

**South Hams Federation
Loddiswell Primary School
Curriculum Map- Long Term Overview 2020 - 2021**

“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 materials (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. This ensures all children make good progress and move onto the next colour band to ensure a systematic development of reading, decoding and comprehension skills.

Whole class reading is taught during daily sessions. The texts used are age related and support children in widening their knowledge of foundation stage topics at KS2 and phonics at KS1/ Reception. Each day, for 15 minutes, the class novel is read to the children. This is chosen to suit the needs of the class and often links to the foundation subjects being covered that term. On a Monday this novel is recapped to ensure children are 'on the same page'. On a Friday the novel is summarised or predictions are made for the following week.

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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.

Writing

All Key Stage 1 and 2 children undertake daily spelling activities in order to develop their spelling skills.

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, Learning about the text, Practising writing, Independent writing. We use this approach as a basis to teach different genres of writing.

Learning about the text

The purpose of this stage is to capture the children's interest and help them get to know the text really well. This is through both 'reading as a reader' - exploring and sharing personal responses to what they read - and through 'reading as a writer' - recognising and investigating the features the writer uses to engage and manipulate the reader. It often will involve some form of learning and remembering of trickier or interesting sections to be used as an initial model for writing. This is delivered through a variety of activities- such as story mapping, vocabulary games and role play.

Practising writing

During this stage, children need to try out the elements of writing they are less sure of so that they can use this experience when writing independently. This means they need opportunities to play around with the language and structures they've been learning about and will be supported by their teacher(s) to do this.

Independent writing

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. Children choose their own content to write about and collect ideas. Children then write their text using proof-reading and editing to improve it.

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. Knowledge and understanding of the	Open attitudes towards other ways of life and a pre-disposition to tolerance towards other cultures and their beliefs. Human values that combine respect for other	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 terms

And The Environment	scientific basis that identifies the earth's environment as a common entity of value to everyone. Diplomatic Economic and Commercial IM			ways of life with care and concern for the welfare and well-being of people in general. Spiritual Multiculturalism Human Rights			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
Year 1/2	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 3/4	What makes a balanced lifestyle and making	Recognising what they are good at; setting goals. Changes that happen in	How to keep safe in local area and online; people who help them stay	Keeping something confidential or secret; when to break a confidence;	Acceptable and unacceptable physical contact; solving	Listen and respond effectively to people; share	Discuss and debate health and wellbeing issues.	Sustainability of the environment across the	Role of money; managing money (saving and

	choices; hygiene and germs	life and feelings associated with change	healthy and safe	recognise and manage dares	disputes and conflicts amongst peers	points of view	Appreciating difference and diversity in the UK and around the world	world	budgeting) ; what is meant by interest and loan
Year 5/6	What positively and negatively affects health and wellbeing Images in the media and reality; how this can affect how people feel;	Celebrating achievements and recognising what they are good at; setting goals; aspirations.	Independence ; increased responsibility; keeping safe; making positive choices to keep themselves safe	Confidentiality and when to break a confidence;	Positive and healthy relationships; maintaining relationships; Acceptable and unacceptable physical touch; personal boundaries and the right to privacy – PANTS Rule	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Looking at stereotypes and bias in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise Sex and Drugs Talk
FOREST SCHOOL	Autumn			Spring			Summer		
Throughout the year the children will experience consecutive sessions in the woods and feel confident with their environment and changing	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. Year 1 Reef knot, clover hitch, timber hitch.			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. Year 3 Bird seed feeders in old mugs and self- chosen knot to attach to tree. A- frame and diamond fly shelter.			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. 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>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>Mini shelters, lashings. North, South, East, West, prevailing weather 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>Mud/clay sculptures. Year 4 Flag making – self chosen knot to attach. Making charcoal. Using natural colours/materials.</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 year's foundation.</p>
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Mathematics	Autumn	Spring	Summer
Year 1/2	Number : Place Value Addition and subtraction Place Value Multiplication	Number: Division Place value Fractions Measurement – Length, height Geometry: Properties of shape	Geometry – Position and Direction Problem solving and efficient methods Measurement – Time Weight, volume, mass, capacity, temperature
Year 3/4	Number: Place value Addition and subtraction Multiplication and division	Number: Multiplication and division Fractions and Decimals Measurement: Length, perimeter, area, mass, capacity, decimals	Number: Decimals Measurement: Time Geometry: Properties of shapes, position and direction Statistics
Year 5/6	Number: Place Value Four operations Fractions	Number: Decimals and percentages Fractions Ratio Algebra Measurement: Converting units Area and perimeter and volume Statistics	Geometry : Properties of shapes Position and direction 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.			
Year 1 / 2	Fiction No Bot Non – Fiction Your Local Area-Transport	Fiction The Dragon Machine Non – Fiction What do you do with a tail like this?	Non – Fiction There’s A Triceratops Fiction Traction Man
Year 3/4	Fiction Jack and the Dreamsack Non – Fiction Penguins	Fiction Winters Child Non – Fiction Ask Dr K Fisher	Fiction El Caminante Non – Fiction Marvin and Milo
Year 5/6	Fiction The Tear Thief Non – Fiction Wallace and Gromit – Cracking Contraptions	Fiction The Ice Bear Non – Fiction The Cloth Lullaby	Fiction How the Whale Became Non – Fiction Ripley’s Mighty Machines
	Autumn	Spring	Summer
EYFS Themes	Animals Patterns	Transport Up, Up and Away	Treasure Sand and Water
Geography			
	Geography-Seasons	Geography- Our Wonderful World	Geography-Journeys –Food
Year 1/2	What are seasons?	What are the seven wonders of our world?	Where does our food come from?
	Geography- The Americas	Geography-Rivers and the Water Cycle	Geography- Earthquakes and Volcanoes
Year 3/4	Can you come on a Great American road trip?	How does the water go round and round?	How does the earth shake, rattle and roll??
	Geography- South America- The Amazon	Geography-Global Warming and Climate Change.	Geography-Our World in the Future
Year 5 /6	What is life like in the Amazon?	Are we damaging our world?	How will our world look in the future?
History			
	History-Bonfire Night and the Great fire of London	History- Our Local Heroes	History-Holidays
Year 1/2	Did the Great fire make London a better or worse place?	Who are our local heroes and why should we remember them?	How have seaside holidays changed over time?
	History-The Ancient Egyptians	History-Roman Britain	History- Crime and Punishment
Year 3/4	How much did the Ancient Egyptians achieve?	Was the Roman Invasion good or bad for Britain?	How has crime and punishment changed over time?
	History-The Mayan Society	History-The Ancient Greeks	History- The Impact of War
Year 5 /6			

	Why should we remember the Maya?		What did the Greeks do for us?		Did WW1 or WW11 have the biggest impact in our locality??	
Area of Curriculum	Autumn		Spring		Summer	
Class 1 Balanceability	The Balanceability programme runs throughout the year					
Class 1 Real PE – Foundation	Unit 1 – Personal Unit 2 - Social		Unit 3 – Cognitive Unit 4 - Creative		Unit 5 – Physical Unit 6 – Health and Fitness	
Class 2 PEDPASS	Games – Unit 2		Gymnastics – Unit 2		Dance – Unit 2	
Class 2 Real PE – Year 2	Unit 1 – Personal Unit 2 - Social		Unit 3 – Cognitive Unit 4 - Creative		Unit 5 – Physical Unit 6 – Health and Fitness	
Class 3 PEDPASS	Invasion Games – Unit 2 and Athletics – Unit 2		Gymnastics – Unit 4 and Dance – Unit 4		Striking and Fielding – Unit 1, Net and Wall Games – Unit 1, run alongside Outdoor Education Activities – Unit 2 (through residential) Swimming – Unit 6 runs every other year	
Class 3 Real PE – Year 4	Unit 1 – Personal Unit 2 - Social		Unit 3 – Cognitive Unit 4 - Creative		Unit 5 – Physical Unit 6 – Health and Fitness	
Class 4 PEDPASS	Invasion Games – Unit 4 and Athletics – Unit 3		Gymnastics – Unit 6 and Dance – Unit 6		Striking and Fielding – Unit 2, Net and Wall Games – Unit 2, run alongside and Outdoor Education Activities – Unit 3 (through residential)	
Class 4 Real PE – Year 6	Unit 1 – Cognitive Unit 2 - Creative		Unit 3 – Social Unit 4 - Physical		Unit 5 – Health and Fitness Unit 6 – Personal	
R.E	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	1.6 Who is Muslim and how do they live?	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? Part 2	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the ‘good news’ Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3/4	L2.3 GOD/INCARNATION : What is the ‘Trinity’ and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died ‘Good Friday’?	L2.6 KINGDOM OF GOD: For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5/6	U2.2 CREATION: Creation and Science: Conflicting or	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2.5 SALVATION: What do Christians believe Jesus did to	U2.6 KINGDOM OF GOD: For Christians, what	U2.12 How does faith help people when life gets hard?

	complementary?	(C, NR)		'save' people?	kind of king was Jesus?	
Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Introduction to Forces		Animals including Humans: Life	Living Things and Their Habitats 1	Plants	
Year 3/ 4	Forces and Magnets	Animals incl. Humans: Health	Light 1	Plants	Rocks	Animals incl. Humans: How we Move
Year 5/6	Classification	Animals including Humans: Circulation	Light 2	Electricity 2	Animals including Humans: Health	Evolution and Inheritance
Computing	<u>Programming</u> Planning, writing and testing computer programs for digital devices, from floor turtles to tablets.	<u>Computational Thinking</u> Some of the computer science foundations – particularly algorithms, logical reasoning and decomposing problems into smaller parts.	<u>Creativity</u> Creating and refining original content using digital tools across a range of media.	<u>Computer Networks</u> Using and understanding the internet, the web and search engines, effectively and safely.	<u>Communication/ Collaboration</u> Making the most of computers and the internet for communicating with one or many, and working together on projects.	<u>Productivity</u> Collecting and analysing data and information using computers; organising, manipulating and presenting this to an audience.
Year 1 / 2	We are astronauts Programming on screen	We are games testers Exploring how computer games work	We are photographers Taking, selecting and editing digital images	We are researchers Researching a topic	We are detectives Communicating clues	We are zoologists Recording bug hunt data
Year 3/4	We are software developers Developing a simple educational game	We are toy designers Prototyping an interactive toy	We are musicians Producing digital music	We are HTML editors Editing and writing HTML	We are co-authors Producing a wiki	We are meteorologists Presenting the weather

Year 5/6	We are adventure gamers Making a text-based adventure game.	We are computational thinkers Mastering algorithms for searching, sorting and mathematics	We are advertisers Creating a short television advert	We are network engineers Exploring computer networks including the internet	We are travel writers Using media and mapping to document a trip	We are publishers Creating a year book
Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design	Design Technology	Art, Craft and Design
KS1	Drawing Landscape/ Still life	Food Preparing fruit and vegetables including cooking and nutrition requirements.	Print-making	Structures Freestanding structures	Mixed Media Collage	Mechanisms Sliders and levers
Lower KS2	Drawing Landscape/ Still life	Food Healthy and varied diet including cooking and nutrition requirements.	Print-making	Structures Shell structures (including computer aided design)	Mixed Media Collage (including Digital Media)	Textiles 2D to 3D shape product
Upper KS2	Drawing Landscape/ Still life	Food Celebrating culture and seasoning including cooking and nutrition requirements.	Print-making	Structures Frame structure	Mixed Media Collage (including Digital Media)	Electrical systems More complex circuits and switches (including programming, monitoring and control)
Languages	Autumn		Spring		Summer	
Y3/4	Numbers to 20 Questions, answers and sentence building Colour adjectives Masculine and feminine nouns		Numbers to 30 Adjectives after the noun Verbs Months of the year French songs		Numbers to 50 Clothing vocabulary Questions and answers Phrases of celebration/greeting Towns in France	

Y5/6	Numbers to 100 Verbs in the infinitive form Learn a text by heart Perform to an audience	Build longer and more complex phrases or sentences Write sentences on a range of topics using a model Learn the use of the negative	Use time vocabulary Past tense Research and present information about an aspect of culture Timeline of French history			
Music Using Charanga	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
1/2	Hey You! (Hip Hop)	Rhythm In The Way We Walk (Mixed styles)	In The Groove (Mixed styles)	Round And Round (Latin)	Your Imagination (Mixed styles)	Reflect, Rewind and Replay (Revision)
3/4	Let Your Spirit Fly (RnB)	Bringing Us Together (Disco)	Three Little Birds (Reggae)	The Dragon Song (World Music)	Ukuleles (WCET)	Reflect, Rewind and Replay (Revision)
5/6	Livin' On A Prayer (Rock)	Make You Feel My Love (Pop)	Fresh Prince of Bel-Air (Hip Hop)	Djembe drums (WCET)	Dancing In The Street (Motown)	Reflect, Rewind and Replay (Revision)