

Curriculum Map for Design & Technology

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person					
Pedagogy	Problem Solving, Practical, Investigatory (enquiry)					
Knowledge		<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore mechanisms [for example, levers, sliders, wheels and axles] in their products 	<ul style="list-style-type: none"> build structures, explaining how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> apply and expand on their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 	<ul style="list-style-type: none"> understand and use the properties of materials and the performance of structural elements to achieve functioning solutions understand how more advanced mechanical systems used in their products enable changes in movement and force understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs] apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors] and control outputs [for example, actuators] using programmable components [for example, microcontrollers]
Skills		<p>Design</p> <ul style="list-style-type: none"> design purposeful products for themselves and other users based on design criteria generate and communicate their ideas through talking, drawing and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] use a range of materials and 	<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 	<p>Design</p> <ul style="list-style-type: none"> develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,. generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 	<p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider 	<p>Design</p> <ul style="list-style-type: none"> use research and exploration, such as the study of different cultures, to identify and understand user needs identify and solve their own design problems and understand how to reformulate problems given to them develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations use a variety of approaches [for example, biomimicry and user-centred design] to

		<p>components, including construction materials, textiles and ingredients</p> <p>Evaluate</p> <ul style="list-style-type: none"> • explore a range of existing products • compare their ideas and products against design criteria 	<p>example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> • 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>accurately</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and compare a range of existing products • evaluate their ideas and products against their own design criteria and consider ways to improve their work 	<p>range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], with precision</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • investigate 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 • understand how key events and individuals in design and technology have helped shape the world 	<p>generate creative ideas and avoid stereotypical responses</p> <ul style="list-style-type: none"> • develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations <p>Make</p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture • select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties <p>Evaluate</p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding • investigate new and emerging technologies • test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups • understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists
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Children to apply the skills of designing, making and evaluating across a range of contexts that include the home, health, leisure and culture] and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion.

Non Statutory Links	Forest Schools	Forest Schools	Forest Schools	Forest Schools DT Club	Forest Schools DT Club	
Existing Locality Links					Petroc (STEM day) Park School (Puzzle Day)	

Curriculum Map for _____

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Who am I?					
Pedagogy	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes					
Knowledge		<p><u>Location</u></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 areas <p><u>Human and physical</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. 	<p><u>Location</u></p> <ul style="list-style-type: none"> Name and locate the world' seven continents and five oceans <p><u>Human and physical</u></p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<p><u>Location</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Place</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Physical Rivers, mountains and the water cycle</p> <p>Human Types of settlement and land use.</p>	<p><u>Location</u></p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><u>Physical</u></p> <p>Climate zone, biomes, vegetation belts, volcanoes and earthquakes</p> <p>Human Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
Skills		- Use world maps, atlases	- Use world maps, atlases			

		<p>and globes to identify the UK and its countries.</p> <ul style="list-style-type: none"> - Use simple compass directions (NSEW) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a map. - Devise a simple map - 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. 	<p>and globes to identify the continents and oceans</p> <ul style="list-style-type: none"> - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - 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. 	<p>use maps, atlases and globes to locate countries and describe features studied</p> <ul style="list-style-type: none"> ▪ use the eight points of a compass, four figure grid references, symbols and keys to build their knowledge of the United Kingdom. ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans. 	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Non Statutory Links						
Existing Locality Links		Tarka Trail, Anchor Woods, Woodville, Petroc, Roundswell, Town centre, New/Old bridge, Estuary, Northam Burrows, Ilfracombe, Fremington, Dartmoor, Exmoor, Braunton Burrows, Lundy Island				

Curriculum Map for MFL

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person					
Pedagogy						
Knowledge		I can understand words, simple statements and questions but I may need repetition or other help. I can say single words and simple phrases with correct pronunciation.	I can understand statements but I may need repetition. I can give short responses.	I understand short passages and dialogues. I can ask and answer questions using familiar words and phrases, substitute words and my pronunciation is mostly correct. I can understand simple sentences with different sentence patterns but I may hesitate or need other help. I can take part in a simple conversation or presentation, substitute words or phrases with intonation. I can understand texts using a picture dictionary and use context to work out unfamiliar words.	I can understand different spoken material in various familiar contexts. I can take part in a conversation and presentation using various structures, sometimes more extended responses but I may make some mistakes. I can understand texts using a dictionary and use context to work out unfamiliar words. I can understand different types of texts. I can skim, scan and detail read to find information. I am confident when reading aloud and using context to work out unfamiliar language. I can write short texts and adapt a model by substituting words or phrases.	I can understand a variety of spoken material including longer passages and language I haven't learnt. I can be spontaneous with good pronunciation and intonation linking phrases together accurately but I may make a few mistakes. I can understand a variety of texts in unfamiliar and long contexts. I am becoming more confident when working out meanings using context, grammatical clues and similar words.
Skills	Appreciate songs, poems and rhymes in the language.	Appreciate stories, songs, poems and rhymes in the language.	Listen attentively to spoken language and show understanding by joining in and responding (Register, Greetings, Stories, Poems, Songs and Rhyme). Explore the patterns and sounds of language through songs and rhymes. Engage in conversations; ask and answer questions.	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 simple 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.	Appreciate stories, songs, poems and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Describe people, places, things and actions orally and in writing.	Write basic phrases from memory, and adapt these to create new sentences, to express ideas clearly Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply. Use accurate spelling and punctuation.

				Present ideas and information orally to a range of audiences (Pre-school, assemblies, Class, KS1)		
Non Statutory Links						
Existing Locality Links	KS2 classes to perform to KS1 Assemblies	KS2 classes to perform to KS1 Assemblies	Conversations with KS2 classes Language visitors (parents, aunties, exchange students)	Conversations across classes. Pre-school/KS1 visits to perform stories, songs, rhymes. Sainsburys – foreign food sections. Library – resources (CDs, books, DVDs)	PETROC – visit language students. Exchange students, etc. KS1 and LKS2 class visits.	

Curriculum Map for Music

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person					
Pedagogy	<p>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> <p align="center">‘The child who can play 3 notes is the teacher for the child who can play 2 notes.’</p>					
Knowledge	<p>All children should:</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 • 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 notation • Learn a musical instrument (other than the voice) through whole class instrumental teaching programmes ideally for a year (minimum 1 term) of weekly tuition 					
Skills	<p><u>Exploring and using media and materials</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><i>Children 30-50 months</i></p> <ul style="list-style-type: none"> • Enjoy joining in with dancing and ring games • Sing a few familiar songs • Begin to move rhythmically • Imitate movement in response to music • Tap out simple repeated rhythms • Explore and learn how sounds can be changed <p><i>Children 40-60 months</i></p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs • Explore the different sounds of instruments 	<p>Use their voices espressively and creatively by singing songs and speaking chants and rhymes</p> <p>I take part in singing. I follow instructions on how and when to sing. I can make and control long and short sounds, using my voice. I can imitate changes in pitch I can use my voice in different ways to create different effects. I take notice of others when I am performing.</p> <p>Play tuned and untuned instruments musically</p> <p>I follow instructions on how and when to play an instrument. I can make and control long and short sounds, using instruments. I can imitate changes in pitch.</p>	<p>Use their voices espressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can take part in singing songs, following the melody (tune) well. I use my voice to good effect. I can make and control long and short sounds, using my voice. I perform with others, taking instructions from the leader.</p> <p>Play tuned and untuned instruments musically</p> <p>I make and control long and short sounds using instruments. I can create short musical patterns. I create a series of long and short sounds.</p>	<p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression</p> <p>I can sing songs from memory with accurate pitch. I sing in tune.</p>	<p><i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression</p> <p>I sing in tune. I breathe well and pronounce words, change pitch and show</p>	<p><i>Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles and genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</i></p> <p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p> <p>I can sing or play from memory with confidence. I perform alone and in a</p>

	<p><i>Being imaginative</i> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p><i>Children 30-50 months</i></p> <ul style="list-style-type: none"> • Sing to self and make up simple songs • Make up rhythms • Capture experiences and responses with a range of media, such as music 	<p>I can make sounds that are very different (loud and quiet, high and low etc.) I know how some sounds are made and changed. With help, I can make sounds with a slight difference. I take notice of others when I am performing.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music I can make a sequence of long and short sounds with help. I can make sounds that are very different (loud and quiet, high and low etc.) I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p>	<p>I create short rhythmic phrases. I show control when playing musical instruments so that they sound as they should. I use changes in pitch to communicate an idea.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music I create a sequence of long and short sounds.) I make and control long and short sounds using voices and instruments. I carefully choose sounds to achieve an effect (including use of ICT). I order my sounds to help create an effect. I can create short musical patterns. I use changes in pitch to communicate an idea. I use my knowledge of dynamics, timbre and pitch to organise my music. I know how sounds can be changed to suit a situation. I make my own signs and symbols to make and record my music.</p>	<p>I can maintain a simple part within a group. I understand the importance of pronouncing words in a song well. When I sing songs, I show control in my voice. I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. I compose and perform melodies and songs (including using ICT). I use sound to create abstract effects. I recognise and create repeated patterns with a range of instruments. I create accompaniments for my tunes. My accompaniments use drones or melodic ostinato (based on a pentatonic scale). I carefully choose, order, combine and control sounds with awareness of their combined effect. I compose music taking note of pitch, duration, dynamics, tempo, timbre, pulse and texture.</p>	<p>control in my singing. I hold my part in a round. I perform songs in a way that reflects their meaning and the occasion. I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I can improvise within a group.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music. I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). I create my own songs. I create songs with an understanding of the relationship between lyrics and melody. I can create rhythmic patterns with an awareness of timbre and duration. I create music which reflects given intentions and uses notations as a support for performance. I identify where to place emphasis and accents in a song to create effects. I can combine sounds expressively.</p>	<p>group, displaying a variety of techniques. I take turns to lead a group. I sing or play expressively and in tune. I perform showing expression. I hold my part in a round. I am confident in singing or playing solo. I sing a harmony part confidently and accurately. I maintain my own part with an awareness of what others are playing. I play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet with control). I use different venues and occasions to vary my performances.</p> <p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. I demonstrate imagination and confidence in the use of sound. I use ICT to organise my musical ideas. I show thoughtfulness in selecting sounds and structures to convey an idea. I create my own musical patterns. I use a variety of musical devices including melody, rhythms and chords. I identify cyclic patterns. I refine and improve my work.</p> <p>Identify and use the inter-related dimensions of music expressively and with increasing sophistication,</p>
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		<p>Listen with concentration and understanding to a range of high quality live and recorded music I know how some sounds are made and changed. I can listen out for different types of sounds. I can show that I can hear different moods in music.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music I can identify the beat in music. I recognise changes in timbre, dynamics and pitch. I listen carefully and recall short rhythmic and melodic patterns. I know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures).</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory I describe music using words such as duration, timbre, pitch, pulse, tempo and texture. I use these words to identify where my music works well and how it can be improved. I recognise how musical elements can be used together compose music. I listen to several layers of sound and talk about the effect on the mood and feelings.</p> <p>Use and understand staff and other musical notations I can record my compositions using a range of symbols. I know how many beats in a minim, crotchet and semibreve and I recognise their symbols. I know the symbol for a rest in music and use silence for effect in my own compositions.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I know that the sense of occasion affects performance.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory I have a range of words to help me describe music (e.g. pitch, duration, dynamics, tempo, pulse, timbre, texture and silence). I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</p> <p>Use and understand staff and other musical notations I know and use standard notation of crotchet, minim and semibreve to indicate how many beats to play. I can read the musical stave and can work out thenotes EGBDF and FACE. I can draw a treble clef at the correct position on the stave.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I use the venue and sense of occasion to create performances that are well appreciated by the audience.</p>	<p>including use of tonalities, different types of scales and other musical devices I appreciate harmonies and out how drones and melodic ostinati are used to accompany singing. I use my musical vocabulary to help me understand how best to combine musical elements.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians</p> <p>Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. I know and use standard musical notation to both perform and record my music. I can quickly read notes and know how many beats they represent.</p> <p>Develop a deepening understanding of the music that they perform and to which they listen, and its history I understand how lyrics reflect the cultural context and have social meaning. I use this knowledge to enhance my own</p>
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				<p>Develop an understanding of the history of music I describe the different purposes of music throughout history and other cultures.</p>	<p>Develop an understanding of the history of music</p>	<p>compositions. I understand the different cultural meanings and purposes of music, including contemporary culture.</p>
Non Statutory Links	<p><u>The Devon Music Education Hub</u> Singing can improve pupils' learning, confidence, health and social development. It has the power to change lives and build stronger communities. - NPME The Devon Music Education Hub Singing Strategy aims : to develop singing strategies, in and beyond school; to ensure that every child sings regularly and that choirs are available; widen singing opportunities for all pupils, drive up quality and give routes for progression, such as access to chorister programmes. Every school should</p> <ul style="list-style-type: none"> • ensure that every child sings regularly • have at least one choir • embed singing in their overall curriculum by making singing engaging and accessible • aspire to work with other schools • support singing in breaking down barriers for SEN 					
Existing Locality Links	<p>Cooperative Trust Schools Queen's Theatre Landmark Theatre Wider Opportunities orchestras Devon Youth Orchestras Pilton and Park Community Schools Petroc</p>					
Useful Resources	<p>Developing Musical Skills (fantastic for musical warm ups) African Drumming Book (2 books in the series) by Andy Gleadhill www.drumsforschools.co.uk Percussion Players (KS2) Teaching Foundation Stage/KS1/KS2 Music by Ann Bryant Music Express/Music Express Interactive FS/KS1/KS2 – by year group</p>					

Curriculum Map for ____PE____

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person The Physical Education National Curriculum aims to ensure all pupils: <ul style="list-style-type: none"> - Develop competence to excel in a broad range of physical activities - That all pupils are physically active for sustained periods - Engage in competitive sports and activities - Lead healthy, active lives - 					
Pedagogy	To inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. To provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport help to embed values such as fairness and respect.					
Knowledge	To observe, describe and copy what others have done. Children use what they have learnt to improve the quality and control of their work. They understand how important it is to be active and recognise and describe how their bodies feel during different activities.			Identify what makes a performance effective Suggest improvements based on this information Know how exercise affects the body in the short term Know why physical activity is good for their health and well-being Know why wearing appropriate clothing and being hygienic is good for their health and safety		
Skills	Games: I copy actions. I repeat and explore skills. I move with some control and care. I can roll a ball or a hoop. I can move and stop.	Games: I can hit a ball with a bat. I can move to catch or collect. I can throw a ball underarm. I can throw and kick a ball in different ways. I can talk about what I have done I can describe what others' have done.	Games: I can catch an underarm throw from 3 metres. I can decide where to stand to make a game difficult for the other team. I can describe how my body feels during an activity. I know how to exercise safely by looking for space. I use the terms 'opponent' and 'team-mate' when playing games. I use my rolling, hitting and kicking skills in games. I have developed some tactics for the game I am playing.	Games: I throw and catch a ball with control and accuracy. I strike a ball and field with control. I choose the appropriate tactics to cause a problem for the opposition. I follow rules in a game. I keep possession of a ball (feet, hockey stick, hands).	Games: I use a variety of techniques to pass. I work with my team or alone to gain possession of the ball. I can strike a bowled ball. I use forehand and backhand when playing racquet games. I choose the most appropriate tactics in a game.	
	Gymnastics: I choose which actions to make. I copy sequences and repeat them. I can stretch my body. I can curl my body. I can travel in lots of ways.	Gymnastics: I show control and co-ordination when travelling or balancing. I can roll. I can balance.	Gymnastics: I plan sequences of movements. I can show contrasts such as small/tall, straight/curved and wide/narrow. My movements are controlled. I can balance on different points	Gymnastics: My body is balanced. My shapes are controlled. I plan, perform and repeat sequences. My sequences include changes in speed and level. I work on improving strength and suppleness by	Gymnastics: I make complex sequences that include changes in direction, level and speed. I combine actions, shapes and balances in my gymnastic performance. My movements are clear, accurate and	

		<p>I can climb safely.</p>	<p>of my body.</p> <p>Dance: I perform my dance actions with control and co-ordination. I link two or more actions together to make a sequence. I remember and repeat dance movements.</p> <p>Swimming: With help I can swim up to 20 metres with floats. I can swim up to 5 metres without floats. I can put my head in the water. I join in water activities at the pool. I explore different ways of moving in water.</p>	<p>practicing stretches and shapes.</p> <p>Dance: I choose the best movements to communicate a mood or feeling. I improvise with ideas and movements. My dance movements communicate an idea. I refine my movements into sequences. My dance movements are clear and fluent. I know that dance can express a variety of things</p> <p>Swimming: I can swim up to 20 metres using my arms and legs to move. I use one basic stroke to swim, breathing properly. Using floats, I swim with a controlled leg kick. I describe different swimming strokes.</p> <p>Athletics: I can sprint over a short distance. I can run over a longer distance, conserving energy. I have a range of throwing techniques (underarm, over arm, putting and hurling). I throw with accuracy to hit a target. I can jump in a number of ways, sometimes using a short run-up.</p>	<p>consistent. I prepare and perform to an audience.</p> <p>Dance: I am creative and imaginative in composing my own dances. I perform expressively. My movements are controlled and express emotion or feeling.</p> <p>Swimming: I can swim between 50 and 100 metres. I use breast, front crawl and back stroke Styles confidently. My swimming uses arms and legs in a confident and co-ordinated manner. I can describe personal survival skills.</p> <p>Athletics: I choose the best pace for running. I am controlled in take off and landing when jumping. I am accurate when throwing for distance. I combine running and jumping well.</p> <p>Outdoor Activities: I use maps and diagrams to orientate myself. I can adapt my actions to changing situations (e.g. weather.) With others', I plan careful responses to challenges or problems.</p>	
Non Statutory Links						
Existing Locality Links						

Curriculum Map for PSHE

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person					
Pedagogy	<ul style="list-style-type: none"> To understand and manage own feelings, and recognise their own worth and that of others. To identify positive ways to face new challenges. To be able to formulate opinions and respect the views of others. To make choices about how to develop a healthy lifestyle. To keep themselves and others safe from environmental factors that they may be exposed to. To recognise effects of their behaviour on others. To respect differences and similarities between people. 					
Health and well-being		<p>I know the importance of personal hygiene- regular washing, bathing, showering and dental care.</p> <p>I know how to look after my body.</p> <p>I know the role of medicines in promoting health and the reasons why people use them.</p> <p>I know the school rules about personal hygiene and medicines.</p> <p>I recognise the need for safety rules – road, fire, school environment, playground and home.</p> <p>I know there are people and services who can help us.</p>	<p>I use simple skills which will help to maintain my personal safety.</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching.</p> <p>I know how diseases are spread and how they can be controlled.</p> <p>I understand that all drugs can be harmful if not used properly.</p> <p>I know simple rules about medicines and other substances used in the home, including solvents and can be harmful if not used properly.</p> <p>I begin to recognise the media’s role in presenting information about medicines, alcohol and smoking.</p> <p>I can make simple choices to improve my health and well-being.</p>	<p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I know how to ask for help.</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure.</p> <p>I can demonstrate basic safety procedures when using medicines.</p> <p>I know how to keep myself and others safe when using roads,</p> <p>I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need.</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences.</p> <p>I can make simple choices to improve my health and well-being.</p> <p>I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels,</p>	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses.</p> <p>I know where individuals, families and groups can get help and support.</p> <p>I know basic emergency aid procedures and where to get help.</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.</p> <p>I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know.</p> <p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors that affect mental health, including positive self-image.</p> <p>I know where individuals, families and groups can get help and support</p>	<p>I can identify a range of risks connected to drug situations.</p> <p>I know which commonly available substances and drugs are legal and illegal, and their effects and risks.</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences.</p> <p>I can manage my time to include regular exercise.</p> <p>I understand that the media can have an effect on Emotional Health and Wellbeing, e.g. eating disorders, managing finances etc</p>

				<p>physical activity, diet, self-image, media.</p> <p>I can make informed choices about healthy eating and exercising</p>		
Relationships		<p>I can express a simple opinion, agreement and disagreement.</p> <p>I can ask questions.</p> <p>I can name the main parts of the body</p> <p>I understand the concept of male and female.</p> <p>I know how to look after my body.</p> <p>I know the importance of personal hygiene- regular washing, bathing, showering.</p> <p>I know that there are different types of relationships – family, friends and others</p> <p>I know that family and friends should care for each other.</p>	<p>I can take part in discussions/simple debate with others about topical issues.</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs.</p> <p>I can contribute to the life of the class and the school.</p> <p>I know that I belong to different groups and communities ie school, family.</p> <p>I know what can be harmful to the environment.</p> <p>I know some ways to look after my environment.</p> <p>I know that money comes from different sources and can be used for different purposes</p> <p>I can name the main characteristics of boys and girls.</p> <p>I know the vocabulary of parts of the body.</p> <p>I understand the importance of valuing one's own body and recognising it's uniqueness.</p> <p>I know that people can do different things according to age and development and that people grow from young to old.</p>	<p>I can participate in making and changing rules.</p> <p>I know why different rules are needed in different situations.</p> <p>I know that choices we make can impact on the local and global communities.</p> <p>I know where to find impartial advice to inform my decision making.</p> <p>I can recognise aggressive and anti-social behaviours and their effects on individuals and communities.</p> <p>I can make informed choices about the environment.</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices.</p> <p>I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>I can identify different types of relationships and show ways to maintain good relationships.</p> <p>I understand that relationships may change over time.</p> <p>I can judge what kind of physical contact is</p>	<p>I can talk and write about my opinions.</p> <p>I know that circumstances in other countries and cultures may be different from our own.</p> <p>I know where to find impartial advice to inform my decision making.</p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities.</p> <p>I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.</p> <p>I can research, discuss and debate topical issues, problems and events.</p> <p>I can name and explain male and female body parts.</p> <p>I know the ways in which boys and girls grow and develop in puberty – physically.</p>	<p>I know how to access local and national support groups.</p> <p>I know that individual and community rights and responsibilities need to be taken into account when making decisions.</p> <p>I understand that choices we make as individuals, a community and a nation impact internationally.</p> <p>I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances.</p> <p>I can recognise and challenge stereotypes.</p> <p>I can take part more fully in school and community activities.</p> <p>I can demonstrate a sense of social justice and moral responsibility.</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence.</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.</p>

			<p>I recognise that peoples' needs change with age</p>	<p>acceptable or unacceptable.</p> <p>I feel good about myself and my body.</p> <p>I know the importance of taking care of my own body, whilst respecting cultural differences.</p> <p>I understand the language used to describe changes and feelings.</p> <p>I understand that bodies and emotions will change as people grow older.</p>	<p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.</p>	
Living in the wider world		<p>I know that we have to pay for what we buy.</p> <p>I understand the consequences of losing money or having it stolen.</p> <p>I can say what charities are for and what some might do.</p> <p>I understand that people in our school may have different values, customs and circumstances.</p> <p>I know that there are some things people have to buy and other things that we choose to buy.</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all.</p> <p>I understand that I can find a range of information from the internet,</p> <p>I can navigate age-</p>	<p>I begin to understand amounts in real terms e.g. the real cost of things.</p> <p>I know different ways that money can be looked after.</p> <p>I know some of the essentials that have to be paid for.</p> <p>I know that we can pay for things in a range of ways.</p> <p>I can explain the difference between needs and wants.</p> <p>I understand individuals and families have to find ways to balance wants and needs.</p> <p>I understand that the choices we make affect ourselves and others.</p> <p>I can use the internet purposefully to answer specific questions.</p> <p>I know what to do if I find something inappropriate</p>	<p>I know how to look after and handle money in everyday situations.</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.</p> <p>I begin to understand why we have charities</p> <p>I know that individuals and families may need or choose to spend their money in many ways.</p> <p>I can demonstrate how to look after and save money.</p> <p>I know that not everything on the internet is true.</p> <p>I can use the internet as a resource to support their work.</p> <p>I know what to do if I access something inappropriate.</p> <p>I understand the need to keep some information</p>	<p>I know about the range of jobs carried out by people. I can differentiate between essentials and desires – needs and wants.</p> <p>I know there are different ways to gain money, including earning it through work.</p> <p>I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society.</p> <p>I know that you can plan for future spending and how to save.</p> <p>I can begin to understand the different values and attitudes that people have with regard to money.</p> <p>I can demonstrate an understanding of E-safety when communicating online.</p> <p>I begin to recognise how</p>	<p>I know and understand how I can develop skills to make a contribution in the future.</p> <p>I understand how and why people save.</p> <p>I understand 'value for money' and can make informed choices to get 'value for money'.</p> <p>I am able to understand and manage feelings about money, my own and others.</p> <p>I can discuss wider issues such as 'does money make you happy?'</p> <p>I understand that managing money is complex but there are people who can help.</p> <p>I can understand that I can pay for things without having enough money and that this has consequences (credit)</p>

		<p>appropriate websites.</p> <p>I understand that we should respect the work of others which is stored or presented electronically.</p>	<p>online.</p> <p>I know that not everything on the internet is true.</p> <p>I know that the internet can be used to communicate with other people.</p>	<p>private in order to protect myself when communicating online.</p>	<p>electronic communications may be used for manipulation or persuasion.</p> <p>I can use online tools to exchange information and collaborate with others within and beyond their school.</p> <p>I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school.</p> <p>I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.</p> <p>I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, and mobile phones and how I present myself online</p>	
Key Questions						
Existing Locality Links						

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Curriculum Map for RE

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person					
Pedagogy	Enquiry based – based around key questions 2 Aims (Know about and understand; Express and Communicate) through which the children learn and apply the skills KS1 – Christianity and one other religion (see characteristics of learning) KS2 – Christianity, Hinduism, Islam and Judaism (see characteristics of learning)					
Knowledge		<p>Why are some times special?</p> <ul style="list-style-type: none"> - What special times and seasons can I remember? Why were these times special? - Why are some festivals and celebrations special in religious and worldviews? When do they happen? What do they remember? What do people do and why? What stories are told? - What special objects might be used in religious festivals and celebrations? - Are celebrations and festivals important today? What is my favourite celebration? Why? <p>Why are some symbols and places special?</p> <ul style="list-style-type: none"> - What places are special to me? Why? - What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) - What do these buildings that are special to religious communities look like? Do they have special places, objects, pictures or symbols? How are these used? What do they tell us about what people believe? <p>Where do we belong?</p> <ul style="list-style-type: none"> - Where do I belong? (family, friends, community) - Where do people belong? (family, local community, group, club, place, country faith) - How do people in a religion show they belong? - Is belonging important in religion and world views? Why? 	<p>Why are some stories special?</p> <ul style="list-style-type: none"> - What stories and books are special to me and my family? - What stories and books are special to people within religions and beliefs? - How are stories told and books used within religions and beliefs? - What do some books and stories say about how people should live? <p>How do we celebrate our journey through life?</p> <ul style="list-style-type: none"> - How do people celebrate the important events in their lives? - How do members of a religion celebrate these milestones in the journey of life? - What artefacts, symbols and ceremonies are used at significant times? - Why are certain times in life significant? <p>How should we live our lives?</p> <ul style="list-style-type: none"> - How does what I do affect other people? - What are the key rules and codes of behaviour in religion? - How might some stories from religions and worldviews and the example set by some people show me what to do? - Do rules matter? <p>Who are we?</p> <ul style="list-style-type: none"> - Who and what is special to me? - Who and what is special in the religion(s) and worldviews we are studying? - Are humans good or bad? Why? - Are humans more important than animals? Why? 	<p>What is important to me?</p> <ul style="list-style-type: none"> - Who am I and what does it mean to be human? - Where do I belong? (include global community) - What am I worth? - How important am I? <p>What does it mean to belong to a religion?</p> <ul style="list-style-type: none"> - How do people who belong to a religion celebrate and live out their beliefs in: the journey of life? their main festivals and practises? their faith community? - Within the religions and world views being studied, what are the most important similarities and differences? Why do they differ? How do they seek to work together? <p>Why do religious books and teachings matter?</p> <ul style="list-style-type: none"> - What different kinds of writing and story are important to religions and beliefs? - Where do the most special kinds of writing and stories come from? - How do communities show that they value special books and writings? - What are the moral messages that can be found in stories from religions and beliefs? - How can I best express my beliefs and ideas? <p>Why are some journeys and places special?</p> <ul style="list-style-type: none"> - Why do people believe that some places are special? - Why do people go on pilgrimage and special journeys? - What practises and events are associated with pilgrimage and special journeys? - What artistic, symbolic and other 	<p>How do we make moral choices?</p> <ul style="list-style-type: none"> - What are moral questions? - What are the consequences of the moral choices we make? - What people and organisations help in making moral choices? - What are the most important moral values and teachings in the religions and world views we are teaching? - How do we decide what is right and wrong? <p>How and why do people express their beliefs in different ways?</p> <ul style="list-style-type: none"> - How do people express their beliefs, identity and experiences using signs, symbols and the wider arts? Why do some people of faith not use the arts to represent certain things? - How and why are universal symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and world views? - Why are the arts really important in many religions and world views? - How might I express my ideas, feelings and beliefs in a variety of ways? <p>What do people believe about life?</p> <ul style="list-style-type: none"> - What feelings do people experience in relation to birth, change, death and the natural world? - What answers might be given by ourselves and by religions to questions about the origin and meaning of life? Our place in society and the natural world? The existence of God? Life after death? <p>How should we live and who can inspire us?</p> <ul style="list-style-type: none"> - What positive examples have people given to show us how to live? 	

				<p>expressive work is associated with special journeys and places?</p> <ul style="list-style-type: none"> - Are some journeys and places especially important? Why? <p>Is the world special?</p> <ul style="list-style-type: none"> - What do religions and world views say about the creation of the world? - Are these creation stories important today? - How can the world be looked after more carefully? - Does the world have a bright future? 	<ul style="list-style-type: none"> - What values and commitments have inspired or been taught by founders of religions and world views and community leaders today? - How have the actions and example of people of faith changed our world? - Who inspires me and why? 	
Skills		<p>I can retell some parts of religious stories I recognise religious objects, people, places and what people do I can name some religious symbols</p> <p>I can say what is important in my life and compare this to religious beliefs I talk about the parts of life I find interesting I know that I have to make my own choices</p>	<p>I can describe ideas from religious stories I can describe some religious beliefs, teachings and events I can describe religious objects, places and practises I can describe the messages or meanings of some religious symbols</p> <p>I can describe my feelings I know that other people have feelings I link my feelings to the feelings of characters in stories I ask a range of questions about puzzling aspects of life and suggest answers, including religious ones I know the effect of actions on others when I am thinking about moral dilemmas</p>	<p>I can show what I know about religious beliefs, teachings, practises and ways of life central to religion I can show what I know about religious objects and places and how they are used and religious people and how they behave I can identify religious symbolism in literature and in the arts</p> <p>I can show that I understand that personal feelings and experiences can influence my attitude and actions I recognise diversity in religion; similarities and differences I ask questions that have no universally agreed answers I can distinguish between right and wrong I can explain how shared beliefs about what is right and wrong affect people's behaviour I can begin to use specialist vocabulary</p>	<p>I can explain the significance of some religious beliefs, teachings and events for members of faith communities I can explain the practises and lifestyles involved in belonging to a faith community I can explain some of the differing ways that believers show their beliefs, ideas and teachings</p> <p>I recognise other people's viewpoints I ask questions and suggest answers about the significant experiences of others including religious believers I recognise the importance of dialogue between different religions I can explain my own ideas and beliefs about ultimate questions in the light of religious learning I value what is good and true I ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings I use an extended range of specialist vocabulary</p>	<p>I can explain how some beliefs and teachings are shared by different religions I can explain how beliefs and teachings affect the lives of individuals and communities I can explain how religious life and practises affect the lives of individuals and communities I can explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways</p> <p>I recognise and express my feelings about my own identity and link this to my learning about religion I can explain why there are differences between my own and others' ideas about ultimate questions I can express my own values I can respond to the values and commitments of others</p>
Non Statutory Links						
Existing Locality Links						

Curriculum Map for Science

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	<p align="center"><u>Responsible Citizen; Enquiring Mind; Good Person</u></p> <p align="center">The curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop scientific knowledge and conceptual understanding through biology, chemistry and physics • Develop understanding of the nature, processes and methods of science through different types of science enquires that help them to answer scientific questions about the world around them • Are equipped with scientific knowledge required to understand the uses and implication of science, today and for the future 					
Pedagogy	<ul style="list-style-type: none"> • Thinking skills • Enquiry-based learning • Self-organised learning environments 					
Knowledge		<ul style="list-style-type: none"> • Plants • Animals including humans • Everyday materials • Light • Seasonal changes 	<ul style="list-style-type: none"> • All living things and their habitats • Plants • Animals including humans • Uses of everyday materials • Sound 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Plants • Animals including humans • Rocks • Light • Forces and magnets <p><u>Year 4</u></p> <ul style="list-style-type: none"> • All living things • Animals including humans • States of matter • Sound • Electricity 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • All living things • Animals, including humans • Properties and changes of materials • Earth and space • Forces <p><u>Year 6</u></p> <ul style="list-style-type: none"> • All living things • Animals, including humans • Evolution and inheritance • Light • Electricity 	
Skills (scientific enquiry)		<ul style="list-style-type: none"> • Ask simple questions and recognise they can be answered in different ways. • Observe closely using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help answer questions. 	<ul style="list-style-type: none"> • Ask simple questions and recognise they can be answered in different ways. • Observe closely using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help answer questions. 	<ul style="list-style-type: none"> • Ask relevant questions, using different types of scientific enquiry to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations, and where appropriate take accurate measurements using standard units, using a range of equipment, 	<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions including recognising and controlling variables where necessary. • Taking measurements using a range of scientific equipment with increasing accuracy and precision. • Recoding data and results of increasing 	

				<p>including thermometers and data loggers.</p> <ul style="list-style-type: none"> • 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, ask predictions for new values, suggest improvements and raise further questions. • Identifying differences similarities or changes related to simple scientific ideas and processes. • Using straight forward scientific evidence to answer questions or to support their findings. 	<p>complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.</p> <ul style="list-style-type: none"> • Using test results to make predictions to set up further comparative and fair tests. • Using simple models to describe scientific ideas • Reporting and presenting findings from enquiries in including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	
Non Statutory Links		<p><u>Plants and animals</u></p> <ul style="list-style-type: none"> • Use local environment. • Grow plants <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • Find out about people who developed new materials (eg, John Dunlop) <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • Record local weather 	<p><u>All living things and their habitats (incl. plants)</u></p> <ul style="list-style-type: none"> • Raise and answer questions about and compare animals in the local environment. <p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none"> • Compare uses of materials in and around school, with material found in other places. <p><u>Sound</u></p> <ul style="list-style-type: none"> • Link with music 	<p>Year 3</p> <p><u>Plants and animals</u></p> <ul style="list-style-type: none"> • Grow plants • Compare/contrast animals – Local/pets – Look at food groups, design meals <p><u>Rocks</u></p> <ul style="list-style-type: none"> • Use local environment • Soils <p><u>Light</u></p> <ul style="list-style-type: none"> • Mirrors/torches exploration 	<p>Year 5</p> <p><u>All living things</u></p> <ul style="list-style-type: none"> • Study local environment throughout the year – observe life cycles (plants and animals) • Find out work of naturalists and behaviourists (David Attenborough/Jane Goodall) • Compare animals/plants in local 	

				<ul style="list-style-type: none"> Shadow puppets <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> Look at useful and practical magnets – fridge, board magnets etc – Design own <p>Year 4</p> <p><u>All living things</u></p> <ul style="list-style-type: none"> Raise and answer questions about local environment over the year – Re-visit places to observe changes Look at positive and negative impacts of human behaviour – buildings, litter, protection Make a guide to local living things (plants and animals)- Raise and answer own questions <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Investigate tooth decay (Coke experiment) Compare teeth of animals <p><u>States of matter</u></p> <ul style="list-style-type: none"> Water cycle – Observe evaporation (eg, puddle outside) Explore chocolate, butter, cream – Effects of temperature Links with maths – temperatures of when materials change state <p><u>Sound</u></p> <ul style="list-style-type: none"> Explore instruments and how sounds are made Investigate changes – eg, strength of blow over bottles/tightness of elastic band when plucking/earmuffs for best insulation etc Make and play own 	<p>environment to animals/plants around the world (eg, rainforests)</p> <ul style="list-style-type: none"> Grow plants from different parts (stem, root cuttings etc) <p><u>Animals incl. humans</u></p> <ul style="list-style-type: none"> Timeline of life Changes during puberty Compare gestation periods of humans and other animals (eg, babies) <p><u>Properties and changes of materials</u></p> <ul style="list-style-type: none"> Reversible changes Recognise that melting and dissolving are different processes. Changes that are difficult to reverse (eg, burning) Find out about how chemists create new materials (eg, Spencer Silver who invented glue for sticky notes) Research and discuss how chemical changes have an impact on our lives <p><u>Earth and space</u></p> <ul style="list-style-type: none"> Pluto was reclassified as a ‘dwarf planet’ in 2006 Numbers of moons planets have Time and day in different parts of the Earth (internet, direct communication) Explore why Stonehenge was used as astronomical clock <p><u>Forces</u></p> <ul style="list-style-type: none"> Find out hoe scientists such as Galilei and Newton helped develop theory of 	
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				<p>instruments</p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> • Draw pictorial representation of circuit, but not necessary using conventional symbols • Electrical safety 	<p>gravitation.</p> <p>Year 6</p> <p><u>All living things</u></p> <ul style="list-style-type: none"> • Direct observation of animals in local environment to classify • Find out about Carl Linnaeus (pioneer of classification) <p><u>Animals incl. humans</u></p> <ul style="list-style-type: none"> • Explore work of scientists and research about relationship between diet, exercise, drugs, lifestyle and health <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> • Consider different breeds of dogs when they are crossed • Find out about the work of palaeontologists (Mary Anning) and Alfred Wallace and Darwin – C'ren do not need to know about how genes and chromosomes work • Local animals and how they've adapted to environment <p><u>Light</u></p> <ul style="list-style-type: none"> • Design and make periscope <p><u>Electricity</u></p> <ul style="list-style-type: none"> • Now use recognised symbols • Learn about series circuits, not parallel • Change one component at a time to make things work, eg, traffic lights, burglar alarm 	
Existing Locality Links		<ul style="list-style-type: none"> • Anchor Woods • Dartmoor/Exmoor • Northam/Braunton Burrows 	<ul style="list-style-type: none"> • Anchor Woods • Dartmoor/Exmoor • Northam/Braunton Burrows 	<ul style="list-style-type: none"> • Exmoor zoo • Pet visits • Dartmoor/Exmoor • Westward Ho! Beach 	<ul style="list-style-type: none"> • Visit to/from chemist • Anchor Woods • Dartmoor/Exmoor • Northam/Braunton 	

		<ul style="list-style-type: none">• Local beaches	<ul style="list-style-type: none">• Local beaches• Queen's Theatre (sound)	(rocks/boulders/pebbles) <ul style="list-style-type: none">• Dental nurse visit	Burrows <ul style="list-style-type: none">• Local beaches	
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Curriculum Map for History

	Reception	Year 1	Year 2	Year 3/4	Year 5/6	Year 7
Vision	Lighting the Fire of Learning by Doing the Best We Can with Whoever We Can; Wherever We can; Whenever We Can; However We Can					
Aims	Responsible Citizen; Enquiring Mind; Good Person					
Pedagogy	Enquiry based.					
Knowledge		Know life of significant individual, who has contributed to international achievements. Know about an event beyond living memory that is significant nationally or globally. Know about events / changes within living memory. Know about significant historical events, people and places in own locality.		Bronze Age (religion, technology and travel). Ancient Greece (study of Greek life, achievements and influence). Anglo-Saxons (invasions, settlements and kingdoms). Local history study before or beyond 1066.	Iron Age (forts, tribal kingdoms, farming). Early civilisation (Ancient Egypt). Non-European society that provides contrast with British history (early Islam, Mayan, Benin). Romans (invasion and settlements). Study in British history beyond 1066 (Tudors).	Normans Magna Carta Black Death War of the Roses Development of church, state and society Industry and empire Holocaust
Skills:						
<ul style="list-style-type: none"> Chronological understanding 		Know things that have happened to me in my past (living memory). Find out about facts about people long ago (before living memory). Understand the difference between past and present. Vocabulary: now, yesterday, last week, long time ago, before I was born.	Understand and use the words past and present when telling others about an event. Recount changes in own life over time (living memory). Use information to describe the past (before living memory). Vocabulary: decades, centuries.	Use timelines to place events children have found out about. Divide recent history into present, using 21 st century and past, using 19 th and 20 th century. Name the date of any significant event from the past studied and place on a timeline. Vocabulary: Before Christ, after and before, millennium.	Use timelines to place events, periods and cultural movements from around the world. Understand that the timeline can be divided into periods, e.g. Tudors, Stuarts etc. Describe the main changes in a period of history (social, religious, political, technological and cultural). Vocabulary: AD, ancient.	Name dates of any significant event in the past and place on a time line. Describe main changes in a period of history (social, religious, political, technological, cultural).
<ul style="list-style-type: none"> Knowledge and understanding of past events 		Find out facts about events that happened long ago.	Use information about the past to describe differences between then and now. Recount the main events from a significant event.	Use evidence to describe culture and leisure activities from the past. Use evidence to describe peoples' beliefs, attitudes and religion. Use evidence to show differences between rich and poor in the past. Use evidence to give reasons why changes have occurred. Describe how things studied effect life today.	Choose reliable sources of factual evidence to describe ways of life, culture, buildings and peoples' beliefs. Give own reasons why changes have occurred, backed up with evidence. Describe similarities and differences between people, events and objects. Make links between features of past society and today.	Describe how periods studied from the past effect life today. Select and organise reliable sources of factual evidence to back up arguments.

<ul style="list-style-type: none"> • Historical interpretation 		<p>Look and comment about books about the past. Listen and comment about stories about the past.</p>	<p>Listen and respond to stories, eye-witness accounts, pictures, photographs, historical buildings, galleries and museums.</p>	<p>Look at two versions of the same event in history and identify differences. Give reasons why there may be different accounts.</p>	<p>Evaluate evidence and choose the most reliable form. Know people in the past and now have different points of views and this can affect interpretation. Give clear reasons why there might be different accounts of history.</p>	<p>Fully evaluate evidence, selecting the most reliable form. Explain how people in the past and now have different opinions and this can be interpreted. Give full, clear reasons why there may be different accounts of history.</p>
<ul style="list-style-type: none"> • Historical enquiry 		<p>Ask questions about pictures from the past. Look and ask questions about objects from the past.</p>	<p>Use information to answer the questions: What happened in the past? What was it like for people in the past?</p>	<p>Use documents, printed sources, data bases and visit to sites to collect evidence about the past. Ask questions like: What was it like for a...? Suggest sources of evidence to answer questions.</p>	<p>As 3/4 Choose reliable sources of evidence to answer questions, realising that there are not often single answers.</p>	<p>As 5/6</p>
<ul style="list-style-type: none"> • Organisation and communication 		<p>Use simple time lines to order people, events or objects. Tell stories about the past (role play). Draw pictures of the past. Sort events or objects into groups (then and now).</p>	<p>Use timelines to place an event, object or a significant person. Describe objects, people or events. Tell stories about the past (story writing / role play). Draw labels diagrams about people, objects or events.</p>	<p>Present finding using speaking, writing, maths, computing, drama, drawing skills. Use dates and terms accurately. Decide on appropriate ways to present information.</p>	<p>As 3/4 Use key vocabulary to convey understanding of the past. Choose the most appropriate way to present information for different audiences.</p>	<p>Select and organise most appropriate way to present information for a variety of audiences.</p>
<p>Non Statutory Links</p>						
<p>Existing Locality Links</p>		<p>Barnstaple Museum Local historical buildings – churches, monuments, landmarks New & old bridge Ilfracombe (Damian Hirst, Verity)</p>	<p>As KS1 Exmoor Anglo-Saxon place names Fremington Quay</p>	<p>As KS1 Dartmoor Clovelly Lundy Trading links (ports) Exeter (Romans) Torrington (1646)</p>	<p>As KS1</p>	