



Horningsham Primary School Curriculum Overview Woodpeckers Cycle A



Together
we learn

Principles

After a review of our current provision, the trend in standards we achieve at the end of KS1 and KS2 and the statutory requirements of the National Curriculum 2014, we have refined and enhanced the curriculum with the overall aim of enabling

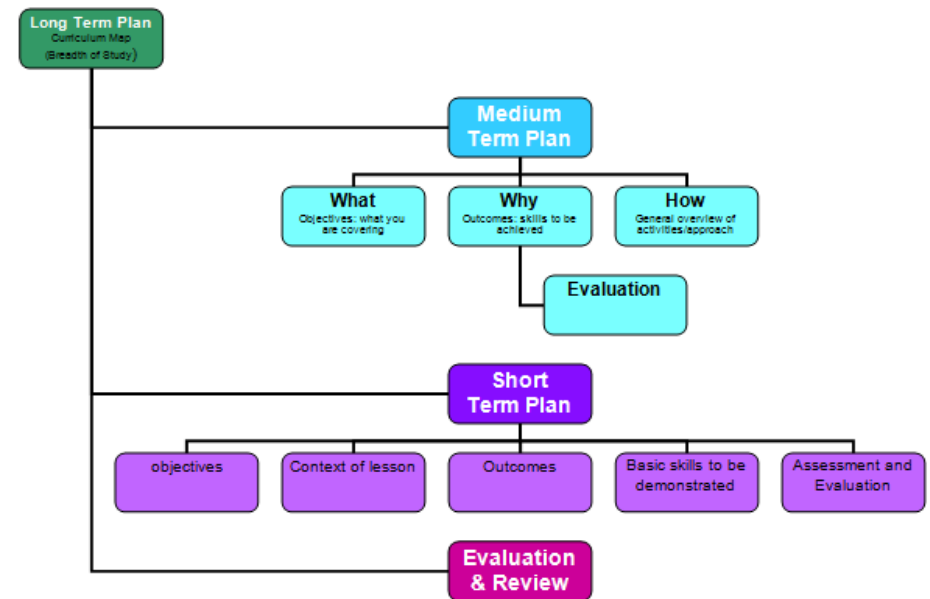
- real opportunities for learning
- engaging and enjoyable learning
- high academic and personal achievement
- manageable, creative and exciting teaching opportunities

Our curriculum map ensures that all aspects of the National Curriculum are covered, whilst at the same time not being overloaded with content so that deep learning is possible and outcomes are focussed on skills, application of skills and knowledge, skills and understanding.

The curriculum map serves to provide teachers with subject based focus areas from the National Curriculum. Staff can then identify the key skills to focus on for each curriculum area at appropriate levels for the children in their class. The Overview for each class has been planned to enable teachers to combine subjects together in a cross curricular and meaningful way to make teaching and learning fun, vibrant, challenging and meaningful. Thematic based learning is now possible and practical for delivering the curriculum.

There is a two year rolling programme for Woodpeckers and three year programme for Owls. Robins will operate a one year rolling programme (except for RE, which will be a two year rolling programme). Using these, staff will create a year overview set into three terms with all areas of study indicated (teachers have the flexibility to move focus areas to facilitate their vision for thematic learning).

Planning



- The following overviews provide the Long Term Map and breadth of study across the curriculum.
- Medium term plans are produced using an agreed format, identifying clearly the development of learning and integration of different subjects for a thematic approach. These are all shared and saved on our shared drive.
- Short term plans are organised by the staff using a format that serves this purpose most effectively for them. The same format is used for mathematics as children are organised into sets.

Science

Y2 Living things and their habitats

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Y2 Animals, including humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Y3 Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change

Y3 Animals, including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Music

KS1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

RE

Symbols & Religious Expression

Explore the deeper meaning of festivals – Eid and Harvest.

Belonging

Explore what it means to belong – identifying symbols, feelings and events linked to belonging.

Celebrations

Explore how being Jewish makes a difference to family and celebration.

Believing

Explore beliefs about God and why he is important for Muslims.

Christianity, Islam and Judaism

History

- KS1 significant historical events, people and places in their own locality
- KS2 the Roman Empire and its impact on Britain, e.g.
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Geography

KS1 Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

KS1 Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

KS2 Place knowledge - region of the United Kingdom.

- understand geographical similarities and differences through the study of human and physical geography of UK
- KS1 Human and physical geography
 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 - use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS1 Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Orienteering, swimming, tennis, athletics, football, dance, gymnastics, hockey, rounders and netball

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations. (all KS2 objectives)

Computing

KS1

- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content

KS2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Foreign Languages

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; 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*

Art and Design

KS1

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- learn about 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.

KS2

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Design and Technology

KS1 Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

KS1 Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

KS1 Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

- KS1: use the basic principles of a healthy and varied diet to prepare dishes
- KS2: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques



Science

Purpose of study	<ul style="list-style-type: none"> • A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. • Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. • Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. • They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
Aims	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ 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.
Scientific knowledge and conceptual understanding	<ul style="list-style-type: none"> • The programmes of study describe a sequence of knowledge and concepts. • While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. • Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content. • Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. • They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. • The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.
The nature, processes and methods of science	<ul style="list-style-type: none"> • 'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. • It should not be taught as a separate strand. • The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. • These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. • Pupils should seek answers to questions through collecting, analysing and presenting data. • 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language	<ul style="list-style-type: none"> The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.
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School curriculum	<ul style="list-style-type: none"> The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.
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Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the content indicated as being 'non-statutory'.
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Key Stage 1 Focus	Lower Key Stage 2 Focus
<ul style="list-style-type: none"> The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at KS1. 	<ul style="list-style-type: none"> The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. 'Working scientifically' is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Working Scientifically	
KS1 Statutory Requirements	Lower KS2 Statutory Requirements
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
Notes and guidance (non statutory)	Notes and guidance (non statutory)
<ul style="list-style-type: none"> Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language. <i>These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.</i> 	<ul style="list-style-type: none"> Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. <i>These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.</i>

Y2 Living things and their habitats

Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">explore and compare the differences between things that are living, dead, and things that have never been aliveidentify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each otheridentify and name a variety of plants and animals in their habitats, including micro-habitatsdescribe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<ul style="list-style-type: none">Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts.They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human).They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Y2 Animals, including humans

Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">notice that animals, including humans, have offspring which grow into adultsfind out about and describe the basic needs of animals, including humans, for survival (water, food and air)describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<ul style="list-style-type: none">Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.Growing into adults can include reference to baby, toddler, child, teenager, adult.Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Y3 Animals, including humans	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy and design meals based on what they find out.

Y3 Light	
Statutory Requirements	Notes and guidance (non statutory)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Computing

Purpose of study		Aims	
<ul style="list-style-type: none"> • A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. • Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. • The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. • Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. • Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. 		<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ 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 in order 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. 	
Subject Content: Key Stage 1		Subject Content: Key Stage 2	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content 		<ul style="list-style-type: none"> ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
Attainment targets		<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>	

Design and Technology

Purpose of study		Aims	
<ul style="list-style-type: none">• Design and technology is an inspiring, rigorous and practical subject.• Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values.• They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.• Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.• Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.• High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.		<p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world▪ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users▪ critique, evaluate and test their ideas and products and the work of others▪ understand and apply the principles of nutrition and learn how to cook.	
Subject Content: Key Stage 1			
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none">▪ design purposeful, functional, appealing products for themselves and other users based on design criteria▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none">▪ explore and evaluate a range of existing products▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">▪ build structures, exploring how they can be made stronger, stiffer and more stable▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		<p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p>	
		KS1	KS2
		use the basic principles of a healthy and varied diet to prepare dishes	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content		

Geography

Purpose of study		Aims	
<ul style="list-style-type: none">• A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.• Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.• As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.• Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.		<p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time▪ are competent in the geographical skills needed to:<ul style="list-style-type: none">▪ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes▪ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	
Subject Content: Key Stage 1			
<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none">▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		<p>Human and physical geography</p> <ul style="list-style-type: none">▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles▪ use basic geographical vocabulary to refer to:<ul style="list-style-type: none">▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locate▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
Subject Content: Key Stage 2			
<p>Place knowledge – region of the United Kingdom</p> <ul style="list-style-type: none">▪ understand geographical similarities and differences through the study of human and physical geography of UK			
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.		
Schools are not required by law to teach the example content			

History

Purpose of study	Aims
<ul style="list-style-type: none"> A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. 	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content: Key Stage 1

<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.
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Subject Content: Key Stage 2

the Roman Empire and its impact on Britain, e.g.

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
Schools are not required by law to teach the example content

Art and Design

Purpose of study

- Art, craft and design embody some of the highest forms of human creativity.
- A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.
- As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.
- They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

- The national curriculum for art and design aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing, painting, sculpture and other art, craft and design techniques
 - evaluate and analyse creative works using the language of art, craft and design
 - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject Content: Key Stage 1

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- learn about 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.

Subject Content: Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Music

Purpose of study	Aims	
<ul style="list-style-type: none">• Music is a universal language that embodies one of the highest forms of creativity.• A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.• As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	
Subject Content: Key Stage 1		Attainment targets
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes▪ listen with concentration and understanding to a range of high-quality live and recorded music▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.		<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>
Subject Content: Key Stage 2		<p>Schools are not required by law to teach the example content</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression▪ improvise and compose music for a range of purposes using the inter-related dimensions of music		

Foreign Languages

Purpose of study		Aims	
<ul style="list-style-type: none">• Learning a foreign language is a liberation from insularity and provides an opening to other cultures.• A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world.• The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.• It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.• Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.		<p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none">▪ 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▪ can 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.	
Subject Content: Lower Key Stage2			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ listen attentively to spoken language and show understanding by joining in and responding▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words▪ engage in conversations; 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*		<ul style="list-style-type: none">▪ Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.▪ The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3.▪ It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.▪ The focus of study in modern languages will be on practical communication.▪ If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation.▪ Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English.▪ A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.	
Attainment targets	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content		

PE

PE		
Purpose of study		Aims
<ul style="list-style-type: none"> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. 		<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives.
Subject Content: Key Stage 2		Sports to cover
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 		<p> orienteering swimming tennis athletics football dance gymnastics hockey rounders netball </p>
Attainment targets	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content</p>	

RE

KS1 Wiltshire RE Syllabus

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus of RE at KS1:

Religious education aims to promote the personal development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key part of personal development is spiritual development. A major contribution to this is gained through helping children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for most religious people, will spring from their belief in and relationship with God. Learning should help children investigate and reflect on their own thoughts, feelings and experience, as appropriate to their age. At the same time, it should help them to begin to explore religion in its various forms and contexts. These two dimensions – Exploring and responding – are inextricably linked and RE should be a balance of both.

KS2 Wiltshire RE Syllabus

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus statement

During Key Stage 2 pupils should begin to engage in a more systematic study of religion whilst at the same time reflecting on their own beliefs, values and questions in light of what they are learning. Pupils should study Christianity throughout the four years and also aspects of at least two other principal religions covering Western and Eastern traditions. They should begin to recognise the impact of religion and belief locally, nationally and globally and consider the different forms of religious expression.

Pupils should

- consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings begin to recognise diversity in religion, learning about similarities and
- differences both within and between Religions and Beliefs, and the importance
- of dialogue between them
- extend the range and use of specialist vocabulary
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- communicate their ideas, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Woodpeckers	Cycle A	Theme	Symbols and Religious Expression	Belonging	Celebrations		Believing	
		Key Question	What are the deeper meanings of festivals?	What does it mean to belong?	How does being Jewish make a difference to a family and celebration?		What do some people believe about God? Why is God important for Muslims?	
		Religious Focus	Eid and Harvest Key Stage 2 Unit 6	Christianity, Islam and Judaism Key Stage 1 Unit 9 (Discovery RE: Y2 Sum 1+2)	Judaism including Passover Key Stage 1 Unit 6 (Discovery RE: Y2 Spring 1)		Christianity and Islam Key Stage 1 Unit 1+3	
		Outcome	Identify and compare their own and religious celebrations	Identify symbols, feelings and events linked to belonging.	Identify special time and objects for a Jewish family and their significance/importance to them.		Begin to understand the Christian and Muslim ways of describing and understanding God. Begin to express their own thoughts and opinions	