follow?</b>                                     | <b>How special is the relationship between Jews and God?</b> |
| <i>Questions to consider</i>       | <i>Why do some people follow religious leaders &amp; 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?</i>             |   |   |   |   |   |  |
| <b>Year 3</b><br>Expected outcomes | <b>The Pan Berkshire agreed syllabus for Religious Education 2019-2023</b> <ul style="list-style-type: none"> <li>Explain the significance of religious leaders and sacred texts</li> <li>Explain a range of ways that believers express their core beliefs and make the links between believe and expression.</li> <li>Identify how core beliefs can guide lifestyle choices.</li> <li>Recognise how religious identity can be shaped by family, community, and practice.</li> </ul> |   |   |   |   |   |  |
| <b>Christianity, Sikhism</b>       | <b>What do Christians learn from the Eucharist?</b>   | <b>Celebrations Compare Christianity, Sikhism &amp; revisit Judaism</b><br><br><b>Visit Synagogue &amp; Gurdwara</b><br><br>Is light a good symbol for celebration? | <b>Does joining the Khalsa make a person a better Sikh?</b>   | <b>Do Sikhs think it is important to share?</b> | <b>Does Easter make sense without Passover?</b> | <b>What is the best way for a Sikh to show commitment to God?</b> | <b>What do Christians learn from the Creation story?</b>     |

|  |  |   |  |   |   |  |   |
|--|--|---|--|---|---|--|---|
| <p>Questions to consider</p>               | <p>How do religious leaders and sacred texts contribute to believers understanding of faith?<br/> How can music and the Arts express religious beliefs? How might beliefs and a community shape a person's identity?<br/> Do rites of passage always help a believer to feel connected to God and/or a community? What is the best way for a Sikh to show commitment to God?<br/> To what extent 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?<br/> To what extent do religious leaders influence and encourage 'good behaviour'?<br/> What do Christians learn from the creation story?</p>  |   |  |   |   |  |   |
| <p><b>Year 4</b><br/>Expected outcomes</p> | <p><b>The Pan Berkshire agreed syllabus for Religious Education 2019-2023</b></p> <ul style="list-style-type: none"> <li>• Explain the significance of religious leaders and sacred texts</li> <li>• Explain a range of ways that believers express their core beliefs and make the links between believe and expression.</li> <li>• Identify how core beliefs can guide lifestyle choices.</li> <li>• Recognise how religious identity can be shaped by family, community, and practice.</li> </ul>   |   |  |   |   |  |   |
| <p>Christianity, Sikh, Hinduism,</p>       | <p>Does prayer make a difference and how do Christians know?</p>   | <p>Celebrations<br/>Compare Hinduism, Christianity and revisit Judaism and Sikkim<br/><br/>Visit Hindu Temple</p> | <p>What is the link between the Trinity and Christmas?</p> | <p>What kind of a world did Jesus want?</p> | <p>Why do Christians call the day Jesus died 'Good Friday'?</p> | <p>Do Murtis help Hindus understand God?</p> | <p>What do Hindus believe happens when life ends?</p> |
| <p>Questions to consider</p>               | <p>To what extent 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?<br/> How can music and the Arts express religious beliefs?<br/> Do rites of passage always help a believer to feel connected to God and/or a community?<br/> What difference might it make to believe in God as a creator?<br/> How well does faith help people cope with the matter of life and death?<br/> How do religious leaders and sacred texts contribute to believers understanding of faith?<br/> To what extent do religious leaders influence and encourage 'good behaviour'?<br/> To what extent does participating in worship and/or prayer generate a sense of belonging?</p> |   |  |   |   |  |   |

Detailed Collective Worship, SEAL and PSHE plans are available through [this link](#).  
Physical, Social, Health, Emotional & Relationships Scheme of Work

RSE, PSHE, SEAL, Collective Worship, RE & Science Programmes underpin all our RSE, educating the whole child.

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                                   |
|---|--|---|----------------------------------|-----------------------|--|---|--|
| <b>Foundation</b>                                       |  |   |                                  |                       |  |   |  |
| 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 computers responsibly (Term 1 & 3)       | Money (Term 4)                                      | Hazards of first trip (Term 6)                 |
| <b>Year 1</b>   |  |   |                                  |                       |  |   |  |
| 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)           |
| <b>Year 2</b>   |  |   |                                  |                       |  |   |  |
| Staying Safe (Term 6)                                   | Healthy Eating (Term 1)<br>Brushing Teeth (Term 1) | Friendships (Term 2)                        | Practice makes Perfect (Term 4)  | Anger (Term 5)        | Online Bullying (Term 3)<br>Image Sharing (Term 3) | British Values Run class stalls (Term 4)            | Is it safe to play with (Term 6)               |
| <b>Year 3</b>   |  |   |                                  |                       |  |   |  |
| Road Safety (Term 1)<br>Leaning out of Windows (Term 6) | Medicines (Term 1)                                 | Body Language (Term 2)<br>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)       |
| <b>Year 4</b>   |  |   |                                  |                       |  |   |  |
| 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)<br>Chores at Home (Term 4) | British Values Breaking Down Barriers (Term 5) |

# Curriculum Map for Citizenship, Financial and Character Education

We have a calendar which outlines a series of events where we support charities, celebrate whole school days, work alongside visitors / attend trips, explore democracy through Pupil Parliament and outline our Christian/ British Values

| CLASS  | AUTUMN TERM 1  | AUTUMN TERM 2   | SPRING TERM 1  | SPRING TERM 2  | SUMMER TERM 1   | SUMMER TERM 2   |
|--|--|---|--|--|---|---|
| <p><b>The national curriculum for KS 3 and 4 citizenship aims (adapted) to ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>○ <i>acquire a basic knowledge of how citizens participate actively in its democratic systems of government through Pupil Parliament.</i></li> <li>○ <i>develop an interest in, and participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood</i></li> <li>○ <i>are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial need through financial management, P4C and leadership</i></li> </ul> |  |   |  |  |   |   |
| PSHE, RSE, SEAL material & Collective Worship  | Welcome back<br>New Beginnings<br>Inclusion, Diversity and Democracy<br>Working together<br>Autumn / Harvest | Faith & the Trinity<br>Self-discipline<br>Honesty, stay safe<br>Advent, love, family friends<br>Christmas | Ambition, goals, resolutions, greed, Lord's Prayers<br>Forgiveness and integrity, Lent & Trinity | Love & Respect, Saints, Signs of Spring<br>Eco & sustainability<br>Easter              | Relationships & tolerance, Courage & determination, Friendship, Worries and anxiety, Fruits of the Spirit | Healthy Lifestyles<br>Inspirations<br>Wisdom & hope<br>Sportsmanship<br>Change and moving on to next step |
| <b>Reception</b>   | What is money?   |   | How can I look after my money?   |  | What happens if we don't have enough money for something?   |   |
| <b>Year 1</b>  | How do we get money?   | Why do we need money?   | How do we use money?   | How do we save money?<br>Entrepreneurial day   | How does using money make me feel?  | How much can I spend?<br>Start whole school ISA   |
| <b>Year 2</b>  | Difference between something I want and need?  | Let's go shopping   | What is savings?<br>Where does the money go?   | Saving up<br>Entrepreneurial day   | What is charity?  | Turning a little into a lot<br>Check the school ISA   |
| <b>Year 3</b>  | Can we afford it?  | Can we afford to go on holiday?<br><br>Creating objects to sell at the Xmas fair                          | Where does our money come from?  | Where does our money come from?<br>Entrepreneurial day                                 | How are things different from other people?   | What can money buy in another country?<br>Check the school ISA  |
| <b>Year 4</b>  | Where does our money go?<br><br>Creating a newsletter of pupils' work.                                       | Where does our money go?<br><br>Creating objects to sell at the Xmas fair                                 | What happens to our money in a savings account?  | What is interest?<br>Creating a newsletter of pupils' work.<br><br>Entrepreneurial day | What is value for money?<br><br>Running our own business for funds.                                       | What is value for money?<br><br>Check the school ISA  |

# PE Scheme of Work

To develop the physical and emotional development of the whole child through head, hands, and heart.

- Applying Christian values of Ambition, Self-discipline, Trust, Forgiveness, Determination, Courage, Respect, Love, Friendship Family, Resilience & Faith
- Develop competence to excel in a broad range of physical activities through sustained practice to develop motor competency and growth mindset.
- To be physically active for sustained periods of time to develop physical strength.
- To engage in competitive sport and activities and think creatively, to problem solve, make decisions, work as a team.
- To lead a healthy and active lifestyle and understand the reasons why this is important.

|                             | Key Stage 1   | Key stage 2  |
|-----------------------------|---|--|
| <b>KS1 &amp; KS2 Skills</b> | <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing, and catching as well as developing balance, agility, and coordination, and begin to apply these in a range of activities</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Use running, jumping, and catching in isolation and in combination</li> <li>• Play competitive games, modify where appropriate (e.g., cricket, badminton, football, hockey, netball, rounders, basketball &amp; tennis) and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control, and balance (e.g., through athletics and gymnastics)</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvements to achieve their personal best</li> <li>• Swim competently, confidently and over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively and understand safe self-rescue procedures.</li> </ul> |

|                 | Year 1  | Year 2   | Year 3  | Year 4  |
|-----------------|---|--|---|---|
| <b>Autumn 1</b> | <p><b>Games- Throwing &amp; catching &amp; aiming</b>– Focus on ball skills &amp; simple tactics</p> <p><b>Forest School</b><br/><b>House Tournament on values</b></p>                    | <p><b>Games – Dribbling, hitting &amp; kicking/skipping</b> - Focus on throwing &amp; catching - Inventing Games</p> <p>Y2 skipping practice<br/><b>Forest School</b></p> <p><b>House Tournament on values</b></p> | <p><b>Invasion Games</b> – Throwing &amp; catching through block of Tag/Netball/Bench ball<br/><b>Forest School</b></p> <p><b>WSP -Healthy Minds &amp; Active Me Windsor Sports Partnership – Tag Rugby</b><br/><b>House Tournament on values</b></p> | <p><b>Invasion Games</b> – Throwing &amp; catching through block of Tag/Netball/Bench ball<br/><b>Outdoor and Adventurous Activities</b><br/>Longridge</p> <p><b>WSP – Healthy Minds and Active Me Windsor Sports Partnership – Tag Rugby</b><br/><b>House Tournament on leadership</b></p> |
| <b>Autumn 2</b> | <p><b>Gym – Flight –bouncing, jumping, landing</b> – focus on balance agility and coordination</p> <p><b>Windsor Sports Partnership - Gym</b><br/><b>House Tournament on circuits</b></p> | <p><b>Gym – Parts high parts low</b> - focus on balance agility and coordination</p> <p><b>Windsor Sports Partnership – Gym</b><br/><b>House Tournament on circuits</b></p>  | <p><b>Games</b> – striking and fielding through block of hockey, circuits, and invented games</p> <p><b>House Tournament on circuits</b></p>  | <p><b>Games</b> – striking and fielding through block of hockey, circuits, and invented games</p> <p><b>House Tournament on circuits</b></p>  |

|          |  |  |   |   |
|----------|--|--|---|---|
| Spring 1 | <p><b>Dance - Windsor Dance Show Theme</b><br/><i>Perform at Windsor Dance Show</i></p> <p><b>Games</b> – Throwing &amp; catching – Aiming Games<br/><b>Windsor Sports Partnership – Dance</b><br/><b>House Tournament on team competition</b></p>                                   | <p><b>Dance – through Science/Topic Theme</b></p> <p><b>Games</b> – Group games and inventing rules 1<br/><b>Windsor Sports Partnership – Dance</b><br/><b>House Tournament on team competition</b></p>                              | <p><b>Gym – Balancing and travelling symmetrically and asymmetrically</b></p> <p><b>House Tournament on team competition - bench ball</b></p>   | <p><b>Gym – Balancing, Rolling, Sequences</b></p> <p><i>WSC y3/4 Rugby Qualifier Competition OR</i><br/><i>WSC y3/4 Football</i></p> <p><b>House Tournament on team competition - bench ball</b></p>  |
| Spring 2 | <p><b>Gym – points and patches</b></p> <p><b>House Tournament</b></p>  | <p><b>Gym – turning, twisting, spinning and sequence</b></p> <p><b>House Tournament</b></p>  | <p><b>Orienteering / Geography</b><br/><b>Windsor Sports Partnership – Net and wall games</b><br/><b>Windsor Sport Partnership - Active Me extra-curricular</b></p> <p><b>House Tournament</b></p>  | <p><b>Orienteering / Geography</b><br/><b>Windsor Sports Partnership – Net and wall games</b><br/><b>Windsor Sport Partnership - Active Me extra-curricular</b></p> <p><b>House Tournament</b></p>  |
| Summer 1 | <p><b>Athletics and Multi-skills focus on Bat/Ball skills and Games)</b><br/><b>Windsor Sports Partnership – Athletics</b><br/><i>WSC Y1/2 Multi skills Festival</i><br/><b>Sponsored run</b></p> <p><b>Sponsored Fun Run in May</b><br/><b>House Tournament on multi-skills</b></p> | <p><b>Athletics/ Group games and inventing rules 2</b><br/><b>Windsor Sports Partnership – Athletics</b><br/><i>Y1/2 Windsor Mini Tennis Competition</i><br/><b>Sponsored run</b></p> <p><b>House Tournament on multi-skills</b></p> | <p><b>Striking and fielding skills with a Cricket / Tennis/ Rounders/ Golf</b><br/>Striking &amp; fielding – rounders/golf<br/><i>WSC Y3/4 Netball Competition</i><br/><i>WSC Y3/4 orienteering</i><br/><b>Sponsored run</b></p> <p><b>House Tournament on multi-skills</b></p> | <p><b>Striking and fielding skills with a Tennis / Cricket / Rounders/Golf</b><br/><i>WSC Y3/4 Netball Competition</i><br/><i>WSC Y3/4 orienteering</i></p> <p><b>Swimming (WLC)</b><br/><b>Sponsored run</b><br/><b>House Tournament on multi-skills</b></p>   |
| Summer 2 | <p><b>Athletics &amp; Sports Day Practice Bat/Ball skills and Games)</b><br/>House Tournament<br/>Celebration School Games Day<br/><b>House Tournament on Sports Competition</b></p>   | <p><b>Athletics &amp; Sports Day Practice Bat/Ball skills and Games)</b><br/>House Tournament<br/>Celebration School Games Day<br/><b>House Tournament on Sports Competition</b></p>   | <p><b>Athletics &amp; Sports Day Practice</b><br/><b>Windsor Sports Partnership – Striking and fielding continued.</b><br/><i>WSP Parental Involvement After school</i></p> <p><b>House Tournament on Sports Competition</b><br/><b>Year 3 leaders</b></p>                      | <p><b>Athletics &amp; Sports Day Practice</b><br/><b>Windsor Sports Partnership – Striking and fielding continued.</b></p> <p><b>Swimming (WLC)</b><br/><b>Outdoor and Adventurous Activities (Residential)</b><br/><i>WSP Parental Involvement After school</i></p> <p><b>House Tournament on Sports Competition</b></p> |

Children in Years Foundation Stage -4 are given experience of intra-school competition during curriculum lessons, in 4 termly House Competitions and in the end of year school Sports Day Interschool competition involves the whole school

# Science Scheme of Work

**Our aims in science are to underpin the knowledge requires to be a successful Scientist. which are to:**

- *develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics*
- *develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them*
- *are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future*

| Year   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2                  | Summer 1  | Summer 2   |
|--------|--|---|--|---------------------------|---|--|
| R      | The Early Years children explore scientific principles through play in their explorations in 'The World Around Us'. These involve plants and animals, minibeasts, seasons, life cycles, comparing and contrasting objects, sand and water play, and connect with their natural world.  |   |  |                           |   |  |
|        | <b>Secrets about Me</b>  | <b>Let's Celebrate</b>  | <b>Time Detectives</b>   |                           | <b>Our World/Environment</b>  |  |
| 1      | Parts of Animals – compare and describe a variety of animals<br>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.                      | Identifying and Comparing Materials – name everyday materials and basic physical properties.<br><br>Link to the uses of materials<br><b>Sustainability key skills are recycling, conservation of energy and litter.</b>  |                           | 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.<br><br><b>Visit to Farm, Lookout</b> |
| Skills | <ul style="list-style-type: none"> <li>• Asking questions and recognising that they can be answered in different ways</li> <li>• Observing closely using simple equipment, performing simple tests, identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</li> </ul>   |   |  |                           |   |  |
|        | <b>Holidays – Great Explorers</b>  | <b>Celebrations 'It's great to be alive'</b>  | <b>The Magic Toymaker</b>  | <b>The Magic Toymaker</b> | <b>Hidden Homes &amp; Habitats</b>  | <b>Hidden Homes &amp; Habitats</b>   |
| 2      | Health Eating- and Exercise - describe the importance of exercise, eating well, sleep, hygiene.  | Living things and Lifecycles -Animals incl. humans - Notice how animals have offspring which grows into adults, what are basic needs of animals / humans for survival | Everyday Materials – identify and compare the suitability of a variety of everyday materials. Explore the shapes of solid objects by bending, twisting etc.<br><br>Links to toys<br><b>Sustainability key skills are recycling, conservation of energy and litter.</b> |                           | 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. Plants – Observe and draw how seeds and bulbs grow into mature plants.<br><br><b>Visit farm, Lookout or minibeast workshop</b><br><br><b>Sustainability key skills are water conservation, gardening and protecting the environment.</b> |  |
| Skills | <ul style="list-style-type: none"> <li>• Asking questions and recognising that they can be answered in different ways</li> <li>• Observing closely using simple equipment, performing simple tests, identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</li> <li>• Start asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Start reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> </ul> |   |  |                           |   |  |

|                    | Celebrations – where I fit into my World   | Romans Veni Vidi Vici  | Romans Veni Vidi Vici  | A World of Difference   | Our Active Planet  |
|--------------------|--|--|--|---|--|
| 3                  | Animals including humans<br>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<br><br><b>Sustainability key skills is energy conservation.</b>  | 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.<br><br>Link to Pompeii<br><br><b>Sustainability key skills are water and energy management and climate change / protecting the environment.</b>  |
|                    | <b>Brainwaves</b>  | <b>Egyptians Rule OK!</b>  |  | <b>I love where i live - Windsor</b>  | <b>Chocolate Yum Yum</b>   |
| 4                  | Animals including humans – describe basic parts of the digestive system, function of the teeth and construct a food chain.<br><br>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.<br><br>Link to Design Technology<br><br><b>Sustainability key skills are water and energy conservation.</b> |  | Sound – Identify how sounds are made (vibrating) and that vibrations travel through air. Find patterns in pitch, volume and nature.   | 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<br><br>Link to chocolate<br><b>Visit to Rainforest</b><br><br><b>Sustainability key skills are water conservation, recycling and climate change / protecting the environment.</b><br><br>Link to Maldives through iChild & Soneva Academy |
| Skills for Y3 & Y4 | <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelling diagrams, keys, bar charts, and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> |  |  |   |  |



# Computing Scheme of Work

Children have very differing computing skills that are acquired outside of school and the basic skills grow throughout the year through structured progression chart. The rest of the scheme is built around a set of spiralling skills based upon sequence, repetition and selection.

**The aim of Computing is to provide the skills to prepare our children for the 21<sup>st</sup> Century in order that children ...**

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident, and creative users of information and communication technology.

| CLASS  | AUTUMN TERM 1   | AUTUMN TERM 2   | SPRING TERM 1  | SPRING TERM 2  | SUMMER TERM 1   | SUMMER TERM 2  |
|--|---|---|--|--|---|--|
| <b>Reception</b>                             | <b>We are Marvellous</b><br>Internet Safety.<br>How to use equipment safely. Operating simple technology such as toys.  | <b>We are having fun on the Farm</b><br>Use equipment safely including computers.   | <b>What hat shall I Wear?</b><br>Children complete a simple program using 2Simple Music or other age- appropriate software.                                      | <b>Internet Safety Day</b><br><b>We are having fun with technology</b><br>Children recognise that technology is in the home and school.                                      | <b>Exploring our World</b><br>Playing computerised games and electronic toys and developing computational thinking.   | <b>I am a teacher</b><br>I can teach someone else to play a game or use some sort of computer technology.  |
| <b>Early Years</b><br><b>I can statement</b> | <i>I can understand that information is retrieved from computers.</i>   | <i>I can use the Interactive Whiteboard to create and adapt.</i>  | <i>I can express my feelings through music</i>   | <i>I can select and use technology for a particular purpose.</i>   | <i>I can play various electronic games</i>  | <i>I can teach someone else to play a form of computer technology</i>  |
| <b>Year 1</b>                                | <b>Internet Safety Day</b><br><b>Internet Safety</b> with Three Discovery.<br><br><b>Key skills</b><br>Developing keyboard, word processing and mouse control using Word and PowerPoint   | <b>We are Celebrating SOC 1.6</b><br><br>Create a card electronically using design skills to explore solutions. Link t celebrations and Christmas | <b>We are Painters SOC 1.2 1.3</b><br>Create a card or an ebook electronically.<br>Develop computational skills.   | <b>Internet Safety Day</b><br><b>We are Collectors SOC 1.4</b><br><br>Finding images on the web from the past and present day. Use images safely on the Internet.            | <b>We are treasure hunters SOC 1.1</b><br><br>Explore Beebots<br>Introduce Algorithms. Write, test and debug an algorithm.<br>Changing and perfecting a program.  | <b>We are storytellers SOC 1.5</b><br><br>Using ipads create a talking book with moving pictures on our Wonderful World<br>Use pictograms to record surveys                            |
| <b>Year 2</b>                                | <b>Internet Safety Day</b><br><b>Key skills</b><br>Remind the children of their key word-processing skills.<br><br><b>SOC 2.3</b><br><b>We are Photographers</b><br>Taking, selecting and editing digital images. To publish your images in a variety of forms. | <b>We are researchers SOC 2.4</b><br><br>Explore PowerPoint presentations to discover how to present information.                                 | <b>We are astronauts SOC 2.1</b><br>Researching a topic on toys and programmable toys.<br><br>Introduction to Scratch and moving a sprite.<br><br>Computer games | <b>Internet Safety Day</b><br><b>We are detectives SOC 2.5</b><br>Using emails, text, google etc to look for clues. Use text and email to write/send messages and invitation | <b>We are Zoologists SOC 2.6</b><br>How to make a habitat. Using algorithms to solve problems on screen.<br><br>Look at how we can create code and refine coding. | <b>We are games testers SOC 2.2</b><br>Collecting data from around the local area and habitat. Collect data to present facts logically.<br>Scratch - Exploring how computer games work |

|   |  |   |  |   |  |  |
|---|--|---|--|---|--|--|
| <b>Skills for KS1</b>   | <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instruction. Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>   |   |  |   |  |  |
| <b>Year 3</b>   | <b>Internet Safety Day</b><br><b>Internet Safety</b> with SMART Learner<br><b>Key Skills</b><br><br><b>We are Vloggers</b><br><b>SOC 3.4</b><br>Making and sharing short screencast presentation with PowerPoint   | <b>We are Historians</b><br>Search technologies.<br><br><b>We are Communicators</b><br><b>SOC 3.5 / 3.6</b><br>Collecting and analysing data using Google forms                   | <b>Key Skills</b><br><br><b>We are programmers</b><br><b>SOC 3.1</b><br>First stage in using algorithms. Create a digital animation using data, pictures and word. | <b>Internet Safety Day</b><br><br><b>We are Bug Fixers</b><br><b>SOC 3.2</b><br>Creating simple algorithms – finding and correcting bugs using previously learnt skills<br><br>Local Study - Digital Maps using Google. | <b>Our Active Planet</b><br>Digital Maps using Google.<br><br><b>We are Presenters</b><br><b>SOC 3.3</b><br>Videotaping performances led by the children | <b>We are communicators</b><br><b>SOC 3.5</b><br>Collecting, analysing, evaluating and presenting data and information using <b>PowerPoint and Email</b> |
| <b>Year 4</b><br><br>PowerPoint presentations throughout the Year | <b>Internet Safety Day</b><br><b>Internet Safety, Key skills</b><br><br><b>We are co-authors</b><br><b>SOC 4.5</b><br>Producing a Wiki to express the children’s thoughts  | <b>Egyptian Research</b><br>Search technologies.<br><br><b>We are software developers</b><br><b>SOC 4.1</b><br>Developing a simple educational game using technology responsibly. | <b>We are Toy designers</b><br><b>SOC 4.2</b><br>Programming electrical toys (made in DT) and making a programmable toy. Data programming using scratch.           | <b>Internet Safety Day</b><br><br>Digital Maps using Google<br><br><b>We are HTML editors</b><br><b>SOC 4.3</b><br>Writing and editing in this format using and understand HTML to programme                            | <b>We are musicians</b><br><b>SOC 4.4</b><br>Producing digital music in an electronic format using a variety of programmes.                              | <b>We are meteorologists</b><br><b>SOC 4.6</b><br>Presenting a subject using a film to present in an electronic format.<br><br>Using word to design      |
| <b>Skills for KS2</b>   | <ul style="list-style-type: none"> <li>• Design, write and debug programs the accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection and repetition programs, work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and pictograms</li> <li>• 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.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</li> <li>• 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 information and data.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.</li> </ul> |   |  |   |  |  |

## French Scheme of Work

**Learning a language is a key skill. We aim to:**

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

**FIRST YEAR (2019-2020)**

**Term 1**

Greetings  
Colours  
Numbers (1 to 20)  
Days of the week  
Months of the year

**Term 2**

Food and drink  
Café – conversation and how to order  
**Working towards French breakfast (acted out)**

**Term 3**

Weather  
Seasons  
The Family  
Age (Quel age as tu?)

**Second year (2020–2021)**

**Term 1**

Recap greetings  
Numbers (1 to 50)  
Body parts  
Animals

**Term 2**

In my pencil case  
Clothes  
Sports  
Recap colours

**Term 3**

Food and drink (recap and add new vocabulary)  
Café – recap on conversation and how to order **French tea at a café (acted out)**

**Skills - Pupils should be taught to**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through song and rhymes and link the spelling, sound and meaning of words
- Engage in conversation, ask and answer questions, express opinions and respond to those of others, seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary from memory, and adapt these to create new sentences, to express ideas clearly
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing

♪♪♪ Music Scheme of Work ♪♪♪

| CLASS     | AUTUMN TERM   | AUTUMN TERM   | SPRING TERM   | SPRING TERM  | SUMMER TERM  | SUMMER TERM  |
|-----------|---|---|---|--|--|--|
| Reception | <p><b>Beat and tempo</b><br/>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.</p> <p><b>Harvest Festival production</b> 'Big red combine harvester' song (links to topic on 'Farms') added to 'Harvest Praise'</p> | <p><b>High and low</b><br/>Learn range of songs including 'Jack-in-the-box' and 'Little Mousie Brown'. Introduce glockenspiel and also range of percussion instruments.</p> <p><b>Christmas concert</b><br/>First opportunity for the children to perform in a church</p> | <p><b>Structure</b><br/>Use action songs to reinforce such as 'Five wonky bicycles', Supermarket song and 'Don't drop litter'.</p>  | <p><b>Texture</b><br/>Learn to sing 'I'm walking like a robot' and add actions.</p> <p><b>Exploring instruments</b><br/>– accompany a song with instruments e.g. Braywood School had a Reception band ee-i-ee-i-oh (to tune of Old McDonald...)</p> <p><b>Easter concert</b></p> | <p><b>Loud and quiet</b><br/>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.</p> | <p><b>Timbre</b><br/>Learn to sing 'What can you see?', 'What can you hear?' and 'Teddy bear, teddy bear'. Add actions and/or instruments where appropriate.</p>   |
| Year 1    | <p><b>Exploring sounds</b></p> <p><b>Harvest Festival production – 'Harvest Praise'</b></p> <p>Use Charanga for warm-up activities</p>  | <p><b>Exploring duration</b></p> <p>Listening to music for Celebrations (link to topic) such as 'Wedding march', Stevie Wonder 'Happy Birthday', Handel's Firework music.</p> <p><b>Christmas concert</b></p>   | <p><b>Exploring pulse and rhythm</b></p> <p>Link use of instruments to Science topic (Materials); ask pupils to identify material instruments made of.</p>                      | <p><b>Exploring pitch</b></p> <p>Demonstrate on glockenspiel to show changes in pitch. Learn range of songs with low and high pitch.</p> <p><b>Easter concert</b></p>  | <p><b>Exploring instruments and symbols</b></p> <p>Learn 'Emerald Crown' songs to link with topic on Our World/Environment. Add musical accompaniment.</p>   | <p><b>Exploring timbre, tempo and dynamics</b></p> <p>Compose music for 'Treasure Island' performance</p>  |
| Year 2    | <p><b>Long and short – exploring duration</b></p> <p>Use Charanga for warm-up activities<br/>Learn range of songs including 'Tinga layo' and 'Mi caballo blanco'</p> <p><b>Harvest Festival production</b></p>  | <p><b>Pulse &amp; Rhythm</b></p> <p>Move to music with actions to explore pulse and rhythm</p> <p>Learn songs including 'Someone's in the kitchen...'</p> <p><b>Christmas concert</b></p>   | <p><b>Mainly pitch</b></p> <p>Explore tuned and untuned instruments and link to Science topic (materials)</p> <p>Learn songs about toys to link with topic (Victorian toys)</p> | <p><b>Instruments &amp; Symbols</b></p> <p>Learn songs and add instrumental accompaniment e.g. for 'Hairy scary' castle song</p> <p><b>Easter concert</b></p>  | <p><b>Timbre, tempo and dynamics</b></p> <p>Learn to perform songs about animals and mini beasts to link to topic on 'Habitats'.</p> <p>Add instrumental accompaniment.</p>  | <p><b>Exploring sounds &amp; Instruments</b></p> <p>Explore sounds from sunrise to sunset.</p> <p>Work in groups to compose piece of music 'Sunrise to sunset'</p> |

|                |   |  |  |   |   |  |
|----------------|---|--|--|---|---|--|
| Skills for KS1 | <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with; create, select and combine sounds using the intra-related dimensions of music</li> </ul>  |  |  |   |   |  |
| Year 3         | <p><b>Exploring descriptive sounds</b></p> <p><b>Harvest Festival production</b></p> <p>Write a 'Healthy eating' rap to link with Science topic. Perform in groups.</p>   | <p><b>Exploring rhythmic patterns</b></p> <p>Focus on topic Romans – perform 'Just like a Roman'</p> <p><b>Christmas concert</b></p> <p>French songs (in French lessons)</p>                                     | <p><b>Wider Opportunities</b></p> <p>Steel drum lessons provided by Berkshire Maestros (Concert for school and parents at end)</p>     | <p><b>Exploring melodies and scales</b></p> <p>Listen to 'Peter and the Wolf' and identify different instruments</p> <p><b>Easter concert</b></p> | <p><b>Exploring sound colours –</b></p> <p>Composing in small groups with theme of 'Our Active Planet' linked to topic so could be an erupting volcano.</p> | <p><b>Summer production</b></p> <p>To be performed at 'The Old Court' in Windsor. Opportunity for children to perform in a real theatre.</p> |
| Year 4         | <p><b>Rhythmic patterns on percussion instruments</b></p> <p>e.g. ostinato</p> <p><b>Harvest Festival production</b></p>  | <p><b>Exploring composition &amp; arrangements</b></p> <p>Learn song about the Egyptians (link to topic). Add musical accompaniment.</p> <p><b>Christmas concert</b></p> <p>Bells and percussion to be used.</p> | <p><b>Instruments of the orchestra</b></p> <p>History of music – Baroque, Classical etc...</p> <p>French songs (in French lessons)</p> | <p><b>Melodies and scales</b></p> <p>Learn 'Oompa loompa song' to link with Chocolate topic.</p> <p><b>Easter concert</b></p>                     | <p><b>Sound colours –</b></p> <p>Composing in small groups on theme of 'Water cycle' - linked to topic.</p>   | <p><b>Summer production</b></p> <p>To be performed at 'The Old Court' in Windsor. Opportunity for children to perform in a real theatre.</p> |
| Skills for KS2 | <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music</li> <li>• Perform in four concerts across the year.</li> </ul> |  |  |   |   |  |

# Art and Design / Design Technology Scheme of Work

Art and Design or Design Technology is integrated into the whole curriculum or taught discretely. Below are specific areas of focus aimed at developing creativity, skills, historical knowledge, and art appreciation. Key art areas are realism and abstract interpretations, spiritual and natural form, and still life in the local area. DT links with computing skills, practical uses or as part of our topic areas with a spiralling set of assessment skills built around a range of techniques and different mediums.

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| <p><b>Aims of Art and Design</b></p> <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft, and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft, and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul> | <p><b>Aims of Design Technology</b></p> <ul style="list-style-type: none"> <li>• develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users</li> <li>• critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook.</li> </ul> |
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|               | Topic/Theme                  | Art and Design  | Skills used in Art and Design  | Design Technology  | Skills Used in Design Technology  |
|---------------|------------------------------|---|--|--|---|
| <b>EYFS</b>   | <b>Learning through play</b> | Expressive Art.<br>Exploring paint, collage, painting, chalk drawings etc   | Use a range of tools to make marks on paper.<br>Encourage accurate drawing<br>Experimenting with primary colours, mixing etc   | Expressive Design.<br>Construction, Junk modelling, Playdough<br>Modelling for a purpose e.g. bird feeders etc<br><br>Cooking across the curriculum                          | Handling, manipulating, and enjoying using different materials.<br>Sensory experience, shape, and model scissor control<br><br>Using foods in relation to key skills, mixing, rolling, cutting, decorating etc.   |
| <b>Year 1</b> | <b>All about Me</b>          | <b>Art Key skills of Drawing, Painting, Chalk and Crayons</b>   |  | <b>DT Key skills of Structures, Sculpture, Levers, Sewing and Cooking</b>  |   |
|               |                              | <p><b>All about me</b> - Compare variety of famous artists who have drawn portraits using paint.</p> <p>Andy Warhol with a focus on portraits</p> <p>Clay models of their faces</p> | <p>To use a range of materials and drawing tools creatively to design and make products</p> <p>Consider the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p><b>All about me</b> - Woodwork – making stick people using wood and appropriate tools incl sculptures slides and levers</p> <p>Sewing and using thread for portraits.</p> | <p>Generate, develop, model, and communicate their ideas through talking, drawing templates or ICT.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products</p> |

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|               | <b>Celebrations</b>  | <b>Literacy</b> - In the Night Sky 'Fireworks' artwork using pencils, wet chalk crayon etching<br><b>Digital art – card</b>  | To use drawing, painting and sculpture to develop and share their ideas, experiences, and imagination  | Cooking and preparing food comparing tastes etc<br><br>Making musical instruments   | Healthy living & food preparation e.g. usually for key events using <a href="https://www.foodafactoflife.org.uk/5-7-years/cooking/ingredients/">https://www.foodafactoflife.org.uk/5-7-years/cooking/ingredients/</a>   |
|               | <b>Time Detectives - Tiaras and Turrets</b>                      | <b>Artist</b> Looking at the work of Karen Ledener in relation to a print of a castle by Paul Klee's castle in the Sun.  | Relief printing, stencilling, stippling and printing. Work on printing skills and the art of using materials to create texture.  | Using junk modelling to look at the structure of a castle creating a real drawbridge using knowledge of slides and levers.  | Explore and evaluate a range of existing products Explore and use mechanism through play. Build structures, exploring how they can be made stronger, stiffer and more stable  |
|               | <b>Our Wonderful World</b>                                       | <b>Our Wonderful World</b> - Sketch still life and drawing.  | Extend their observation skills and basic sketching techniques, pencil control   | <b>Our Wonderful World</b> - natural sculptures. Using the materials found in the grounds.  | Select from a range of tools and equipment to perform practical tasks e.g. cutting, joining, finishing Using natural materials and glue guns.   |
| <b>Year 2</b> | <b>Art Key skills of Shape / Form, Printmaking and Sculpture</b> |  | <b>DT Key Skills of Cooking and Nutrition, Mechanisms – Sliders Levers and Pulleys and Textiles/joining</b>  |   |   |
|               | <b>Holidays</b>  | <b>Famous Artists –</b> Andy Goldsmith work on plants and the natural world to create a 3D picture<br>Antonio Gaudi – designing buildings and freestanding forms to create a holiday home.<br><b>Digital art</b> | About the work of a range of artists, craft makers and designers describing the difference and similarities between different practices and disciplines and making links to your own work. | Food from other religions on the visits to places of worship. Cooking simple food for special religious occasions   | Healthy living & food preparation e.g. making a fruit salad using <a href="https://www.foodafactoflife.org.uk/5-7-years/cooking/ingredients/">https://www.foodafactoflife.org.uk/5-7-years/cooking/ingredients/</a><br><br>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from |
|               | <b>Celebrations</b>  | <b>Celebrations –</b> Draw religious artifacts and exploring pattern including a wooden cross, star of David   | Felt tips/Pastels using individual ideas, exploring art using different shading techniques.  | <b>Celebrations –</b> Sculpture religious artefacts e.g. the star of David and Sikh Sangat<br><b>Food</b> from other religions  | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  |
|               | <b>Toys</b>  | <b>Famous Artist –</b> Yayoi Kusama inspired drawings of a toy.  | Develop knowledge where people, events that fit within a chronological framework and identify similarities and differences between ways of life in different periods.                      | <b>Toys –</b> Making a toy with levers and explore the properties such as pulleys and axils. Experiment with construction and joining materials to make a toy car from wood & plastic | Design purposeful, functional, appealing products for themselves Evaluate their ideas/products against design criteria. Use wheels & axils to build structures, exploring how they can be made stronger, stable.  |

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|               | <b>Habitats</b>          | <b>Famous Artists</b> – John Constable using still life drawings skills.  | Artwork using textiles, printing, pattern and form. Felt tips/Pastels using individual ideas, exploring art using different shading techniques.  | <b>Habitats</b> – natural sculptures, create natural habitats  | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics   |
| <b>Year 3</b> |                          | <b>Art Key Skills of Creative Craft and Ceramics including Clay</b>   |  | <b>DT Key Skills of Mechanics levers and linkages, Cooking and Nutrition</b>   |   |
|               | <b>Celebrations</b>      | <b>Celebrations</b> – Sikh Art<br><br><b>Famous Artist</b> - Mondrian and Van Gogh<br><br>Focus on compare and contracts different forms of art.                          | To apply the fundamentals of colour mixing, different size brushes, different techniques and tone for different end results<br><br>Consider great artists, architects and designers in history.  | Food technology<br><br>Cooking lessons using <a href="https://www.foodafactoflife.org.uk/5-7-years/cooking/ingredients/">https://www.foodafactoflife.org.uk/5-7-years/cooking/ingredients/</a> | Food from other religions on the visits to places of worship<br><br>Understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques         |
|               | <b>Romans</b>            | <b>Romans</b> – making 2D picture using the technique of mosaic.<br><br>Using clay to make a Roman sculpture  | To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  | <b>Romans</b> – Make a trebuchet used by Romans. Exploring shape, form and create a rigid model using a different adhesive and methods of construction.<br>Sewing                              | Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams etc.<br><br>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. |
|               | <b>Local Study</b>       | <b>Local Study</b> – accurate drawings of the local area and simple drawing, sketching and painting of still life mediums<br><br><b>Digital Art</b><br>Road safety video. | To create a sketch book to record their observations and use them to review and revisit ideas<br>.   | A Local study on Braywood and the school's location and history – Victorians and our school<br><br><b>Visit – Legoland DT focus</b>  | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.<br><br>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]                        |
|               | <b>Our Active Planet</b> | <b>Volcanoes</b> – paint volcano collage/textiles<br><br><b>Famous artists</b><br>Georgia O'keeffe looking at form of volcano.  | Using the medium of volcanoes to investigate texture and form of volcanoes.<br><br>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay | <b>Volcanoes</b> - Create an active volcano. Textile Mosaic<br><br>Volcano.<br>Papier Mache, / clay links to science.<br><br><b>Summer Play</b> - Making props/scenery                         | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  |



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| Year 4                   | Brainwaves   | <b>Art Key Skills of Collage and Textiles and Development of personal Sketching Skills.</b>  |  | <b>DT Key Skills of Shell, Solid and Combination Structures and Packaging Electronics – Switches and Circuits</b>   |   |
|                          |  | Accurate drawings based upon anatomy<br><br><b>Digital Art</b>   | To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay  | <b>Architects and their styles</b><br>Christopher Wren (history)<br><br>Gaudi, Zaha Hadid (female)<br><br>Modern Frank Gehy   | understand how key events and individuals in design and technology have helped shape the world<br>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups         |
|                          | <b>Egyptians Rule ok</b>   | <b>Egypt</b> – Egyptian art, structures etc<br>Silhouette and head dresses, Hieroglyphics  | Pupils continue to develop a chronologically secure knowledge of Britain, and world history establishing clear narratives across time.   | Making a Shaduf using modelling clay and sticks.<br><br>Electric car in <b>science</b>  | Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  |
|                          | <b>Local Study</b>   | <b>Local Study</b> – accurate drawings of the local area in Fifield. Developing skills in drawing, sketching and painting of still life mediums<br><br><b>Famous Artists – Alfred Sisley</b> River paintings | To create a sketch book to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay | A Local study on Fifield and its location in relation to Windsor<br><br><b>Visit – Legoland robots</b>  | Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br><br>Apply their understanding of computing to program, monitor and control their products. |
| <b>Chocolate Yum Yum</b> | <b>Chocolate</b> - Design packaging for chocolate. Looking at a design that can capture interest. Use of colour.<br><br><b>Digital Art</b> if appropriate. | Explore colour mixing using tint and tone. Choose suitable mediums for the task.   | Making a chocolate gift and associated wrapping. Children choose suitable resources by collecting packaging and comparing and contrasting their features.<br><br>Chocolate tasting   | <i>Investigate</i> and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br><br>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. |   |

Art and Design and Design Technology interlink together as subjects and are taught discretely and as part of our topic.

# Topic based and discrete History and Geography Scheme of Work

The overarching themes in History are ancient and modern rulers (Monarchs), civilisations and acts of commemoration. In Geography they are changing landscapes and sustainable issues, geographical language and contextual knowledge and comparisons.

|   | Topic/Theme                               | History  | Skills Used in History  | Geography  | Skills used in Geography  |
|---|---|--|---|--|---|
| <b>EYFS</b>   | <b>The Around Us World</b>                | Children will look at events that happen on a day-to-day basis from religious to historical events. They talk about their friends and family and look at how things change over time including suitable historical vocabulary. |   | Children explore their outside area, their forest space and the layout of the school. They learn specific geographical vocabulary.<br><br><b>Farm visit to school and possible summer trip to outside space.</b> |   |
| <b>Year 1</b><br>Using Barnaby Bear, name, locate and identify characteristics of the four countries and capital cities in the UK and surrounding areas | <b>All about Me</b>                       | <b>Key Skills in History of commemorative event and how things have changed in living memory and our Monarchy – the Royal Family.</b>  |   | <b>Key Skills in Geography of facts about London, what are the continents and what are the main oceans?</b><br><b>Sustainability key skills are recycling, conservation of energy/water and litter.</b>          |   |
|   |   | <b>What has changed?</b><br>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life   | Develop an awareness of the past, using common words and phrases relating to the passing of time. They should understand some of the ways in which we find out about the past and how it is represented.  | <b>Where have I visited?</b><br>Understand geographical similarities/differences of human and physical of UK including seasonal weather etc.<br><br><b>Forest School Day</b>                                     | Develop contextual knowledge of the location of significant places, defining physical and human characteristics and how these provide a geographical context for understanding of actions and interdependence.<br>Focus on London |
|   | <b>Celebrations</b>                       | <b>How do others celebrate?</b><br>Significant historical events, people and places in their own locality.<br>Church visit   | They should ask and answer questions, choosing or using parts of stories, and other sources to show that they know and understand key features of events e.g. Bonfire Night, Weddings, Christenings etc.<br><br><b>Visit to Milestones Museum</b> | Link to Antarctica and Arctic and work on Night Sky.   | Key facts of continents and oceans to be remembered.  |
|   | <b>Time Detectives Tiaras and Turrets</b> | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London   | Develop knowledge where people, events that fit within a chronological framework and identify similarities and differences between ways of life in different periods.   | <b>Visit to Windsor Castle</b>   | Explore a real castle in situ. Look at the geographical features such as moat, mound etc and the features such as windows etc.  |

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|               | <b>Our Wonderful World</b> |  |  | Using school to explore the physical and human aspects of our grounds.<br><br><b>Visit to Farm, Lookout or Minibeast workshop</b>   | Develop geographic skills such as collect, analyses and communicate findings through fieldwork. Interpret sources including maps, atlas etc. Communicate information through graphs, labels etc.               |
| <b>Year 2</b> | <b>Holidays</b>            | <b>Key Skills in History are commemorative events and how things have changed in living memory such as holidays and Victorian Toys and Monarchy.</b> |  | <b>Key Skills in Geography of Villages, Towns and Cities and revisit continents and oceans. Compare Windsor and holiday locations. Sustainability key skills are water and energy conservation, gardening and protecting the environment.</b> |  |
|               |                            | Events in living memory that are significant nationally, globally  | Develop an awareness of the past, using common words and phrases relating to the passing of time. They should understand some of the ways in which we find out about the past and how it is represented.           | Name and locate seven continents and oceans using basic geographical vocabulary.<br><br><b>Visit to Braywick Nature Reserve for Forest Day</b>  | Develop contextual knowledge of the location of significant places, defining physical and human characteristics and how these provide a geographical context for understanding of actions and interdependence. |
|               | <b>Celebrations</b>        | Significant historical events, people and places in their own locality.<br>Visit a church and parts of the church.                                   | They should ask and answer questions, choosing or using parts of stories, and other sources to show that they know and understand key features of events such as Remembrance Day.                                  | Celebrations happen all over the world.<br><br>Link to World Religions<br><br><b>Visit to Church and Synagogue in situ.</b>   | Begin to question how other people around the world celebrate major events. Evidence drawn from children's real time experiences.  |
|               | <b>Toys</b>                | Investigate toys past and present including Victorian toys.  | Develop knowledge where people, events that fit within a chronological framework and identify similarities and differences between ways of life in different periods.<br><br><b>Visit to Toy Museum in Reading</b> |   |  |
|               | <b>Habitats</b>            |  |  | Understand the geographical similarities and differences of human and physical of UK and another country.<br><br><b>Visit to Lookout, farm or Minibeast workshop</b>  | Develop geographic skills such as collect, analyses and communicate findings through fieldwork. Interpret sources including maps, atlas etc. Communicate information through graphs, labels etc.               |

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| Year 3 | Celebrations      | Key Skills in History are learning more about the Roman civilization and the Victorian civilization. A comparison between Monarchs and Rulers.   |  | Key Skills in History are locational information on UK and Mountains, Earthquakes and Volcanoes.<br>Sustainability key skills are water and energy management and climate change / protecting the environment.  |  |
|        |                   | A RE focus on comparing three religions – past and present   | Visiting a church, Gurdwara and Synagogue.   | Visit to Braywick Nature Reserve for Forest Day   | Explore local geographical features and appropriate language   |
|        | Romans            | Investigate the Roman Empire and the impact they have had on our world.  | Pupils continue to develop a chronologically secure knowledge of Britain, and world history establishing clear narratives across time.   | Where did the Romans settle? Locate places and how the Romans invaded Britain.  | Develop Geographic facts through the topic of Romans.<br><b>Visit Ufton Court to be a Roman</b>  |
|        | Local Study       | A Local study on Braywood and the school's location and history – Victorians   | Pupils start to make connections, contrasts and trends over time and develop appropriate historic terms. They are able to devise suitable questions about change, cause, similarity and difference.<br><b>Visit Eton College to be a Victorian</b> | A Local study on Braywood and the school's location and history – Victorians and our school<br><b>Braywood in 1857</b>  | Use simple fieldwork and observational skills to study the geography of their school and grounds and the key human and physical features of its surrounding environment. |
|        | Our Active Planet | Investigate volcanoes that have erupted over time. Reminder from Romans  | An appreciation of events over time and their impact on the future. Recall previous facts from the Roman period.   | A study of areas of the world which have volcanoes<br><b>Educational talk</b>   | Locate the UK and some world's countries noting terms such as longitude, equator, climates, physical features e.g. mountains, settlements etc and how man has impacted.  |
| Year 4 | Brainwaves        | Key Skills in History is Ancient Civilizations with a focus on Egypt. Local Study history in Fifield. A comparison between monarchs and rulers. What are the differences between ancient rulers and civilizations? |  | Key Skills in Geography are looking at information about Europe and / or Africa and with a focus on Egypt. Local field trip on Fifield in relation to Windsor.<br>Sustainability key skills are water and energy management and climate change / protecting the environment Including Rainforest. |  |
|        |                   | Based upon learning behaviours<br>RE / CW study  |  |   |  |
|        | Egyptians Rule ok | Investigate the Egyptian and the impact they have had on our world.  | Pupils continue to develop a chronologically secure knowledge of Britain, and world history establishing clear narratives across time.<br><b>Visit Eton College's Egyptians talk</b>   | Egypt – where is it? What type of a country is it and what are the similarities and differences between the UK?   | Locate Egypt on a globe and position this country in the world to support our topic.<br><b>Visit Ufton Court to be an Egyptian</b>                                       |

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|  | <b>Local Study</b>       | A Local study on Fifield and its location in relation to Windsor | Pupils start to make connections, contrasts and trends over time and develop appropriate historic terms. They should know how our knowledge of the past is constructed from a range of sources. | A Local study on Fifield and its location in relation to Windsor<br><b>Escorted tour around Fifield</b>   | Use simple fieldwork and observational skills to study the geography of their school and grounds and the key human and physical features of its surrounding environment.   |
|  | <b>Chocolate Yum Yum</b> | The history of chocolate   | They are able to devise suitable questions about change, cause, similarity and difference.  | A topic related to chocolate, how/where it is produced, climate, manufacture etc<br>Compare Africa and the Rainforest in relation to the production of cocoa. | Locate the UK and some world's countries noting terms such as longitude, equator, climates, physical features e.g. mountains, settlements etc. and how man has impacted.<br><b>Chocolate visit to the Rainforest</b> |

## Class Curricular Plans

Each Class has its own Cross Curricular Scheme of Work interpreted by the class teacher. They are available through [this link](#)