

**South Hams Federation
Loddiswell Primary School
Curriculum Map- Long Term Overview 2019 - 20**

“Together we value, inspire, achieve and believe which empowers us all to be the best we can be”.

All of our School Improvement Action Plans/ ECM focus, link to the Spiritual, moral, social and cultural development experiences and ethos within our school family

At Loddiswell Primary School we adopt a holistic approach to encouraging and supporting all individuals in their journey to achieve their unique and full potential. We value the different interests and strengths of our pupils, uphold equity and promote equality for all by providing the support and challenge required for each individual pupil. We aim to inspire our students and are fully committed to developing a safe and stimulating learning environment that nurtures independent, life-long learning skills. We aspire to create an environment where adults and children are willing and able to take risks with their learning and where mistakes are valued and seen as learning opportunities.

An imaginative school curriculum provides a range of interesting activities that are well matched to the needs of the pupils, including disabled pupils and those with special educational needs” **Ofsted 2019**

We plan our curriculum in three phases. We have agreed a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2 children. This indicates what topics and specific subject areas are to be taught in each term, and to which cohorts of children. The curriculum is based on an annual rolling programme which ensures that all children experience a broad and balanced breadth and depth of study throughout all subjects, as they progress through the school.

Our curriculum is planned to ensure the delivery of subject specific knowledge, understanding and key skills arranged in themes across a year. This is to ensure rigour, consistency, cohesion and progression in learning throughout all subject areas. As a school, we have identified four main “drivers” that underpin our curriculum. These are linked to the Spiritual, moral, social and cultural development experiences and ethos within our school family.

English

Reading

At Loddiswell Primary School we are fully committed to providing high quality reading resources for our children. We have a well-resourced library which is continually being updated through direct book purchasing and through our Service Level Agreement with Devon School's Library Service. Each classroom has an inviting, rich reading area with our main aim being to foster a love of reading and to develop each pupils' ability, understanding and enjoyment as a reader.

Reading: Phonics is taught daily using the "Letters and Sounds" Programme from Foundation Stage to the end of Year 2. Where necessary a Phonics intervention programme based on the "Letters and Sounds" is delivered to individual and small groups of pupils to support reading development in Key Stage 2. A range of reading schemes (linked to the Book Banding system), are used across the school to develop reading and comprehension skills. All children who are not "Free Readers" are regularly "Bench marked" to assess the development of reading skills, and to ensure all children make good progress and move onto the next colour band to ensure a systematic development of reading, decoding and comprehension skills.

Reading Diaries

Each child, from Foundation Stage through Key Stage 1 and Key Stage 2 is given a reading diary which they themselves, parents and staff use to record progress of reading. Parents are encouraged to listen to their child read and share books regularly and to record this in their child's reading diary. As a school we value the importance that you as parents have in the development of your child's enjoyment of reading and we hope that you will play an active part in sharing books with your child as they journey throughout school.

All Key Stage 1 and 2 children undertake daily spelling activities in order to develop their spelling skills which is underpinned by The Spelling Shed programme.

The development of English skills – all classes within the school use high quality texts as a basis of all English teaching . The school accesses "Texts that Teach"- A programme of learning developed by Babcock LDP to ensure continuity, cohesion and progression in the delivery of the English National Curriculum. Each unit consists of reading, speaking and listening and writing tasks. A Talk for Writing approach is used throughout the school to ensure that children are given frequent opportunities to write for a variety of purposes and audiences. Our approach follows three distinct stages, Imitate, Innovate, and Invent. We use this approach as a basis to teach different genres of writing.

Imitate

During this stage, pupils immerse themselves in the text in order to familiarize themselves with the language and features of the text. This is delivered through a variety of activities- such as story mapping, vocabulary games and role play.

Innovate

Once children are familiar with the text, they are taught the key skills for the genre of writing. As they unpick the writing process to prepare for independent writing, they build up a toolkit. The building stage will include a range of activities such as creating their own story maps, exploring variation in sentence structures and learning how to control writing with appropriate punctuation and grammar. Opportunities are provided for children to practice key targets related to their identified next steps. This stage is completed when children have built a piece of writing based on the genre.

Invent

Once the children have these skills, they are equipped to be able to transfer them into an independent piece of writing which will demonstrate their knowledge of the genre they have been working on and incorporate the grammar and language structures. Throughout this section, grammar toolkits are used which enables children to include the elements needed for a successful piece of writing. Children are given opportunities to plan their invented writing by amending story maps (editing, re-drafting, proof reading) and boxing up to structure a piece of independent work which is then used for assessment.

Oracy

At Loddiswell Primary School we aim to develop confident children, who can express themselves with clarity. We encourage our pupils to talk in purposeful and imaginative ways, to explore ideas and feelings, adapting vocabulary according to purpose, listeners and content. We also stress the importance of listening skills with the role of the listener being as important as that of the speaker. The children learn about predicting, persuading, reflecting and debating as part of their oracy activities.

Mathematics

Mathematics is taught through a mastery approach. Pupils are taught through whole class interactive teaching where the focus is on all pupils working together on the same lesson focus. Lessons are carefully sequenced to support the children in their understanding through the use of concrete and visual resources. Learning is built up in small steps and the children are given the opportunity to discuss and rehearse their learning before moving on. The children are encouraged to explain their answers; showing their depth of understanding by reasoning and problem solving. The teaching of mathematics follows the revised National Curriculum Framework.

Lessons will start with the children revising key mathematical skills to develop fluency. The lesson's objective will be broken down into small steps to ensure that children are secure in their understanding before the lesson moves forward. For any children who find the learning objective challenging, concrete resources and/or further adult support will be provided - this is mastery with support. Small steps will be clearly modelled using concrete and visual resources with the children having time to rehearse these skills through practical and written activities. Depth of learning and challenge is developed through variation in activities and representations of learning.

Times Tables

In addition to daily mathematics lessons, children from Years 2 to 6 will use the Rock Star Maths programme to develop their times table knowledge. Children have a login to access the online program at home.

	Learning	Relationships	Community
Emotional and Social Awareness Values	Attend and enjoy school Leave school as literate and numerate learners Stretch national educational standards Achieve personal and social development and enjoy recreation. Be resilient.	Develop positive relationships with each other Be physically, mentally and emotionally healthy Understand healthy Lifestyles Keep safe Feel secure in school and care for each other Develop self- confidence and successfully deal with significant life changes and developments	Engage in decision-making and support the community and environment. Make a positive contribution to society – be active citizens in the local community. Develop enterprising behaviour.
Creativity Key Skills	Independent Enquirers Enquire- be curious, question. Problem Solve-plan, make choices and reason. Apply Knowledge-form opinions and make cross curricular links. Reflective Learners Evaluation- reflect and revise. Creative Thinkers use imagination, lateral thinking and ‘Meta-Learning’.	Self - Managers Motivation- Persevere, manage distractions and set goals. Emotional Skills-be self-aware, manage own feelings and understand others feelings. Show empathy towards others	Team Workers Be independent, collaborate, value and support others, communicate and listen.
Personal Qualities	Enquiry Adaptability Resilience	Respect Morality Co-operation	Thoughtfulness Communication Empathy
Understanding of the World	Curiosity and interest in the world around, based on knowledge of the earth and its human and physical geography.	Open attitudes towards other ways of life and a pre-disposition to tolerance towards other cultures and their beliefs.	Recognition of the interconnectedness of human affairs (in place and time) as part of the holistic experience of life. Political - best interest of all in global

And The Environment	Knowledge and understanding of the scientific basis that identifies the earth's environment as a common entity of value to everyone. Diplomatic Economic and Commercial IM			Human values that combine respect for other ways of life with care and concern for the welfare and well-being of people in general. Spiritual Multiculturalism Human Rights			terms Humanitarian Environmentalist Globalization		
School Events	Theme Weeks Productions and Performances Sports Activities/ Competitions Musical Performances in school /Federation/SDPP/ Devon. Forest Schools			School Open Days Parents Consultations Coffee Afternoons/Mornings Residential Experiences Forest Schools Cyber Safety Sex Education/Drug Awareness			Christmas Fayre Charity Fund Raising Activities and Events. Swim-marathon (Rotary Club) Life Skills Harbour House Exhibition Loddiswell Show entries Residential Experiences Sex Education/Drug Awareness		
National	EYFS Baseline Assessment and End of EYFS Outcomes. Year 1 Phonics Screening Key Stage 1 SATs Key Stage 2 SATs						Children in Need Comic Relief Sports Relief MacMillan Coffee Morning Harvest food Bank Collection Carol service collection Over 60's singing		
PSHE/SMCC	Autumn Health and Wellbeing <i>Minimum 10 lessons</i>			Spring Relationships <i>Minimum 10 lessons</i>			Summer Living in the wider world <i>Minimum 10 lessons</i>		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
Foundation Stage	What helps keep bodies healthy	Recognising what they are good at.; goals; loss and how it feels	Keeping safe around the house; how to ask for help	Recognising feelings; sharing feelings	Secrets and keeping safe, special people in their lives	Respecting similarities and differences; sharing views and ideas	Groups and class rules; everybody is unique in some ways and the same in others	Looking after the environment	Where money comes from; how to use money – saving and spending money
Year 1/2	Healthy choices; different feelings;	Recognising what they are good at; setting goals.	Keeping safe in different situations; how to ask for help	Behaviour; bodies and feelings can	Listening to others and playing cooperatively;	Respecting similarities and differences in	Group and class rules; respecting their own and others' needs;	Looking after the local environment	Where money comes from; saving and spending

	managing feelings	Growing; changing and being more independent	if they are worried about something; privacy in different contexts	be hurt	appropriate and inappropriate touch; teasing and bullying	others; sharing views and ideas	groups and communities they belong to; people who work in the community; getting help in an emergency		money; making choices; keeping track of money spent/saved
Year 3/4	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise
Year 5/6	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax

FOREST SCHOOL	Autumn	Spring	Summer
<p>Throughout the year the children will experience consecutive sessions in the woods and feel confident with their environment and changing weather experiences. They will build on previous play experiences, interests or activities, such as fire lighting, tool use, woodland management or environmental awareness, shelter building and seasonal cooking on the fire. The learning is play based and where possible child-initiated and child-led.</p>	<p>Foundation Stage Introduction to space, boundaries, FS rules, whistle, correct clothing for the weather and the concept of keeping themselves safe. Entering and leaving firepit safely. Introducing different areas of play. Seasonal awareness. Toasting marshmallows.</p> <p>Year 1 Reef knot, clover hitch, timber hitch. Mini shelters, lashings. North, South, East, West, prevailing weather</p> <p>Year 2 Different types of shelters using tarps, stopper knot, round turn and two half hitches. Stick frames, lashings, weaving. Introduction to fire-lighting using flint and steel.</p>	<p>Foundation Stage Developing an awareness and curiosity of life in the woods including bugs, native plants and trees. Promoting communicative play, self-selecting tools and resources and being responsible for them.</p> <p>Year 3 Bird seed feeders in old mugs and self- chosen knot to attach to tree. A- frame and diamond fly shelter. Mud/clay sculptures.</p> <p>Year 4 Flag making – self chosen knot to attach. Making charcoal. Using natural colours/materials.</p>	<p>Foundation Stage Children confidently select play themes and forest school activities. They begin to ask for new supporting resources that compliments their play. Introduction of willow.</p> <p>Year 5 Team challenges, build a shelter, light a fire to toast a marshmallow, create a team flag. Natural beads. Stick mobile, dream catchers</p> <p>Year 6 Clay woodland tree spirits. Leavers pizza party cooking on the fire. Making charcloth/charcoal/elder pencils. Design and create something to leave in FS for next years foundation.</p>
<p>Mathematics</p>	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p>Year 1/2</p>	<p>Number – Place Value Number – Addition and subtraction Geometry – Shape Measurement - Money</p>	<p>Number – Multiplication division and fractions Number – Place value Number – Fractions Measurement – Length, height, mass, capacity and temperature</p>	<p>Place Value Statistics Geometry – Position and Direction Problem solving and efficient methods Measurement – Time Investigations</p>

Year 3/4	Number- Place value to 1000 Number – Addition and subtraction Number – Multiplication and division	Number – Multiplication and division Number – Fractions and Decimals	Measurement -Length and perimeter (mm/cm/m) Measurement – Reading time Measurement – Converting time Geometry- angles, symmetry and 3D shapes Measurements- Volume and capacity and co-ordinates Statistics- bar charts, pictograms and tables
Year 5/6	Number – Place Value Number – Addition and subtraction Number – Multiplication and division Statistics Factors and multiples Fractions	Number – Decimals and percentages Number – Fractions Algebra Angles and properties of shapes Geometry- Position and direction	Geometry – properties of shapes Measurement- converting units Measurement – volume Area and perimeter Ratio and proportion Averages Investigations
English	Autumn	Spring	Summer
English The school uses “Texts that Teach” (Babcock LDP) to ensure continuity, consistency and cohesion when delivering the English National Curriculum.	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.	Fiction Texts- a range of genres Non- Fiction Texts- a range of genres.
Year 1 / 2	Don’t Spill the Milk How to Wash a Woolly Mammoth	Augustus and his Smile The High Street	Tell me a Dragon Knights
Year 3/4	Leon and the Place Between Until I Met Dudley	Gregory Cool Rainforest – Rough Guide	The Paperbag Prince Letter to the RSPB
Year 5/6	Weslandia Dragonology	Chronicles of Harris Burdick Charles Dickens - Scenes of an Extraordinary Life	Blackberry Blue Animalium

	Autumn	Spring	Summer
EYFS Themes	Animals Patterns	Transport Up, Up and Away	Treasure Sand and Water
Geography			
Year 1/2	Our Local Area What's it like where we live?	People and their Communities Where in the world do these people live?	Animals and their Habitats Where do our favourite animals live?
Year 3/4	Climate and Weather Why is climate important?	Our World Where on Earth are we?	Coasts Do we like to be beside the seaside?
Year 5 /6	Changes in our Local Environment How is our country changing?	Europe – A Study of the Alpine Region Where should we go on holiday?	Journeys – Clothes Where does all our stuff come from?
History			
Year 1/2	My Family History What was life like when our grandparents were children?	The Greatest Explorers Who were the greatest explorers and what did they do?	Great Inventions – The First Flight How did the first flight change the world/Why were the Rainhill trials important?
Year 3/4	The Stone Age What was new about the Stone Age?	The Bronze Age and the Iron Age Which was more impressive – the Bronze Age or the Iron Age?	Our Local Area Why is local history important?
Year 5 /6	The Anglo-Saxons Was the Anglo-Saxon period really a Dark Age?	The Vikings Would the Vikings do anything for money?	Journeys What makes people go on a journey?
Area of Curriculum	Autumn	Spring	Summer
P.E	Invasion games and athletics and gym	Invasion games, dance, net and wall games.	Athletics, Outdoor Education Activities- climbing, sailing, canoeing,

					orienteering, problem solving, abseiling. Hitting and Fielding	
R.E	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	CREATION: Who Made the World? Harvest	What does it mean to belong to a faith community?	GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
Year 3/4	CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	GOSPEL: What would Jesus do?	How and why do religious and non-religious people try to make the world a better place?
Year 5/6	What does it mean to be a Muslim in Britain today?	PEOPLE OF GOD: How can following God bring freedom and Justice?	Why is the Torah so important to Jewish people?	SALVATION: What difference does the resurrection make to Christians?	GOSPEL: What kind of world did Jesus want?	How does faith help people when life gets hard?
Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Everyday Materials		Animals including Humans: Ourselves	Animals including Humans: Pets	Plants 1	
Year 3/4	Living Things and Their Habitats 2	Animals incl. Humans: Nutrition	States of Matter	Living Things and Their Habitats 3	Electricity 1	Sound
Year 5/6	All Living Things: Animal Reproduction	Properties of Materials 1	Earth and Space	All Living Things: Plant Reproduction	Forces	Properties of Materials 2
Computing	<u>Programming</u> Planning, writing and testing computer	<u>Computational Thinking</u> Some of the computer science	<u>Creativity</u> Creating and refining original content	<u>Computer Networks</u> Using and understanding the	<u>Communication/ Collaboration</u> Making the most of computers and	<u>Productivity</u> Collecting and analysing data and information

	programs for digital devices, from floor turtles to tablets.	foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts.	using digital tools across a range of media.	internet, the web and search engines, effectively and safely.	the internet for communicating with one or many, and working together on projects.	using computers; organising, manipulating and presenting this to an audience.
Year 1 / 2	Context Treasure Hunters	Context TV Chefs	Context Painters	Context Collectors	Context Storytellers	Context Celebrations
Year 3/4	Context Programmers	Context Bug Fixers	Context Presenters	Context Network Engineers	Context Communicators	Context Opinion Pollsters
Year 5/6	Context Game Developers	Context Cryptographers	Context Artists	Context Web Developers	Context Bloggers	Context Architects
Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design
KS1	Food Preparing fruit and vegetables including cooking and nutrition requirements.	Drawing Portraits/ still life	Textiles Templates and joining techniques	3D Sculpture	Mechanisms Wheels and axles	Painting
Lower KS2	Food Healthy and varied diet including cooking and nutrition requirements.	Drawing Portraits/ still life	Electrical systems Simple circuits and switches (including programming and control)	3D Sculpture	Mechanical systems Levers and linkages	Painting

Upper KS2	Food Celebrating culture and seasoning including cooking and nutrition requirements.	Drawing Portraits/ still life	Textiles Combining different fabric shapes (including computer aided design)	3D Sculpture	Mechanical systems Pulleys and gears	Painting
Languages	Autumn		Spring		Summer	
Year 3	<u>Unit 1: Introductions</u> Pupils introduce themselves <u>Unit 2: School</u> Classroom instructions, numbers 1-20 and classroom objects.		<u>Unit 3: Birthdays</u> Days, months, and numbers 21-31. <u>Unit 4: Jack and the Beanstalk</u> Basic dictionary and translation skills to read a fairy tale		<u>Unit 5: Parts of the body</u> Parts of the body and colours <u>Unit 6: At the café</u> Snacks, drinks and prices to order in a café.	
Year 4	<u>Unit 7: Transport</u> Types of transport to school. <u>Unit 8: Shopping</u> Numbers 1-69 , prices and shops.		<u>Unit 9: Cinderella</u> Dictionary and translation skills. <u>Unit 10: Healthy Eating</u> Fruit & vegetables, breakfast in France.		<u>Unit 11: Sports and Hobbies</u> The present tense, sports and hobbies <u>Unit 12: Carnaval des Animaux</u> Saint-Saëns	
Year 5	<u>Unit 13: Weather</u> Weather and compass points <u>Unit 14: I am the musician!</u> Musical instruments, singing		<u>Unit 15: Time</u> Revise numbers to say the time. <u>Unit 16: In town</u> Places in town and directions. Introduce prepositions		<u>Unit 17: Les coquelicots</u> Claude Monet. <u>Unit 18: Seasons</u> Seasons, weather and activities in different seasons	
Year 6	<u>Unit 19: At school</u> School subjects, classroom vocabulary. <u>Unit 20: Where I live</u> Rooms in a house and describe your bedroom.		<u>Unit 21: Past and Present</u> Past tense comparing a town then and now <u>Unit 22: Holidays</u> Countries and revise weather holiday activities.		<u>Unit 23: Health</u> Revise parts of the body. Present tense of <i>avoir</i> and <i>être</i> <u>Unit 24: Notre café</u> Transition unit to revise ordering in a café.	