



## **Curriculum Policy**

***This Policy applies to the entire setting including the EYFS.***

**Staff Responsible for policy review: Head and Deputy Head**

**Adopted: September 2021**

**Next Review: November 2023**

<b>Last Review</b>	<b>Updates made</b>



# CONTENTS

<b><u>PART ONE: Overview</u></b>	4
<u>The Mead Values, Aims and Ethos</u>	4
<u>The Mindset of a Meadite</u>	4
<u>The Mead School</u>	5
<u>Ethos</u>	5
<u>Staffing</u>	6
<u>Staff Development</u>	6
<u>Organisation and Planning</u>	6
<u>The Curriculum and Inclusion</u>	6
<u>Subject Leaders</u>	7
<u>Pastoral Care and Wellbeing</u>	8
<u>Pupil Leadership</u>	8
<u>Timings of the School Day</u>	8
<u>The Curriculum</u>	9
<u>Curriculum Sum</u>	9
<u>Differentiation and Equal Opportunities</u>	10
<u>Prep (Homework)</u>	10
<u>Marking</u>	11
<u>Enrichment and Extra-Curricular Activities</u>	11
<u>Assessment</u>	12
<u>Pupil Performance</u>	14
<u>Reporting to Parents</u>	15
<u>Monitoring and Review</u>	15
<b><u>PART TWO: Specific Areas of the Curriculum</u></b>	16
<u>EYFS</u>	16
<u>English</u>	17
<u>Mathematics</u>	18
<u>Science</u>	19
<u>STEM</u>	19
<u>Art</u>	20
<u>PSHEE/RSE/SMSC</u>	21
<u>RE &amp; Community</u>	22
<u>MFL/French</u>	23
<u>History</u>	23
<u>Geography</u>	24
<u>Music</u>	26
<u>Performing Arts</u>	27
<u>PE</u>	28
<b><u>APPENDIX: Subject Overviews</u></b>	29
<u>English Overview</u>	29
<u>Mathematics Overview</u>	31
<u>Science/STEM Overview</u>	32
<u>Art Overview</u>	34
<u>PSHEE/RSE Overview</u>	36
<u>RE Overview</u>	40
<u>History Overview</u>	46
<u>Geography Overview</u>	46
<u>Music Overview</u>	49
<u>Drama Overview</u>	50
<u>PE Overview</u>	52

# PART ONE: Overview

## The Mead Values, Aims and Ethos

The Mead is a community that empowers individuals to flourish. It aims:

- to enable every child to feel success;
- to challenge and support every child's holistic development;
- to encourage independence and initiative;
- to establish a self-belief in each and every child;
- to develop an enquiring mind and a passion for learning;
- to prepare and equip each child to move forward in their learning journey with confidence; and
- to enable every child to feel part of our family community – all under one roof.

We offer a full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We believe in a broad and balanced education that sets foundations for what is to come. Our children are happy and kind, always thinking of others. We seek to nurture citizens of the world who care about the world and can find their place in it, whatever or wherever that may be.

We consider that the contribution of the home is as important as School, for it is within a partnership between the children, school and home that the best hope for sound learning is to be found.

## **The Mindset of a Meadite**

In order to develop and strengthen these aims, we focus particularly on three characteristics that directly link to our school rule of: **Be Kind, Listen and do your best.**

- **Be kind - Compassion**  
We treat others with kindness, empathy, honesty and exemplary manners. We champion and nurture one another as a large family under one roof. As our global perspective grows, so does our respect, tolerance and sense of responsibility. We are charitable by nature and offer unfailingly warm hospitality.
- **Listen - to spark Curiosity**  
We listen carefully to all that is offered for the spark of new interests, insights and ideas. We are discerning, creative and adventurous risk takers, free from the fear of failure and inspired to seek passions, interests and a deeper knowledge and understanding. We are truth seekers, determined to investigate accuracy. We are brave future leaders, willing to challenge convention and stereotype. We are mindful, self-reflective, open minded and spiritually aware.
- **Do your best - Ambition**  
We take pride in our work and have unapologetically high expectations. Independently and collaboratively we embrace challenge and seek improvement through accurate communication, craftsmanship, resilience, perseverance and adaptability. We live at the edge of our capabilities, willing to push beyond them with confidence and optimism on our journey to becoming lifelong learners and leaders.

The Mead strives to make our curriculum one which enables pupils to acquire new knowledge and make excellent progress according to their individual ability so that each increases their understanding and develops skills in the subjects taught. We take into account the ages, aptitudes and needs of all our pupils,

including those with an EHC plan where appropriate. We aim to foster an exceptionally positive growth mindset within every pupil alongside an intrinsic belief that there are no ceilings on what anyone can achieve if they put their mind to it. We aim to help pupils understand that we are part of a global community and as such have rights and responsibilities. We encourage pupils to apply intellectual, physical and creative thought within their work, to think and learn for themselves and take risks in their own learning – never to be afraid of making mistakes and not to be discouraged when finding something difficult. Well planned lessons, effective teaching methods, activities and management of class time allow for these aims to be realised within the classroom. Each Mead teacher has an excellent understanding of the aptitudes, needs and prior attainments of each pupil, and ensures that these are taken into account during the planning of lessons. Teachers, and their curriculum plans, demonstrate very good knowledge and understanding of the subject matter being taught, and therefore effectively utilise classroom resources of a good quality, quantity and range. We champion the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### **The Mead School**

The Mead is a co-educational preparatory school that provides full-time supervised education for pupils of compulsory school age (in accordance with Section 8 of the Education Act 1996) for children aged between 3 and 11 situated in the centre of Tunbridge Wells, 300 metres from The Pantiles. Children are prepared for a wide selection of secondary schools both in the Independent and Maintained Sectors. Whilst the National Curriculum is followed throughout the school (giving pupils experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education), the emphasis is very much on the breadth and development of the all-round person in order that all pupils have the opportunity to learn and make progress in preparation for the many opportunities, responsibilities and experiences of life in British society, that our pupils will face. Embedded and acknowledged within the school's curriculum is that of the importance and subsequent planning to ensure that pupils acquire speaking, listening, literacy and numeracy skills.

The school is housed in an extended Victorian Villa and is consequently run very much as a family unit providing a happy, secure, lively, focused and stimulating environment in which all children can develop and flourish. A child who is stretched mentally, physically, culturally, musically, spiritually and artistically is one who will work harder academically, will have a broader outlook and will have gained greater self-confidence. To this end staff, children and parents work together and form a close and understanding relationship.

At The Mead individual pupil strengths, challenges and diversity of character are recognised, respected and appreciated. The school environment and curriculum are regularly assessed and monitored.

Each pupil is an individual and is treated as such throughout their time at The Mead. Subsequently, all pupils have the opportunity to learn and make progress. Individual class sizes are no more than eighteen. Maths is academically streamed across the year group throughout Key Stage Two.

### **Ethos**

The Wishford Schools are proud to be full of happy, positive and achieving children. An inclusive approach provides support, consolidation, enrichment and challenge as the norm. Mead pupils thrive within an environment that encourages and expects first class levels of application and effort whilst providing a broad curriculum that allows every individual learner to explore and experiment, create and learn.

The importance of self-reflection and review is key. Discussion, written drafting, self-evaluation, peer review and time to reflect quietly allows our pupils to craft and sculpture their work and learn within a supportive and nurturing environment. We have very high expectations for our pupils; high standards are the norm in terms of both academic achievement and personal development.

## **Staffing**

Each class has a Form Tutor in charge of registration and the majority of the teaching except in Year 6 where the children experience different teachers for each of their subject lessons.

There is specialist teaching across the school in Modern Languages (French), Music, Drama, Art and P.E. Most form tutors are subject leaders across the school to ensure smooth transition through the curriculum from EYFS to Year 6. In addition, a specialist qualified dyslexia teacher is available on site to work with individual children.

## **Staff Development**

The Mead is committed to staff development and actively promotes a culture of CPD. Excellence in teaching and learning is a key factor in children's success and is one that both teachers and management strive to maintain and grow.

## **Organisation and planning**

We plan our curriculum in six phases. Each subject has an overview of the year that gives an 'at a glance' view of the topics and respective years to whom they are being delivered. This allows us to ensure continuity and breadth for each key stage.

These long-term subject overviews are supported by medium-term plans that give greater detail as to the pupil outcomes for each year group.

Weekly planning provides detail and clarity as to the nature of the lessons within the topics and to how the learning will be delivered, the resources that will be needed and the cross curricular links that will be evident, as well as the appropriate differentiation.

It is essential that all aspects of our planning are reviewed to ensure that the documentation is relevant and up to date and reflects practice. We review long-term plans and medium-term plans in subject reviews spread across a 15-18 month period. Weekly planning is evaluated in real time so that the learning is always appropriate for the cohort.

## **The curriculum and inclusion**

Class teachers ensure that appropriate subject matter is delivered for all ages and aptitudes of pupils. This includes pupils with a wide spectrum of additional needs, including those with an Educational Health Care Plan where appropriate. The needs of every pupil are monitored by their class teacher, specialists and the SENCo and, when necessary, additional support will be put in place and noted on the Provision Map and an ILP or a Pupil Passport is created if required. There is support in the form of a teaching assistant for each class in the Early Years Foundation Stage and in Year 1. Year 2 share a dedicated teaching assistant. In Key Stage 2, teaching assistants are also timetabled to work across the Key Stage, sets and children during the duration of the week as well as to carry specific interventions as needed.

It is noted that very gifted pupils often have additional needs and there is a policy for 'Gifted, Able and Talented' children that sets out our procedures for identifying and addressing the needs of these pupils.

If a pupil is showing signs of difficulty or requiring additional support, information is gathered and a discussion is held between Form Tutor and the SENDCo, then Form Tutor and parent with the SENCo attending as required. Procedure is followed using the three-wave approach as specified in the SEND Policy. An individual pupil passport may be drawn up, when necessary, to give the best opportunity for the child to improve within the class situation. There are weekly pastoral staff meetings where individuals are discussed so that all staff are aware of children who need support in their learning and behaviour.

If a pupil attends The Mead whose primary language is one other than English, the SENCo collaborates with teachers to ensure that necessary support and assistance is given to develop the pupils' understanding in written and spoken English.

If an emotional or learning difficulty is recognised which does not respond to plans put in place, after discussion with the parent and with their permission, the need for a professional assessment is suggested. In the ensuing report there are always worthwhile recommendations and suggestions as to how both the school and parents can best support the pupil.

A great deal of care is put into building the individual's confidence and providing situations in which the pupils will feel successful. Much of what is suggested can be carried out in the classroom. When necessary the support structure outlined above is employed.

Success lies in everyone working together and parents being given the opportunity to understand and appreciate the individual challenges that their child is facing. We value the support of parents in following our professional advice so that we can offer the best support for each and every child.

### **The role of the Subject leaders**

Subject leaders are responsible for managing, developing and enhancing their subject areas. Across the school we have a:

- Head of Maths
- Head of English
- Head of STEM
- Geography Leader
- History Leader
- PSHEE, RSE and RE Leader
- Director of Music
- Head of Performing Arts
- Head of Art
- Director of Sport

These dedicated subject leaders will:

- provide a strategic lead and direction for each subject;
- support and advise colleagues on issues related to each subject;
- monitor pupils' progress and the provision in the appropriate subject area; and
- provide efficient resource management for each subject.

It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local level. This is facilitated by individual teachers taking an overview of their subject, according to expertise, training and interest. The subject leader reviews the way subjects are taught in the school, and plans for improvement. This development planning links to whole-school objectives.

## Pastoral Care & Wellbeing

Feeling safe, well and happy is central to successful learning. We all know that happy children learn! Excellent pastoral care systems, the Personal, Social and Health aspects of the PSHE Education as well as aspects of the RSE curriculum, whole school approaches such as keeping safe, anti-bullying and partnership with parents, and taking opportunities to listening to children are key to pupil wellbeing. PE and Sport, understanding of diet and nutrition, daily mealtimes and snacks, drinking healthily with a focus on water intake develop physical health. Acquiring emotional intelligence through a focus on building self-knowledge through experience and learning and providing support with mental health strategies such as mindfulness build emotional resilience. Ensuring a culture of reward and encouragement within a framework of working together helps to establish self-esteem and confidence. Pupils come to understand the importance of a balanced lifestyle as a key fundament to their academic success and personal development.

## Pupil Leadership

All pupils are taught to take responsibility for themselves, their belongings and care about others. They are encouraged to do their best, understand that everyone is different and appreciate that difference, and learn that they will keep growing and changing. As they master this responsibility and gather this increasing self-knowledge, they will have opportunities to lead others and make a difference in the wider world through service opportunities and enterprise.

We expect our Year 6 pupils, in particular, to be role models of good behaviour at all times. Year 6 form time is focused on growing this leadership and responsibility in our Year 6 children and giving them a chance to contribute to the wider school and guide the younger children during their activities and lessons.

## Timings of the School Day

	<b>EYFS &amp; KS1</b>	<b>KS2</b>
<b>7:45am – 8:20am</b>	Breakfast Club	
<b>8:20am - 8:40am</b>	Doors and gate open	
<b>8:40am</b>	Registration	
<b>8:45am</b>	Assembly/ Form Time (Monday CEO assembly, Tuesday form time, Wednesday teacher assembly, Thursday hymn practice, Friday Celebration assembly)	
<b>9am</b>	Lesson 1	
<b>9:35am</b>	Lesson 2	
<b>10:10am – 10:30am</b>	BREAKTIME	Lesson 3
<b>10:45am – 11:05am</b>	10:30am Lesson 3	BREAKTIME
<b>11:05am</b>	Lesson 4	
<b>11:40am</b>	Lesson 5	
<b>12:15pm</b>	LUNCH	Lesson 6
<b>12:50pm</b>	PLAY	LUNCH
<b>1:25pm</b>	Lesson 6	PLAY
<b>2:00pm</b>	Lesson 7	
<b>2:35pm</b>	Lesson 8	
<b>3:10pm</b>	Lesson 9	

<b>3:45pm</b>	<b>END OF SCHOOL</b>	
<b>3:45pm</b>	Play, Tea, No.1 and Munch Bunch	Tea (Y5&6) Play (Y3&4)
<b>4pm</b>		Prep (Y5&6) and 4:15pm for Y3&4 (after tea at 4pm)
<b>4:30am – 5:30pm</b>		CLUBS

## The Curriculum

The Mead has 2 forms per year group from Pre-Reception to Year 6. These are mixed ability classes and we operate a non-selective admissions policy. We follow the Early Years Foundation Stage Statutory Framework (2021) in our Pre-Reception and Reception classes and the National Curriculum (2014) in Years 1- 6.

Though the National Curriculum does not apply to independent schools, substantial elements of the content is firmly established as a sound basis for the practice at The Mead. Pupils acquire speaking, listening, literacy and numeracy skills through a programme of activities which is appropriate to their needs. In addition, we aim to provide a curriculum that is broad in subject matter, balanced in content and relevant to the present and future requirements of each pupil and yet allows for differences in ability. The Mead is in the fortunate position of being able to review developments in the National Curriculum and the Early Years' Framework, confident that we combine the best of modern thinking with established good practice.

French is taught throughout the school by an external specialist.

The timetable demonstrates the balance and spread of subjects across the week. The curriculum sum is as follows:

Subject	EYFS		KS1	KS2
	Pre-Rec	Rec		
	<b>Timings per week (lessons are 35 minutes)</b>			
English	4 hours 25 mins (Mornings only: 2 hours 45 mins)	8 hours (including phonics, reading, speaking and listening)	10 lessons	9 lessons
Maths (incl. Mental Maths)	2 hours 15 mins (Mornings only: 1 hours 15 mins)	4 hours 50 mins	10 lessons	10 lessons
STEM (incl. Comp Sci)	Understanding the World  'In the moment planning' – child initiated (contained in total below)	Understanding the World  35mins plus 'In the moment planning' – child initiated (contained in total below)	2 lessons	4 lessons
Geography			2 lessons	2 lessons
History			2 lessons	2 lessons
RE	35 mins	35 mins	1 lesson	1 lesson
PSHEE	35 mins	35 mins	1 lesson	1 lesson
Art	'In the moment planning'	35 mins	2 lessons	2 lessons

Music	1 hour 10mins	1 hour 10mins	2 lessons	2 lessons
Drama	0	35 mins	1 lesson	2 lessons
French	35 mins	35 mins	2 lessons	2 lessons
Sport (incl. swimming/PE rotations for KS2 and swimming & dance in Rec & KS1)	1 hour 10 mins	2 hours 55 mins	8 lessons	8 lessons
Golden Time			2 lessons	
Child-Initiated Learning	13 hours 20 mins (Mornings only: 8 hours 20 mins)	6 hours 25 mins		

### **Differentiation & Equal Opportunities**

'Differentiation' is a collective term used to describe methods that a school will use to meet the varied educational needs of all children. It includes not only setting in Maths (at KS2) but also the in-class methods such as differentiated questioning, support, individual or small group tasks, differentiated recording or tests. This allows for teachers to meet all individual needs within a lesson so that all children make progress and meet the outcomes set for each session. The needs of pupils are shared across specialist staff as well as class teachers to ensure a consistent and fair approach to differentiation and equal opportunities.

### **Prep (Homework)**

Prep is an important part of the learning process. We believe it builds habits and work ethic, motivates independent study and consolidates work completed in class. It is not meant to be onerous. Reading is expected to be completed daily throughout the school from Reception (when ready) to Year 6 (where we hope it is completed for pleasure). Spellings are also expected to be a daily practice from Year 1. In addition:

	EYFS		KS1		KS2	
	Pre-R	Rec	Year 1	Year 2	Years 3&4 1x 15 mins	Years 5&6 2x 15 mins
Monday					English	English & Maths
Tuesday	No Prep					
Wednesday					Maths	No Prep
Thursday					No Prep	English & Maths
Friday	From Nov: Eddie Teddy challenge	HW	From Jan: English or Maths (15mins per week in total)	From Sept: Geog/Hist Topic Grid From Oct 2021: Times Tables	English/ Maths (on rotation)	English & Maths

				From Jan2021: English and Maths (2x 15mins per week in total)		
--	--	--	--	--	--	--

**Marking (feedback)**

Marking (feedback) is central to effective teaching. The most useful marking gives children information on what they have achieved and how they might improve. Written marking will supplement the teachers’ verbal comments and the information will relate to the learning outcome for the piece of work. Marking will help staff to gauge what the children have attained and the information from this will inform future planning and learning. It will also help staff build information for summative assessments and a picture of each child’s learning journey in each subject. For further information see The Mead Marking Policy.

**Enrichment and Extra-Curricular Activities**

Learning outside the classroom and beyond the timetable is indispensable for developing the whole person. All our children experience trips and activities beyond the classroom. We provide our children with a wide range of experiences, including a range of indoor academic and leisure pursuits, outdoor education, a variety of fitness and sporting activities to enable them to enjoy and value healthy living and activities to promote expression, confidence and creativity.

At KS2, a wide range of extra-curricular activities are offered both by teachers and external providers, and hopefully there is something to suit every child and opportunities for each child to discover an area which will interest them. It is also a wonderful chance for the school to mix and take part in activities together where like minds meet.

The emphasis is on variety and giving pupils the opportunity to experience and experiment. The activities offered have included Music, Art and Crafts, Manga Drawing, Debating, Sport, Football, Cricket and Lego/Construction and Chess.

Judo is taught by an expert, from Reception, and children are graded twice a year.

Ballet and LAMDA are taught by specialists. Children are prepared and entered for examinations. Ballet is offered from Pre-Reception and LAMDA from Year 3.

In Music, the pupils are encouraged to learn an instrument and the following are offered singing, piano, woodwind, brass, guitar, drums. There is also a Choir, and other musical clubs.

Our overall aim with all these activities is to give the children an opportunity to develop a plethora of skills and interests upon which they will have the ability to build upon, practice and develop during their time at The Mead and beyond.

## Assessment

Below is a timetable to show how The Mead monitor children's progress and track progress throughout their time at school.

<b>Assessment Schedule 2021-22</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Pre-Reception</b>	Focus Week observations and evaluations		
<b>Reception</b>	Baseline Assessment Focus Week observations and evaluations Writing Assessment Kent Tracker Completion		Benchmarking for reading Writing Assessment Kent Tracker Completion
<b>Year 1</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <b><u>InCAS</u></b> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>	Writing Assessment White Rose Maths end of topic block short tests	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <b><u>InCAS</u></b> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>
<b>Year 2</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <b><u>InCAS</u></b> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>	Writing Assessment White Rose Maths end of topic block short tests	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <b><u>InCAS</u></b> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>

<b>Year 3</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>	Writing Assessment White Rose Maths end of topic block short tests <b>GL CAT 4 Y Entry Level</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>
<b>Year 4</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <b>GL CAT 4 A</b>	Writing Assessment Benchmark for reading White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>
<b>Year 5</b>	Writing Assessment White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>  <b>GL CAT 4 B</b>	Writing Assessment White Rose Maths end of topic block short tests	Writing Assessment White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>  <b>GL CAT 4 C</b>

<b>Year 6</b>	11+ and/or ISEB Pre-test Writing Assessment White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>	Writing Assessment White Rose Maths end of topic block short tests <b>GL CAT 4 D (Parental Appeals)</b>	Writing Assessment White Rose Maths end of topic block short tests <u>InCAS</u> <b>Reading</b> <b>Spelling</b> <b>General Maths</b> <b>Mental Maths</b> <b>Developed Ability</b> <b>Attitudes</b>
---------------	---	---	---

### **Pupil Performance**

We measure children’s performance in a range of ways (as seen above). The standardised tests (InCAS) are marked and analysed by CEM at the University of Durham (Centre for Evaluation and Monitoring). This data is not routinely published to parents but is the school’s internal way of ensuring standards are met and maintained. The InCAS test is taken by all children in Years 1-6 and is an online adaptive assessment provided by CEM. In the academic year 2021-22, to establish a benchmark, we will administer the assessment twice. In subsequent years, the assessment will only be taken in the Summer term.

We also use the GL Assessment CAT tests in Years 3- 6. These provide us with a rounded profile of student ability to allow for targeted support; the provision of the right level of challenge and assist us in making informed decisions about pupil progress. CAT results are shared with parents as part of our transition process, ensuring that parents are fully informed when making decisions in regard to future secondary schooling options.

The non-standardised tests are also a measure and indicator of pupil progress across the year and subject matter (for example, the end of topic White Rose Maths assessments). These inform teachers’ support and intervention groups and these timetables throughout the year since they are constantly changing to support differing needs in the moment.

## **Reporting to Parents**

The timetable below shows how we formally share information with parents about their children's progress and performance.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS</b>	Focus Week observation Parent Consultation	Focus Week observation Parent Consultation	Full Report No parent consultation
<b>Years 1-6</b>	English, Maths, Form Tutor and Pupil Voice short Report Parent Consultation offered	English, Maths, Form Tutor and Pupil Voice short Report Parent Consultation offered	Full Report No parent consultation

## **Monitoring and review**

The Head and Deputy Head are responsible for monitoring the way the school curriculum is delivered. This is reported on by the Subject Leaders/Head of Department. This is overseen by the Wishford Executive through the Director of Strategy and Education.

The Director of Strategy and Education oversees the quality of literacy, numeracy and ICT and liaises with the respective subject leaders, monitoring closely the way these subjects are taught. The Director of Strategy and Education also liaises with the SENDCo, and monitors the ways in which special needs are addressed.

The Head and Deputy Head are responsible for the day-to-day organisation of the curriculum. They have oversight of the weekly planning and evaluations of all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives and differentiation.

The Senior Management Team along with the Subject Leaders/Head of Department monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. The Subject Leaders/Head of Department also have responsibility for monitoring the way in which resources are used and managed, monitor, and develop their subject areas and feed this in turn into the whole school Development Plan and Strategy.

# PART 2: Specific Areas of the Curriculum

## EARLY YEARS (EYFS)

As stipulated by the Statutory Framework set out by the DFE, '*children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers*'. The Mead upholds this statement through the consideration of the individual needs, interests, and stage of development of each child in our care, and uses this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. These are:

The prime areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts.

The three characteristics of effective teaching & learning:

- Exploring & Playing
- Active Learning
- Creating & thinking critically.

In the EYFS department at The Mead, Literacy and Numeracy are adult-led activities where our children engage in high quality, planned lessons delivered in a well thought out and systematic approach, building the foundation of their number concepts and phonemic awareness. Understanding the world and Expressive Arts are underpinned in our passion for qualities that are found in the philosophy of 'In the Moment Planning', with weekly focused lessons to further ignite interests, build knowledge and discover information in the topics our children direct in our classrooms. This is then continued throughout the week with a mixture of avidly planned, purposeful play and adult-led and child-initiated activity.

We believe play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Using our judgement, the teachers find a balance between activities led by the children, and activities led or guided by the teachers - always responding to each child's emerging needs and interests and guiding their development through warm, positive interaction. As children grow older, and as their development allows, an organic shift occurs towards more activities led by adults. This helps our children prepare for the more formal approach to learning that they will meet in KS1.

## **Whole School (including EYFS where appropriate)**

### **ENGLISH**

English plays an essential role in all areas of the school curriculum and is taught, not only within the specific subject area, but also through and across all other subject areas. Correct English usage, punctuation, spelling, grammar, handwriting and presentation are seen as being just as important in a History or STEM lesson, for example, as they are in English lessons. Our marking policy also reflects this.

At The Mead we believe in providing a language rich environment whereby all pupils may best learn how to communicate efficiently, purposefully and effectively through the spoken and written word. This is reflected in the quality of stimuli around the school; displays and pertinent material, books in and outside classrooms, the library and the enthusiasm of the staff.

The school provides many activities and situations in which speaking and listening occur as naturally as possible. Many curriculum activities directly encourage children to talk about what they have done while other activities encourage children's imaginative and creative thinking. Actively listening and responding to pupils' conversation raises their self-esteem and promotes confidence.

Reading activities build upon children's oral language and experiences at home. Within the Early Years Foundation Stage (Pre-Reception and Reception) and onwards through Key Stage 1, each Mead child is taught how to recognise, sound out and write individual letters, phonemes and complete words through a comprehensive programme of synthetic phonics. Children are given a range of activities to encourage the development of pre-reading skills and phonological awareness and when ready, embark upon a structured phonological reading programme.

A synthetic phonetic approach to the teaching of reading is used in combination with a range of other approaches. Class teachers tailor their teaching programmes to the needs of individual pupils. Formal reading benchmarking begins in the final half term of the Reception year and continues in November and June of each year, for all pupils up to Year 4 (and beyond when required).

All pupils are encouraged to explore a wide variety of reading material throughout their years at The Mead and, although structured reading schemes are used initially, children are quickly encouraged to choose and read books independently. Once a fluent reader, books may be selected from the reading areas, library and home.

Pupils of all ages are encouraged to use both the stocked fiction library and the non-fiction resource area. The provision of Microsoft Go's encourage KS2 pupils to selectively search for specific material that may be required to enrich their particular English studies or other curriculum coursework.

Handwriting at The Mead is very important. We focus on the correct pencil grip and letter formation from the outset in Pre-Reception, whilst enabling children to develop an individual style. A method of teaching handwriting is encouraged rather than a model to copy. From Pre-Reception, the entry stroke is introduced and cursive handwriting is encouraged. Children are encouraged to join their letters as soon as they are secure with the formation.

Both free writing and shared writing, where the teachers' model the skills for the pupils, are used throughout the school. Much of the Literacy in each year group is text based and cohesive links are made between sentence and word level objectives. Additionally, discrete lessons also help to reinforce points of grammar, punctuation or spelling.

Pupils are given many opportunities to write in different contexts, as well as for a wide range of purposes and audiences. While many genres of writing are taught, particular emphasis is placed on developing the pupil's personal creative writing for it is here that the child uses his or her imagination and creative thinking the most.

Much importance is placed upon a coherence of approach within the assessment of aspects of pupils' Literacy development. Each term, whole school writing assessments are undertaken. These assessments facilitate opportunity for regular moderation of Literacy assessment levels across the school and the completion by staff of pupils' individual English writing assessment records. The pieces are photocopied each term and housed in folders to follow the children through their journey in the school.

Synthetic phonics also provides the main framework for the teaching of spelling at The Mead, although a range of strategies throughout the school may be used by teachers to support this approach. Word banks of common or topic-based words may be used in classes and dictionaries are freely available. Formal spelling tests begin from Year 1 where key words are regularly monitored.

In these many and varied ways our overall aims in Literacy are met so that a pupil may bring together the skills needed to become a confident speaker, a competent reader, a proficient writer and an attentive listener.

## **MATHEMATICS**

Mathematics is important in everyday life and, with this in mind, the purpose of Mathematics at The Mead School is to develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. We also aim to challenge and encourage children to excel in Maths, preparing each pupil with a sound foundation in mathematics, not only by the acquisition of skills and techniques but through knowledge, understanding and application of mathematical concepts. The pupils can then build upon this firm foundation at Key Stage 3.

New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding. The Mathematics curriculum reflects the revised National Curriculum, Kent Selection Test and Common Entrance and Independent Schools requirements. White Rose Maths is at the core of the Mathematics curriculum at Reception, Key Stage 1 and Key Stage 2. This is supplemented and enriched by complimentary maths materials including TTRS and regular mental maths. Much practical work is undertaken to ensure a full understanding of the metric measures of mass, capacity and length and a thorough understanding of the denary number base system.

Practice and learning of times tables begins when pupils are of an appropriate level of understanding. By Year 5, pupils are expected to have a solid understanding and recall of the majority of their times tables. Times Tables Rock Stars plays an important role in motivating daily practice and recall through daily tests.

From the age of three, tasks of sorting, matching and grouping using a variety of materials and objects are practised. This skill is developed throughout the school to include number patterns and sequencing, culminating in the ability to formulate and apply his / her own equations and methods for problem solving. Within each group the child collects data and uses a variety of representational

methods to give a visual impression of the information. He / she is also shown how to interpret the same information from a variety of graph forms.

Maths streaming operates within Key Stage Two classes between Years 3-6, across all lessons. This is a fluid system. The pupils are, at all times, encouraged to think for themselves, to work out problems and examine their results critically.

### **Book Presentation and feedback in Maths**

Great emphasis is placed on presentation and the setting out of work, as this encourages logical thinking and mathematical progression as work becomes more complex at a later stage.

- For White Rose activities children will work directly into their Practice Books in pencil.
- Each lesson will have the learning objective printed at the top of the page of their Practice Books.
- For challenges, extensions and fluency work, children will work in their Blue Maths Books. One digit/ symbol per square is the agreed rule.
- The date will be clearly indicated at the top of children's work and underlined (where handwritten).
- A line will be left after the date and the learning objective will be written underneath and underlined, unless stuck in as part of a label.
- A 2 square margin will be drawn with a ruler on each page.
- Where possible, the checking or marking of work will be done with or by the child who will be given the opportunity to ask questions and self-correct in purple pen.
- Children will reflect on every lesson using a smiley face for full understanding and a sad face for lack of understanding thus needing reinforcement.

### **SCIENCE IN EYFS AND KS1**

Science at The Mead provides children with a strong understanding of the world around them. Harnessing their natural curiosity, we ensure children learn to explore, discover and use Science to explain what is occurring around them; predict how things might behave and then analyse the cause.

Children's discovery of the world around them begins in the Early Years where children are provided with opportunities to talk about the features of their own immediate environment and how environments might vary from one another. Children are encouraged to make observations of animals and plants, explain why some things occur and talk about changes.

Our Science curriculum then goes on to ensure that the foundational building blocks in biology, chemistry and physics are further developed in KS1.

### **STEM AT KS2**

#### **Year 3 Focus: Working Scientifically**

In Year 3 we build on the foundations the children have developed in KS1 and further enhance their understanding of how to think scientifically. Pupils are encouraged to recognise the power of rational explanation, to think critically and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, investigate, predict how things will behave and analyse causes.

## **Year 4-6 Focus: STEM**

In Years 4, 5 and 6, STEM is a vehicle for action and pupils define problems, research and plan solutions using their scientific understanding. Through 'Themes of Investigation', pupils build up a body of key foundation knowledge, concepts and skills. Investigations are linked to real work and the children are encouraged to put themselves in the shoes of modern scientists, engineers and designers. Their goal is always to have the confidence and courage to make a difference and solve some of the world's greatest challenges by using their knowledge, creativity and thinking skills.

### **Computer Science – building cross curricular links as in the world of work**

Children in KS2 develop their Computer Science skills through project learning and cross curricular links, as they would in the world of work. This can include creating websites using the HTML language to programming and creating Computer games, from 3D design and printing to robotics, the curriculum is designed to inspire and challenge pupils.

Through the use of technology, Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – preparing them for the future workplace and as active participants in a digital world. Pupils develop competence in 'Information and Communication Technology' and experience in other areas and learn to apply these skills to other areas of learning.

An outstanding Online Safety Curriculum is delivered to the KS1 and KS2 classes. We champion Safer Internet Day and address issues and concerns as they arise to support the ever-changing world and use of technology in our pupils' lives. This supports the school's Online Safety Policy and is designed to inform, protect and guide pupils in the safe use of the Internet and mobile technology. We have a dedicated area on the website to share these materials with parents.

## **ART AND DESIGN**

Art is considered an integral component among the foundation subjects. Across the Key Stages, pupils' art work will include the study of, drawing, colour and texture work, craft, design and the knowledge and understanding of art. Through the Early Years and KS1, the primary concern is with the teaching of basic skills and the techniques required before any further learning can take place. For example, learning how to use scissors competently and to hold a pencil properly. These skills are then developed and the pupil can learn to make stencils and sketch familiar objects.

Whilst most Art lessons in KS1 are planned and organised by the individual class teacher, they are well supported by the Head of Art. All staff are concerned with stimulating the individual's imagination and inventiveness and giving clear guidance where appropriate so that each pupil can gain new skills and understand new concepts.

Art at KS2 is taught by the specialist Head of Art. Opportunities are provided for each pupil to become proficient in the use of materials and tools and to ensure that pupils produce a variety of work including 3D work, and enable them to comment on and analyse their work and the work of others. Drawing abilities are developed so that pupils become confident about using this means of thinking and communicating.

The development of pupils' confidence and pleasure in Art, Craft and Design is paramount together with their work being respected and valued by both their peers and staff. Pupils enjoy opportunities to display completed work within a school 'gallery' and pieces are exhibited in the Headmistress's study. A photograph of a particular piece of work may also appear in a year group weekly blog. Particular projects to do with Art in the community and fundraising are also undertaken, for example, Cancer Research, Hospice in the Weald and Fairtrade. Visitors and parents value, peruse

and are able to buy pupils' framed artwork in a fundraising exhibition and the school submits artwork to the ISA Art competition every year.

Teacher input at all levels is encouraged either indirectly or directly, but always diplomatically. Therefore, while we want every child to succeed on their own, their development depends on feedback and the leading of specific skills as well as maturation.

There are various after school clubs offering a wide range of art and craft activities.

When appropriate, trips are organised to galleries and exhibitions or artists are invited to share their work and provide workshops in school such as the annual Year 6 visit to the National Gallery.

### **PSHEE, RSE and SMSC**

Social education can only be partly pinned down to the social teaching in PSHE Education; it is in every day and in all encounters as well as understanding how people interact with one another through a myriad of subjects. A spiritual experience or response can come through many subjects or experiences as can opportunities to discuss what is right or wrong, the rule of law, school rules and responsibility for behaviour as well as the challenge of individual liberty and choice. Religious Education teaches different religions, traditions and cultures and promotes respect, sensitivity and tolerance for them, but every relevant opportunity to discuss and understand the implications of living alongside different religions and cultures is promoted through having relevant and topical discussions in any discipline.

PSHEE and related concepts of citizenship are linked very closely with Religious Education. There is one basic rule throughout the school "Be kind, listen and do you best". It is how one's life is led that is important and the children from the earliest age are directed in this ethos. Mead children are very fortunate and as such are encouraged to help others less fortunate than themselves, particularly through charity work.

Within The Mead School curriculum of Personal, Social, Health and Economic Education (PSHEE), in topics such as our 'Changing Me' schemes of work, there is an overarching focus on pupils developing a growth mind-set. This is developed to give the children the knowledge, skills and understanding that they will need in order to lead confident, healthy and independent lives as well as to become informed, active and responsible citizens.

The development of citizenship helps children to develop their roles as members of our school, their neighbourhoods and wider communities, preparation for life in British Society and finally as global citizens. In doing so, we develop their sense of self-worth. We believe that PSHEE and citizenship is concerned with children becoming aware of issues concerning rights and wrongs, personal rights and responsibilities, fairness, rules and laws, power and authority, equality and diversity, communities and identities, democracy, conflict and cooperation. This is of course not to discriminate or disparage against pupils, contrary to the Equality Act and the protected characteristics.

The school ensures that all pupils are aware of the Fundamental British Values such as democracy, rule of law, individual liberty and mutual respect and tolerance of those with different beliefs. These values are taught both discreetly within various subject areas as well as forming a back bone to many topics through the curriculum.

At The Mead we follow the JIGSAW scheme of work in weekly discreet lessons from Pre-Reception all the way through to Year 6. The half termly topics are the same across the school, and are planned and adapted for the different age groups ensuring all topics are accessible and appropriate for children depending on their age. This covers all the statutory topics in RSE and PSHEE and also has discrete lessons focusing on SMSC topics.

Circle time provides additional opportunities for PSHEE and citizenship based work for Key Stage 1. Within the course of any teaching day, many key elements are covered through practical activities, class discussion, school trips and special visitors.

At KS2, PSHEE and citizenship is integrated within the entire curriculum with the PSHEE / Citizenship Schemes of Work related closely to the curriculum provision. The pupils experience and explore the specific aims and objectives of PSHE and citizenship through the broad and varied school curriculum. Teachers plan curriculum subjects in conjunction with reference to the PHSEE Schemes of Work to ensure continuity and progression within the PHSEE provision. RE, in particular, provides the stimuli and material that leads to many PSHEE / citizenship activities.

We ensure that Mead children experience the process of democracy and decision making through the school council. As Mead children grow up, they learn to think and discuss pertinently and confidently about issues relating to these concepts as they encounter them in their lives and the lives of others.

### **RELIGIOUS EDUCATION**

Religious Education provides, within the curriculum, a reminder that education concerns the whole person; body, mind and spirit. It confronts teachers and pupils with basic questions about God and humanity, good and evil, forgiveness and salvation, life on earth and especially about meaning and purpose. The school runs on fundamental Christian values whilst welcoming pupils from all faiths or none. This is of course not to discriminate or disparage against pupils, contrary to the Equality Act.

The curriculum reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst respecting and taking account of the teaching and practices in the other principal religions represented in Great Britain.

Morality, including the difference between right and wrong and the effect religious beliefs and practices have on people's daily lives, remains a vital underlying strand throughout the school. We also pay careful regard to the protected characteristics of the 2010 Equality Act.

Judaism, Buddhism, Islam and Hinduism are also explored and pupils develop a respect and understanding of other cultures and beliefs.

Lessons are generally informal with plenty of opportunity for discussion, exploration and reflection invariably linked to the individual pupil's own life experiences and feelings. This gives the pupil an opportunity to discuss his / her personal ideas, feelings and problems and increases awareness of right and wrong.

We follow the Discovery RE curriculum across all year groups and one 35-minute period a week is devoted to RE per week.

### **COMMUNITY, DEMOCRACY AND INCLUSION**

We are by our very nature a local school, nestled in the heart of Tunbridge Wells, our children do not grow up in a bubble! They experience the community around us. Our local community plays a vital role within our school. We use local facilities such as the local tennis courts, swimming pool and Trinity Theatre, we support local charities, we explore aspects of our curriculum through visits to local places of interest such as Tunbridge Wells Art Gallery and Museum, Hever Castle and The Pantiles. Our choir sings for some of the elderly at our Local church King Charles the Martyr as well as undertaking other local performances for those who live locally.

Fostering a strong community spirit is essential. As a school community, we are one and we want to reflect this in our relationship with those around us. We aspire for our pupils to grow up as global

citizens in a vibrant and exciting world, to hold out their arms and embrace new experiences in new arenas. We want them to think globally and act locally, embracing, valuing, respecting and celebrating difference.

## **MODERN FOREIGN LANGUAGES**

As part of our mission for all to be conscientious and informed citizens, Mead pupils study at least one foreign language. The knowledge of another's language and culture is the most important way to begin to know a country and people. The study of a foreign language:

- sensitizes students to world cultures, simultaneously making them aware of their own culture within that context;
- introduces pupils to the differences in structures, grammar, and syntax that distinguishes two languages, and to the intimate links between language and cultural meaning; and
- contributes to the development of pupils' critical, analytical and writing skills.

### **French**

French is taught to provide the pupils with experience and knowledge of the French language so that they have a sound basis on which to embark on the learning of a second language at secondary school.

Pupils acquire language naturally at a very early age and therefore, to give a child the opportunity to start communicating in a second language at a young age is deemed very important. It is for this reason that French is given a place in the Mead School Curriculum from Pre-Reception through to Year 6.

French is taught through listening, speaking, reading and writing. At early stages the emphasis is on the first two elements. Enjoyment and understanding are the main factors in planning. The lessons are usually informal with plenty of oral work including songs, poems and many games and role play. Topic learning has proved the most successful, starting with those areas with which the child is most familiar such as the home, weather, body, shopping, sounds, alphabet, numbers, colours, etc.

Vocabulary and simple conversation phrases are taught from the beginning whilst the basics of grammar are taught in Years 5 and 6. The latter includes an understanding of gender, the present tense of regular and some irregular verbs and finally the position of adjectives and questions. The child can, therefore, write simple sentences and translate a small passage by the end of Year 6.

### **HISTORY**

An understanding of how people, their actions and the environment have influenced and continue to influence society underpins the History curriculum at The Mead. Our aim is that through studying History, pupils will learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Within History, we aim to give each pupil a knowledge and understanding of the past and its effect on our times today. We are, therefore, not just concerned with the acquisition of information, but also with the understanding of chronology, continuity and change, similarity and difference and cause and effect.

Pupils are helped to develop skills such as those involved in interpretation. Here the pupil learns the difference between fact and a point of view and makes judgements based on

evidence. Evidence comes from historical resources and the pupil learns how to use and interpret these.

At EYFS the work is project based and cross-curricular, and underpinned by 'In the Moment Planning'. Children in Pre-Reception and Reception are engaged in early historical learning experiences based on the historical aspects of the EYFS Curriculum for Understanding the World through discussing members of their immediate family and community, exploring stories and artefacts from the past, and identifying past and present through fiction and non-fiction characters from a range of cultures.

In KS1, History lessons follow schemes of work enriched from a range of sources (Plan Bee, Twinkl, internet, books). Historical concepts and skills are encountered through classroom situations, visits to museums and historical sites and online programmes, and cross curricular links are made wherever possible. Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present and are encouraged to make links with their own lives by bringing in artefacts from home.

The History curriculum at KS2 follows the Reach programme of study and seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. British history is taught chronologically, from the first settlements up to the Industrial Revolution and Britain during the two World Wars, and explores the themes of change and continuity, perspective and power.

Units exploring world history provide global coverage and introduce a number of themes including power and its legitimacy (Ancient Greece), insight into the progress and achievements in China at a time when there was much less occurring in Europe, and an overview of the history of the Middle East and the reasons for the problems faced in this region today. The unit on Civil Rights follows right through to the Black Lives Matter movement today. By bringing pupils up to the present day – in the case of Civil Rights and the Middle East – the curriculum demonstrates the importance of past events in shaping the world of today.

Throughout the curriculum, pupils are taught the substantive content which defines each period. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all taught and practised.

Finally, using the environment as a source of historical information is actively encouraged and art and drama activities also have an important focus in the teaching of History. Visits to the local area and its environs, buildings of interest and museums are arranged as appropriate, as are theme days and visiting speakers.

Through a variety of approaches, we aim to bring History alive at The Mead, to make it vital and pertinent to what is going on around us in the world today, and to provide a foundation of understanding that will make our pupils curious, active citizens of this country and the world.

## **GEOGRAPHY**

The study of Geography should equip pupils with a fascination for and knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and

approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Within Geography at The Mead, we aspire to help each pupil make sense of their surroundings and the wider world. This is achieved through the study of places and the human and physical processes, which shape them and the people who live in them.

The three main aims are;

- to help the child develop geographical knowledge and understanding,
- to introduce the child to geographical enquiry,
- to advance the child's Geographical skills.

Fieldwork is used to help pupils fully understand the geographical skills being taught.

Developing good geographical skills begins in Key Stage 1 through a smaller, local scale to which the pupil can relate. This progresses throughout the school to reach a higher level in the top KS2 classes through research based on different locales. Progression can be seen not only in knowledge, but also in mapping skills, Geographical Information Systems and the advancement of fieldwork research techniques.

Pupils develop knowledge and understanding of their local area starting in Key Stage 1; the local area is used to illustrate the principles of physical, human and environmental geography. Once the basic concepts have been understood and embedded, they can be used as a tool to study a larger area in their home region and other areas across the globe. Key Stage 1 pupils develop their knowledge of geographical features and relationships between land use, buildings and human activities.

In Key Stage 2, these basic human geography principles are expanded upon through topics ranging from villages, towns and cities to global issues such as globalisation. Lower Key Stage 2 covers many of the most important physical geographical topics, such as mountains, volcanoes, earthquakes and rivers. Children in upper Key Stage 2 examine and discuss issues which shape our world and national discourse each and every day, such as migration, population and sustainability.

Sustainability and the interactions between humans and our planet are both underlying themes for topics. Pupils learn about the threats to our environment, the challenges of sustainability and the importance in developing a global awareness of their role and place in the world. The concept of 'every little counts' is taught and put into action as each pupil becomes involved in projects which help to protect, maintain and restore the environment.

The curriculum extends to such initiatives as Forest School and The Green Flag, a widely recognised and sought-after award which we are very proud to have been awarded.

## **ENTREPRENEURIAL AND ECONOMIC LITERACY**

Through a range of curriculum-based areas and form time initiatives, pupils are given an opportunity to understand economic difference in the world. Research, debate and discussion of world events allow pupils to reason, hypothesise and synthesise information, thinking about such issues as sustainability, poverty, hunger and more. Their charity work allows them to make links and seek opportunity for enterprise, seeing this as a chance to work together and make money, consider who to give it to, explore differences and prepare for the world of work. Through a variety of experiences, pupils resolve difference, learn to adapt to change, work together, solve problems, learn through failure, persevere and become resilient.

## **MUSIC**

The aim of the Music Department at The Mead School is to foster and stimulate a real love of Music and to develop ongoing musical skills and musical understanding with enjoyment, confidence and progression.

During lessons pupils are given opportunities for performing, listening and appraising, creating and composing as well as extemporising. Pupils are encouraged to work both individually and in small groups and as a whole class at least once a week.

Instrumental teaching is offered in the school, both on an individual basis with peripatetic teachers, and within the classroom as part of timetabled weekly music lessons. The teaching of the extra-curricular instruments is undertaken by the Director of Music and by visiting peripatetic staff.

Currently children may learn violin, cello, ukulele, singing, recorder, flute, clarinet, guitar, piano, harp, drums, horn and trumpet. Ukulele, recorder, singing, keyboards, percussion, xylophones and violin are taught in class groups from Pre-Reception upwards. Aural and music theory classes are also offered. New instrument tuition requests are always welcomed.

The school choir provides an opportunity for pupils who wish to spend more time singing and performing as a group. This is entirely voluntary on the pupil's part and non-selective. The enjoyment the children experience working as part of a team not only fosters their love of music as a social and emotional art form, but also challenges, sharpens and develops their most intrinsic musical skills and tools. There are many varied opportunities for performing in a range of environs, schools, churches, local theatres, the O2, the ISA Conference and Royal Albert Hall.

It is considered part of the musical education of Mead children to both perform in front of audiences and also to go to concerts given by other musicians. The Mead is a school that is the heartbeat of the local community and can be regularly found entertaining the local community. The children are exposed to the educational programme offered by places such as the Royal Festival Hall and the Barbican in London, local venues such as Finchcocks, The Forum and The Grey Lady as well as workshops at school.

The regular festivals of Harvest, Christmas and Easter, and Prize Giving, provide much opportunity for musical performance with a variety of repertoire and style. At least one concert is given to parents each term, whilst smaller presentations at Assembly are a very regular feature.

An inter-house Music Competition takes place every year, when every child has the opportunity to perform on an instrument and sing. An outside adjudicator comes to school for the final afternoon.

The musical highlight of the year is the annual Summer Show, when a full-scale musical is presented and staged at a local public theatre. This involves all pupils from Reception through to Year 6.

## **PERFORMING ARTS – DRAMA AND DANCE**

The Expressive and Creative Arts are central to our curriculum. By engaging in experiences within the expressive arts, pupils learn to recognise and show feelings and emotions, both their own and those of others. By providing aesthetic and creative education, pupils are able to develop their own creativity and empathy through a huge range of experiences in any discipline. They have many opportunities for performance on stage, in choirs, in ensemble and in dance to practise and perform. Performing and expressive arts help develop their sense of identity at all levels, personal, social and cultural. Pupils experience and learn to value local, national and global culture.

Drama also forms part of the English curriculum at The Mead School and is specialist taught. The Drama curriculum draws on the learning objectives for each year group found within the National Curriculum.

Drama is used as a means of promoting a feeling of self-confidence and self-awareness which can be very useful in strengthening all performance work for example, reading aloud in class, addressing another group of children in assembly, church services, Summer show or giving out information to others. Many of the Speaking and Listening objectives are covered in this way.

Key Stage 1 and Reception (EYFS) classes receive 1 lesson of Drama a week. This will include re-telling stories, rhymes and creative movement. These sessions are also especially useful for developing body co-ordination. Where body co-ordination has been identified as weakness in a particular child, Drama can often help to improve co-ordination and self-awareness.

Throughout Key Stage 2 all classes receive two sessions of Drama per week. One lesson as a whole year group with the music department working specifically on a 'performance' topic ie Harvest, Carol Service, Summer Show and one as an individual class in just Drama. While most units of work will begin practically and creatively, regular opportunities will be given for detailed word and sentence level work. Text level work will inform each unit through the use of appropriate written material, and the creation of Drama scrapbooks in Year 5 and 6.

Drama is used as a vehicle for exploring various issues and themes. This may either be the study of a specific topic areas, such as Physical Theatre, Characterisation, Structure, Improvisation or where they can serve as consolidation of a set book. In these situations, children engage in role-play activities that culminate in discussion and assessment. Children are encouraged to watch each other's work and to comment upon it. The asking of questions is actively promoted in this area as it can also serve to highlight particular misunderstandings or misinterpretations of the text. Where appropriate, professional Theatre in Education groups may be invited to perform with and for the children for example, The Young Shakespeare Company.

ISTD (Imperial Society of Teachers of Dancing) Modern and Tap is taught as part of the curriculum from Reception to Year 2 by a fully qualified specialist dance teacher. Children receive one 35 minute lesson a week. Exams are optional and performance opportunities available through a dance display and parent viewings.

RAD (Royal Academy of Dancing) Ballet is offered from Pre-Reception to Year 6 and taught by an outside specialist Ballet teacher who comes into school twice a week. Exams are held within school and performance opportunities available through dance displays and parent viewings.

KS1 perform an annual musical play in March using the facilities at Trinity Theatre in Tunbridge Wells. All children from Year 1 and 2 participate with Year 2 leading.

All of Year 6 are entered into the national ISA drama competition with a play that is rehearsed throughout the Spring Term in Drama lessons. The play is then taken to competition and then also performed to parents in Trinity Theatre.

In addition, the whole school works together throughout the Summer Term to produce a full-scale musical performance. This is compulsory and all children are expected to perform. The school uses the facilities at the Trinity Theatre in Tunbridge Wells, a fully equipped professional theatre. This gives the children a unique opportunity to experience the excitement of working in an entirely professional environment outside the confines of the school, and for many this becomes their first introduction to the world of theatre.

The specialist Drama teacher also teaches pupils privately in the LAMDA drama syllabus exams in Acting, Speech and Prose. Exams are offered to all children that take up LAMDA, and a LAMDA concert to parents is held every summer. These lessons serve to promote and encourage those

children who would benefit from either small group or individual tuition to enhance their interests and talents. The Mead School has a long and illustrious reputation for gaining Drama scholarships to various Independent secondary schools such as Roedean, Worth, Beechwood, Mayfield, Bethany and Kent College. In conclusion, the role of Performing Arts is seen as fundamental to the development of confidence, Literacy & PHSEE among all children and is valued for the support it gives to the wider curriculum.

## **PHYSICAL EDUCATION**

The aim of the Physical Education curriculum is to ensure that every pupil participates in Sport and Physical Activity and that all pupils enjoy sport through participating in a wide range of activities, which includes athletics, gymnastics, swimming, basketball, badminton, football, rugby, hockey, netball, tennis and cricket.

In the Early Years Foundation Stage the emphasis is on learning about the body and how to move the body. At Key Stage 1, the emphasis is on you, your body and something external, i.e. ball, skipping rope, etc. At Key Stage 2, the emphasis is on you, your body and something external and working with either a partner/several partners or as a member of a team.

We aim to encourage and prepare as many pupils as possible to represent the school in their age groups at a competitive level against other schools within the area or in a range of ISA festivals.

Safety is always emphasised, as is the importance of rules and the need to follow and respond to instructions quickly. Through physical activity we enable pupils to improve their general fitness, strength, speed, endurance, cognitive development and team spirit.

The sport programme endeavours to include all aspects of Key Stage 1, 2 and many of the Key Stage 3 objectives of the P.E. National Curriculum.

Pupils are encouraged to be physically attuned and to be familiar with the relevant terminology of the activities they choose to undertake.

Good posture and the correct use of the body are considered essential. Pupils are expected to consolidate particular skills through practice and competition. They also have to develop a sense of fair play, honesty and sportsmanship. They must learn and cope with the consequences of their actions on others, and take loss and defeat as well as victory and success. Pupils are encouraged to strive for themselves and for others, to work hard both as an individual and for his/ her team. Working as a member of a group means (s)he has to take into account not only their own skills but the skills of others. They have to evaluate the part they play and the roles that other members play and in addition to this, they may have to adapt their responses to suit them.

In general, the P.E. Curriculum is designed to encourage personal all round fitness, to impart a knowledge and understanding of sports activities and to develop the skills necessary to play these well and with a fair competitive team spirit. Finally, it tries to encourage the pupil to strive for maximum personal and team performance, and with it, develop a healthy lifestyle for the present and in preparation for the future.

# APPENDIX: SUBJECT OVERVIEWS (Long Term Plans)

## ENGLISH

Subject		Year					
		1	2	3	4	5	6
PoR	Autumn 1	<b>Beegu by Alexis Deacon</b>	<b>Mr Underbed by Chris Riddell</b>	<b>Into the Forest by Anthony Browne</b>	<b>Arthur and the Golden Rope</b>	<b>The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit</b>	<b>Seasons of Splendour: Tales, Myths and Legends of India by Madhur Jaffrey,</b>
	Genre	Fiction	Carefully crafted Picturebook	Picturebook	Graphic Novel	Myth- an epic tale	Collection of traditional tales
	Focus	Focus on being different and facing rejection	Narrative writing	Play Script	Comic book narrative	Narrative in graphic form	A traditional tale
	Autumn 2	<b>Pattan's Pumpkin</b>	<b>Meerkat Mail by Emily Gravett</b>	<b>Fly Eagle, Fly! An African Tale by Christopher Gregorowski and Niki Daly</b>	<b>The Pebble in my Pocket: A History of Our Earth by Meredith Hooper and Chris Coady</b>	<b>Cosmic by Frank Cottrell Boyce and Steven Lenton</b>	<b>The Journey by Francesca Sanna</b>
	Genre	Fiction	Fiction Picturebook	Traditional tale	Non-fiction	Contemporary Novel	Picturebook
	Focus	Narrative Writing	Character viewpoint narrative	Character viewpoint narrative	information booklet	Character Viewpoint Narrative	Dreams of Freedom speech
	Spring 1	<b>The First Book of the Sea By Nicola Davies/Emily Sutton</b>	<b>The Lonely Beat By Chris Judge</b>	<b>One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia by Miranda Paul and Elizabeth Zunon</b>	<b>The Lion and the Unicorn and Other Hairy Tales by Jane Ray</b>	<b>The Firework Maker's Daughter</b>	<b>Skellig by David Almond</b>

	Genre	Poetry Collection	Fiction	Non-fiction	Collection of traditional tales	Fiction & Traditional Tales	Contemporary novel
	Focus	Pattern & Rhyme	Advertising for a friend News report	Advertising campaign piece	Traditional Tales	Language use - adaptation of plot	Character viewpoint narrative
	Spring 2	<b>The Secret Sky Garden</b>	<b>Leaf by Sandra Dieckmann</b>	<b>Pugs of the Frozen North by Philip Reeve and Sarah McIntyre</b>	<b>The Wild Robot by Peter Brown</b>	<b>Kensuke's Kingdom</b>	<b>Running on Empty by S.E. Durrant, illustrated by Rob Biddulph</b>
	Genre	Fiction	Fiction	Illustrated novel	Illustrated novel	Fiction with historical background	Contemporary novel
	Focus	Captions, labels and sentences	Write in role to develop empathy for others	News piece	Story sequel	Diary and narrative	Continuation of narrative
	Summer 1	<b>One day on our blue planet: In the savannah by Ella Bailey</b>	<b>Poems to Perform by Julia Donaldson</b>	<b>Jelly Boots, Smelly Boots by Michael Rosen, illustrated by David Tazzyman</b>	<b>Werewolf Club Rules by Joseph Coelho, illustrated by John O'Leary</b>	<b>Varmints by Helen Ward and Marc Craste</b>	<b>Dark Sky Park by Philip Gross, illustrated by Jesse Hodgson</b>
	Genre	Non-fiction	Poetry anthology	Poetry collection	Poetry collection	Picture BOOK	Poetry collection
	Focus	Explanation Text	Poetry in a range of forms	Poetry in a range of forms	Poetry in a range of forms	Inspired Story	Poetry inspired by own experience
	Summer 2	<b>Claude in the city, by Alex T Smith</b>	<b>Anna Hibiscus by Atinuke and Lauren Tobia</b>	<b>Gregory Cool by Caroline Binch</b>	<b>Varjak Paw by S.F. Said and Dave McKean</b>	<b>Cosmic Disco Grace Nichols</b>	<b>Shackleton's Journey by William Grill</b>
	Genre	Humorous Illustrated Novel	Illustrated novel	Picture book	Novel	Poetry collection	Non Fiction
	Focus	Newspaper Report	Illustrated storybook	Autobiography	Newspaper Report (non fiction recount)	Poetry in a range of forms	Newspaper reports

## MATHS

	AUTUMN	SPRING	SUMMER
PR	Stories, rhymes and songs Early mathematical concepts		
R	Number: Values and subitising Number: 1 more/1 less Pattern Geometry: 2D shape	Number: understanding 0, values and subitising Number: comparing numbers Measurement: Mass and capacity Geometry: 3D shapes Pattern	Number: to 20 and beyond Number: Forwards and backwards to 10 Number: Addition, subtraction, doubling, sharing Number: Odd and even Shape: making own shapes Problem solving
1	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 2-)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time
2	Number: Place Value Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division	Number: Multiplication and Division Statistics Geometry: Properties of Shape Number: Fractions	Measurement: length and Height Geometry: Position and Direction Measurement: Time Measurement: Mass, Capacity and Temperature
3	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass and Capacity

<b>4</b>	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division	Number: Multiplication and Division Measurement: Area Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction
<b>5</b>	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages	Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction Measurement: Converting Units Measurement: Volume
<b>6</b>	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Decimals Number: Percentages Number: Algebra Measurement: Converting Units	Measurement: Perimeter, Area and Volume Number: Ratio Statistics Geometry: Properties of Shape

## SCIENCE/ STEM

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Science</b>	<b>PR</b>	<i>In the moment planning</i>					
	<b>R</b>	<i>In the moment planning</i>					
	<b>1</b>	Humans and how we work	Materials	Mixing and making	Building things	Plants	??
	<b>2</b>	Materials and everyday uses	Animals including humans	Habitats	Environment	Scientists and inventors	Coding

	3	<b>Scientific thinking</b> Practical Skills	<b>Parachutes!</b> Forces	<b>Geology Rocks!</b> Rock Cycle Fossils	<b>Rainbows!</b> Light	<b>Who did it?</b> S/L/Gases Pure/ Impure Separating mixtures	<b>Darwin</b> Humans and Animals over time
<b>STEM</b>	4	<b>Global Goals</b>	<b>Tech and Design:</b>	<b>Build to the line</b>	<b>Scientific understanding</b>	<b>Scientific understanding</b>	<b>Arctic Live: AXA</b>
		<b>Practical Action</b> Beat the Flood	Microbit coding: Pets are not just for Christmas	Forces	Plants	Space and exploration  Mars Rovers	Why do penguins huddle
	5	<b>Global Goals</b>	<b>Coral Live AXA</b>	<b>Tech and Design:</b>	<b>Fly to the line</b>	<b>Scientific understanding</b>	<b>Scientific understanding</b>
		<b>Practical Action</b> Floating Gardens		<b>Plastic Problem:</b> Creating traditional toys		Electrical Circuits  Scrappy Circuits	Acids and alkali
	6	<b>Global Goals</b>	<b>Tech and Design</b>	<b>Scientific understanding</b>	<b>Rocket/ Wind Cars</b>	<b>Scientific understanding</b>	<b>DYSON</b>
		<b>Practical Action</b> ReGreen the desert	<b>Bespoke Design:</b> Create a toy for a child in reception	<b>What we can't see</b> Atoms Cells UV light	Aerodynamics Testing Wind Tunnels	Diet and Lifestyle	

## ART

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PR	<i>In the Moment Planning EAD</i>					
R	<i>In the Moment Planning EAD</i>					
1	<i>Art Techniques.</i> Drawing, colouring, painting, pastels	<i>Indian Art.</i> Drawing /colouring <i>Christmas Decoration</i> Various skills	<i>Chinese Art</i> Drawing/ cutting/ gluing.	<i>Significant Artists.</i> Drawing/painting/collage/ cutting /gluing.	<i>Leonardo Da Vinci.</i> Junk modelling/cutting/ gluing Drawing/painting.	<i>Climate Change Art.</i> Junk Modelling/ mobiles/drawing/ cutting/ Painting.
2	<i>Great Fire of London Diorama</i>	<i>African Art</i> Various Skills <i>Santa's Stockings</i> Sewing Cutting	<i>Colour Chaos</i> Painting/ colouring/ collage/cutting/ measuring	<i>Mosaics</i> Design, cutting ,gluing	<i>Puppets</i> Various skills/sewing	<i>Puppets</i> Various skills/sewing
3	<i>Cave Paintings</i> Drawing/Using pastels	<i>Christmas Tree Wall Hanging</i> Measuring, cutting, sticking accurately.	<i>Volcanos: 'Mount Vesuvius' by Andy Warhol</i> Drawing/painting skills	<i>Still Life Drawing/painting 'Daffodils</i> Observation, drawing /painting skills	<i>Trinidadian Fabric Design</i> Design/drawing/ colouring skills	<i>Crazy patterned cats</i> Pastel use/ colouring skills
4	<i>Greek Mosaics</i> Design/ sticking/cutting	<i>Frosty Snowflake Wax Resist Picture</i> Design, drawing, painting skills	<i>Viking Long ships</i> Measuring, cutting, drawing, painting Skills	<i>Viking Long Ships</i> Measuring, cutting, drawing, painting skills	<i>'Wild Robot' Diorama</i> Measuring, cutting, drawing, painting Skills	<i>'Wild Robot Diorama'.</i> Measuring, cutting, drawing, painting Skills
		<i>Fun Christmas Card- Polar Bear</i> Drawing, cutting, colouring skills.		<i>Still Life drawing/painting 'Alstroemeria'.</i> Observation, drawing, painting skills.		<i>Hanging wire fish</i> Design, motor skills.

5	<i>Benin Bronzes</i> Modelling skills and dexterity	<i>Christmas Scene in 3D</i> Design, cutting, gluing, drawing, painting	<i>'Starry Night' by Van Gogh</i> Drawing/painting	<i>'Starry Night' by Van Gogh</i> Drawing/painting	<i>Middle Eastern Art / Patterns</i> Design, drawing, using straight edge, colouring skills	<i>Perspective</i> Drawing/painting/colouring skills
6	<i>Work of L S Lowry</i> Drawing /painting skills	<i>Christmas Baubles</i> Design, cutting, gluing, measuring skills	<i>Inuit themed Lino Prints</i> Design, drawing, cutting and printing techniques.	<i>Inuit Themed Lino Prints</i> Design, drawing, cutting and printing techniques.	<i>Portraits.</i> Observation/drawing skills	<i>Portraits.</i> Observation/drawing skills.
		<i>Fun Snowman Christmas Card</i> Drawing/ cutting, gluing/ painting skills		<i>ISA Drama Competition Covers</i> Design, drawing/colouring skills		<i>Summer Show / Prize Giving and Leavers Service Programme Covers</i> Design, drawing, colouring skills

**PSHEE & RSE ((PC) indicates topics related to Protective Characters)**

Year group	Autumn 1 'Being Me In My World'	Autumn 2 'Celebrating Difference'	Spring 1 'Dreams and Goals'	Spring 2 'Healthy Me'	Summer 1 'Relationships'	Summer 2 'Changing Me'
Pre- Reception and Reception	<ol style="list-style-type: none"> <li>1. Self-identity (PC)</li> <li>2. Understanding feelings</li> <li>3. Being in a classroom</li> <li>4. Being gentle</li> <li>5. Rights and responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying talents</li> <li>2. Being special (PC)</li> <li>3. Families (PC)</li> <li>4. Where we live</li> <li>5. Making friends</li> <li>6. Standing up for yourself (PC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenges</li> <li>2. Perseverance</li> <li>3. Goal-setting</li> <li>4. Overcoming obstacles</li> <li>5. Seeking help</li> <li>6. Jobs</li> <li>7. Achieving goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Exercising bodies</li> <li>2. Physical activity</li> <li>3. Healthy food</li> <li>4. Sleep</li> <li>5. Keeping clean</li> <li>6. Safety</li> </ol>	<ol style="list-style-type: none"> <li>1. Family life (PC)</li> <li>2. Friendships (PC)</li> <li>3. Breaking friendships</li> <li>4. Falling out</li> <li>5. Dealing with bullying</li> <li>6. Being a good friend (PC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Bodies (PC)</li> <li>2. Respecting my body (PC)</li> <li>3. Growing up</li> <li>4. Growth and change (PC)</li> <li>5. Fun and fears</li> <li>6. Celebrations</li> </ol>
1	<ol style="list-style-type: none"> <li>1. Feeling special and safe (PC)</li> <li>2. Being part of a class</li> <li>3. Rights and responsibilities</li> <li>4. Rewards and feeling proud</li> <li>5. Consequences</li> <li>6. Owing the Learning Charter</li> </ol>	<ol style="list-style-type: none"> <li>1. Similarities and differences (PC)</li> <li>2. Understanding bullying and knowing how to deal with it</li> <li>3. Making new friends</li> <li>4. Celebrating the differences in everyone (PC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Setting goals</li> <li>2. Identifying successes and achievements</li> <li>3. Learning styles</li> <li>4. Working well and celebrating achievement with a partner</li> <li>5. Tackling new challenges</li> <li>6. Identifying and overcoming obstacles</li> <li>7. Feelings of success</li> </ol>	<ol style="list-style-type: none"> <li>1. Keeping myself healthy</li> <li>2. Healthier lifestyle choices</li> <li>3. Keeping clean</li> <li>4. Being safe</li> <li>5. Medicine safety/safety with household items</li> <li>6. Road safety</li> <li>7. Linking health and happiness</li> </ol>	<ol style="list-style-type: none"> <li>1. Belonging to a family (PC)</li> <li>2. Making friends/being a good friend (PC)</li> <li>3. Physical contact preferences</li> <li>4. People who help us</li> <li>5. Qualities as a friend and person</li> <li>6. Self-acknowledgement</li> </ol>	<ol style="list-style-type: none"> <li>1. Life cycles – animal and human</li> <li>2. Changes in me (PC)</li> <li>3. Changes since being a baby (PC)</li> <li>4. Differences between female and male bodies (correct terminology) (PC)</li> <li>5. Linking growing and learning</li> <li>6. Coping with change</li> <li>7. Transition</li> </ol>

					<ul style="list-style-type: none"> <li>7. Being a good friend to myself (PC)</li> <li>8. Celebrating special relationships (PC)</li> </ul>	
2	<ul style="list-style-type: none"> <li>1. Hopes and fears for the year</li> <li>2. Rights and responsibilities</li> <li>3. Rewards and consequences</li> <li>4. Safe and fair learning Environment (PC)</li> <li>5. Valuing contributions</li> <li>6. Choices</li> <li>7. Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>1. Assumptions and stereotypes about gender (PC)</li> <li>2. Understanding bullying</li> <li>3. Standing up for self and others (PC)</li> <li>4. Making new friends</li> <li>5. Gender diversity (PC)</li> <li>6. Celebrating difference and remaining friends (PC)</li> </ul>	<ul style="list-style-type: none"> <li>1. Achieving realistic goals</li> <li>2. Perseverance</li> <li>3. Learning strengths</li> <li>4. Learning with others</li> <li>5. Group co-operation</li> <li>6. Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>1. Motivation</li> <li>2. Healthier choices</li> <li>3. Relaxation</li> <li>4. Healthy eating and nutrition</li> <li>5. Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>1. Different types of family (PC)</li> <li>2. Physical contact boundaries</li> <li>3. Friendship and conflict</li> <li>4. Secrets</li> <li>5. Trust and appreciation</li> <li>6. Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>1. Life cycles in nature</li> <li>2. Growing from young to old (PC)</li> <li>3. Increasing independence</li> <li>4. Differences in female and male bodies (correct terminology) (PC)</li> <li>5. Assertiveness</li> <li>6. Preparing for transition</li> </ul>
	<ul style="list-style-type: none"> <li>1. Setting personal goals</li> <li>2. Self-identity and worth (PC)</li> <li>3. Positivity in challenges</li> </ul>	<ul style="list-style-type: none"> <li>1. Families and their differences (PC)</li> <li>2. Family conflict and how to</li> </ul>	<ul style="list-style-type: none"> <li>1. Difficult challenges and achieving success</li> <li>2. Dreams and ambitions</li> </ul>	<ul style="list-style-type: none"> <li>1. Exercise, Fitness challenges</li> <li>2. Food labelling and healthy swaps</li> </ul>	<ul style="list-style-type: none"> <li>1. Family roles and responsibilities (PC)</li> <li>2. Friendship and negotiation</li> </ul>	<ul style="list-style-type: none"> <li>1. How babies grow (PC)</li> <li>2. Understanding a baby's needs (PC)</li> <li>3. Outside body changes (PC)</li> </ul>

3	<ul style="list-style-type: none"> <li>4. Rules, rights and responsibilities</li> <li>5. Rewards and consequences</li> <li>6. Responsible choices</li> <li>7. Seeing things from others' perspectives (PC)</li> </ul>	<ul style="list-style-type: none"> <li>manage it (child-centred) (PC)</li> <li>3. Witnessing bullying and how to solve it</li> <li>4. Recognising how words can be hurtful</li> <li>5. Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>3. New challenges, Motivation and enthusiasm</li> <li>4. Recognising and trying to overcome obstacles</li> <li>5. Evaluating learning processes</li> <li>6. Managing feelings (PC)</li> <li>7. Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>3. Attitudes towards drugs</li> <li>4. Keeping safe and why it's important online and off line scenarios</li> <li>5. Respect for myself and others (PC)</li> <li>6. Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>3. Keeping safe online and who to go to for help</li> <li>4. Being a global citizen</li> <li>5. Being aware of how my choices affect others</li> <li>6. Awareness of how other children have different lives (PC)</li> <li>7. Expressing appreciation for family and friends (PC)</li> </ul>	<ul style="list-style-type: none"> <li>4. Inside body changes (PC)</li> <li>5. Family stereotypes (PC)</li> <li>6. Challenging my ideas (PC)</li> <li>7. Preparing for transition (PC)</li> </ul>
4	<ul style="list-style-type: none"> <li>1. Being part of a class team</li> <li>2. Being a school citizen</li> <li>3. Rights, responsibilities and democracy (school council)</li> <li>4. Rewards and consequences</li> <li>5. Group decision-making</li> <li>6. Having a voice</li> </ul>	<ul style="list-style-type: none"> <li>1. Challenging assumptions Judging by appearance (PC)</li> <li>2. Accepting self and others (PC)</li> <li>3. Understanding influences</li> <li>4. Understanding bullying</li> <li>5. Problem-solving</li> <li>6. Identifying how special and</li> </ul>	<ul style="list-style-type: none"> <li>1. Hopes and dreams</li> <li>2. Overcoming disappointment</li> <li>3. Creating new, realistic dreams</li> <li>4. Achieving goals</li> <li>5. Working in a group</li> <li>6. Celebrating contributions</li> <li>7. Resilience</li> <li>8. Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>1. Healthier friendships</li> <li>2. Group dynamics</li> <li>3. Smoking</li> <li>4. Alcohol</li> <li>5. Assertiveness</li> <li>6. Peer pressure</li> <li>7. Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>1. Jealousy</li> <li>2. Love and loss</li> <li>3. Memories of loved ones (PC)</li> <li>4. Getting on and Falling Out (PC)</li> <li>5. Girlfriends and boyfriends (PC)</li> <li>6. Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>1. Being unique (PC)</li> <li>2. Having a baby (PC)</li> <li>3. Girls and puberty (PC)</li> <li>4. Confidence in change (PC)</li> <li>5. Accepting change (PC)</li> <li>6. Preparing for transition (PC)</li> <li>7. Environmental change</li> </ul>

	7. What motivates behaviour	unique everyone is (PC) 7. First impressions (PC)				
5	<ol style="list-style-type: none"> <li>1. Planning the forthcoming year</li> <li>2. Being a citizen</li> <li>3. Rights and responsibilities</li> <li>4. Rewards and consequences</li> <li>5. How behaviour affects groups</li> <li>6. Democracy, having a voice, participating</li> </ol>	<ol style="list-style-type: none"> <li>1. Cultural differences and how they can cause conflict (PC)</li> <li>2. Racism (PC)</li> <li>3. Rumours and name-calling</li> <li>4. Types of bullying</li> <li>5. Material wealth and happiness</li> <li>6. Enjoying and respecting other cultures (PC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Future dreams</li> <li>2. The importance of money</li> <li>3. Jobs and careers Dream job and how to get there</li> <li>4. Goals in different cultures (PC)</li> <li>5. Supporting others (charity)</li> <li>6. Motivation</li> </ol>	<ol style="list-style-type: none"> <li>1. Smoking, including vaping</li> <li>2. Alcohol and anti-social behaviour</li> <li>3. Emergency aid</li> <li>4. Body image (PC)</li> <li>5. Relationships with food</li> <li>6. Healthy choices, Motivation and behaviour</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-recognition and self-worth (PC)</li> <li>2. Building self-esteem</li> <li>3. Safer online communities</li> <li>4. Rights and responsibilities online</li> <li>5. Online gaming and gambling</li> <li>6. Reducing screen time</li> <li>7. Dangers of online grooming/ SMARRT internet safety rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Self- and body image (PC)</li> <li>2. Influence of online and media on body image (PC)</li> <li>3. Puberty for girls (PC)</li> <li>4. Puberty for boys (PC)</li> <li>5. Conception (including IVF) (PC)</li> <li>6. Growing responsibility</li> <li>7. Coping with change</li> <li>8. Preparing for transition (PC)</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Identifying goals for the year</li> <li>2. Global citizenship</li> <li>3. Children's universal rights</li> <li>4. Feeling welcome and valued (PC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Perceptions of normality (PC)</li> <li>2. Understanding disability (PC)</li> <li>3. Power struggles</li> <li>4. Understanding bullying</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal learning goals, in and out of school</li> <li>2. Emotions in success</li> <li>3. Making a difference in the world</li> </ol>	<ol style="list-style-type: none"> <li>1. Taking personal responsibility</li> <li>2. How substances affect the body</li> <li>3. Exploitation, including 'county</li> </ol>	<ol style="list-style-type: none"> <li>1. Mental health</li> <li>2. Identifying mental health worries and sources of support</li> <li>3. Love and loss (PC)</li> </ol>	<ol style="list-style-type: none"> <li>1. Self-image Body image (PC)</li> <li>2. Puberty and feelings (PC)</li> <li>3. Conception to birth (PC)</li> <li>4. Reflections about change (PC)</li> </ol>

	<ul style="list-style-type: none"> <li>5. Choices, consequences and rewards</li> <li>6. Group dynamics</li> <li>7. Democracy, having a voice</li> <li>8. Anti-social behaviour</li> <li>9. Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>5. Inclusion/exclusion (PC)</li> <li>6. Differences as conflict, difference as celebration (PC)</li> <li>7. Empathy</li> </ul>	<ul style="list-style-type: none"> <li>4. Motivation</li> <li>5. Recognising achievements</li> <li>6. Compliments</li> </ul>	<ul style="list-style-type: none"> <li>lines' and gang culture</li> <li>4. Emotional and mental health</li> <li>5. Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>4. Managing feelings (PC)</li> <li>5. Power and control (PC)</li> <li>6. Assertiveness</li> <li>7. Technology safety</li> <li>8. Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>5. Physical attraction (PC)</li> <li>6. Respect and consent (PC)</li> <li>7. Boyfriends/girlfriend (PC)</li> <li>8. Sexting (PC)</li> <li>9. Transition (PC)</li> </ul>
--	--	---	--	---	--	--

(PC) indicates topics related to Protective Characters

## RELIGIOUS EDUCATION

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre- Reception and Reception	<p><b>Theme:</b> Special People</p> <p><b>Key Question:</b> What makes people special?</p> <p><b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is Christmas?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Celebrations</p> <p><b>Key Question:</b> How do people celebrate?</p> <p><b>Religions:</b> Hinduism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is Easter?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Stories</p> <p><b>Key Question:</b> What can we learn from stories?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Judaism</p>
	<b>Theme:</b>	<b>Theme:</b>	<b>Theme:</b>	<b>Theme:</b>	<b>Theme:</b>	<b>Theme:</b>

1	<p>Creation Story</p> <p><b>Concept:</b> God/Creation</p> <p><b>Key Question:</b> Does God want Christians to look after the world?</p> <p><b>Religion:</b> Christianity</p>	<p>Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p>	<p>Jesus as a friend</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Was it always easy for Jesus to show friendship?</p> <p><b>Religion:</b> Christianity</p>	<p>Easter - Palm Sunday</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>Religion:</b> Christianity</p>	<p>Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>	<p>Rosh Hashanah and Yom Kippur</p> <p><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>
2	<p><b>Theme:</b> What did Jesus teach?</p> <p><b>Key Question:</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas - Jesus as gift from God</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Why do Christians believe God</p>	<p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter – Resurrection</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How important is it to Christians that Jesus came back to life</p>	<p><b>Theme:</b> The Covenant</p> <p><b>Key Question:</b> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Rites of Passage and good works</p> <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p>

		gave Jesus to the world?  <b>Religion:</b> Christianity	<b><u>Theme:</u></b> Prayer at home  <b><u>Key Question:</u></b> Does praying at regular intervals help a Muslim in his/her everyday life?  <b><u>Religion:</u></b> Islam	after His crucifixion?  <b><u>Religion:</u></b> Christianity	<b><u>Theme:</u></b> Community and Belonging  <b><u>Key Question:</u></b> Does going to a Mosque give Muslims a sense of belonging?  <b><u>Religion:</u></b> Islam	<b><u>Theme:</u></b> Hajj  <b><u>Key Question:</u></b> Does completing Hajj make a person a better Muslim?  <b><u>Religion:</u></b> Islam
3	<b><u>Theme:</u></b> Divali  <b><u>Key Question:</u></b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?  <b><u>Religion:</u></b> Hinduism	<b><u>Theme:</u></b> Christmas  <b><u>Concept:</u></b> Incarnation  <b><u>Key Question:</u></b> Has Christmas lost its true meaning?  <b><u>Religion:</u></b> Christianity	<b><u>Theme:</u></b> Jesus' Miracles  <b><u>Concept:</u></b> Incarnation  <b><u>Key Question:</u></b> Could Jesus heal people? Were these miracles or is there some other explanation?  <b><u>Religion:</u></b> Christianity	<b><u>Theme:</u></b> Easter – Forgiveness  <b><u>Concept:</u></b> Salvation  <b><u>Key Question:</u></b> What is 'good' about Good Friday?  <b><u>Religion:</u></b> Christianity	<b><u>Theme:</u></b> Hindu Beliefs  <b><u>Key Question:</u></b> How can Brahman be everywhere and in everything?  <b><u>Religion:</u></b> Hinduism	<b><u>Theme:</u></b> Pilgrimage to the River Ganges  <b><u>Key Question:</u></b> Would visiting the River Ganges feel special to a non-Hindu?  <b><u>Religion:</u></b> Hinduism
	<b><u>Theme:</u></b> The Amrit Ceremony and the				<b><u>Theme:</u></b> Sharing and Community	<b><u>Theme:</u></b> Prayer and Worship

	<p>Khalsa</p> <p><b>Key Question:</b> Does joining the Khalsa make a person a better Sikh?</p> <p><b>Religion:</b> Sikhism</p>				<p><b>Key Question:</b> Do Sikhs think it is important to share?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>
4	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is forgiveness always possible for Christians?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Rites of Passage and good Works</p> <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p>
	<p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p>		<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> Can the Buddha's teachings</p>	<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p>		

	<b>Religion:</b> Buddhism		make the world a better place?  <b>Religion:</b> Buddhism		<b>Religion:</b> Buddhism	
5	<b>Theme:</b> Belief into action  <b>Key Question:</b> How far would a Sikh go for his/her religion?  <b>Religion:</b> Sikhism	<b>Theme:</b> Christmas  <b>Concept:</b> Incarnation  <b>Key Question:</b> Is the Christmas story true?  <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and moral values  <b>Key Question:</b> Are Sikh stories important today?  <b>Religion:</b> Sikhism	<b>Theme:</b> Easter  <b>Concept:</b> Salvation  <b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?  <b>Religion:</b> Christianity	<b>Theme:</b> Prayer and Worship  <b>Key Question:</b> What is the best way for a Sikh to show commitment to God?  <b>Religion:</b> Sikhism	<b>Theme:</b> Beliefs and Practices  <b>Key Question:</b> What is the best way for a Christian to show commitment to God?  <b>Religion:</b> Christianity
	<b>Theme:</b> Prayer and Worship  <b>Key Question:</b> What is the best way for a Hindu to show commitment to God?  <b>Religion:</b> Hinduism		<b>Theme:</b> Hindu Beliefs  <b>Key Question:</b> How can Brahman be everywhere and in everything?  <b>Religion:</b> Hinduism	<b>Theme:</b> Beliefs and moral values  <b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?  <b>Religion:</b> Hinduism		

6	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Gospel</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam</p> <p>NB: This enquiry is taught in 2 sections over the term</p>
		<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><b>Religion:</b> Christianity</p>			

## HISTORY

Term	Year Group							
	Pre-Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	In the moment planning	In the moment planning	Childhood Now and Then	Great Fire of London	Prehistoric Britain	Vikings and Anglo-Saxons	Benin Kingdom	Industrial Revolution
Autumn 2	In the moment planning	In the moment planning	Moon Landing	The Gunpowder Plot	Prehistoric Britain	Vikings and Anglo-Saxons	Benin Kingdom	Industrial Revolution
Spring 1	In the moment planning	In the moment planning	Explorers	Communication - Now and Then	Ancient China	Romans	Medieval Monarchs	Civil Rights
Spring 2	In the moment planning	In the moment planning	Significant Individuals	Significant People – Christopher Columbus and Neil Armstrong	Ancient China	Romans	Medieval Monarchs	Civil Rights
Summer 1	In the moment planning	In the moment planning	Travel and Transport	Kings and Queens	Ancient Greece	Ancient Egypt	Middle East	20 <sup>th</sup> Century Conflict
Summer 2	In the moment planning	In the moment planning	Seaside Holidays in the Past	Modern Day significant people	Ancient Greece	Ancient Egypt	Middle East	20 <sup>th</sup> Century Conflict

## GEOGRAPHY

Term	Year Group							
	Pre-Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	In the moment planning based on children's	In the moment planning and child-initiated learning.	<b><u>Maps and Roads</u></b> Basic understanding of maps	<b><u>Let's Explore London</u></b> Locating London.	<b><u>Villages, Towns and Cities</u></b> Where people live	<b><u>Rivers</u></b> Major rivers How rivers shape the land	<b><u>Slums</u></b> What slums are Where they are	<b><u>Population</u></b> Why populations change

	cues, questions and interests. Expected areas of exploration are seasons, the Earth's rotation, holidays, where we live and where we're from.	Power of Reading includes the use of Google Earth to map the surrounding locale. Forest school happens throughout the year. Expected areas of exploration are growth of plants, seasons, links between the calendar and weather, holiday locations and experiences and Earth textures.	Basic understanding of compasses Local area Road safety	Landmarks of London. Weather. Planning a trip.	Settlements Why people live where they do Mapping skills Research project	People and rivers interactions Mapping skills Geographical Information Systems (GIS)	What challenges they create How to improve lives in slums Mapping skills Research project	What challenges this creates How we can solve these problems Mapping skills Geographical Information Systems (GIS)
<b>Autumn 2</b>			<b><u>Case Study: India</u></b> Locating India Comparing and contrasting climate, houses and food. Religion and celebrations	<b><u>Case Study: Kenya</u></b> Locating Kenya. Exploring climate, animals, landscapes and people of Kenya. Compare and contrast with the UK.				
<b>Spring 1</b>			<b><u>Around the World</u></b> Cases studies comparing the UK with France, China, Australia, Brazil and Italy.	<b><u>Fairtrade Foundation</u></b> How and where cocoa beans are grown. Bean to Bar. Fairtrade in the chocolate industry.	<b><u>Mountains, Volcanoes and Earthquakes</u></b> What the Earth is made of How mountains and volcanoes are created What happens when volcanoes erupt and earthquakes occur	<b><u>Migration</u></b> Different kinds of migrants What a refugee is Effects of migration Research project	<b><u>Biomes</u></b> What biomes are Examining a range of biomes How biomes are damaged Geographical Information Systems (GIS)	<b><u>Globalisation</u></b> What globalisation is How globalisation has affected communication and trade What the future holds Research project
<b>Spring 2</b>				<b><u>Let's go to the Jungle</u></b> Identifying features, weather, location of				

				rainforest, mangroves and cloud forests. Comparing British woodlands to a tropical jungle.	Geographical Information Systems (GIS)			
<b>Summer 1</b>			<b><u>Climate</u></b> Basic understanding of weather. Examining the five climate zones.	<b><u>Mapping Skills: Magical Mapping</u></b> Creating simple maps. Using compasses. Using atlases.	<b><u>Water and Weather</u></b> Different bodies of water Why it rains Why there are seasons Different kinds of weather and how it is changing Fieldwork in practice	<b><u>Natural Resources in Northern Chile</u></b> Where natural resources are found How we use them Comparing Chile and the UK Circular economy Fieldwork in practice	<b><u>Energy and Sustainability</u></b> What sustainability is How we produce energy Case studies of Curitiba and Freiburg What the future holds Fieldwork in practice	<b><u>Fieldwork</u></b> Why we do fieldwork The tools geographers use How data is collected and what geographers do with it Fieldwork in practice
<b>Summer 2</b>			<b><u>Seas and Oceans</u></b> Seas around the UK. Oceans of the World. Waves.	<b><u>Seas and Coasts</u></b> Locating the seven continents and five oceans. Comparing British beaches with other countries.				

## MUSIC

Term	Year Group							
	Pre-Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	<b>Harvest song</b> Big Red Combine Harvester Pitch and rhythm	<b>Harvest song</b> Harvest Bean Pitch and rhythm	<b>Harvest song</b> Thank You For Almost Everything Pitch and rhythm	<b>Harvest song</b> Conkers Pitch and rhythm	<b>Harvest song</b> Harvest Moon Pitch and rhythm	<b>Harvest song</b> Here Comes The Sun Structure and dynamics	<b>Harvest Song</b> What A Wonderful World Structure and dynamics	<b>Harvest Song</b> Somewhere Over the Rainbow Structure and dynamics
<b>Autumn 2</b>	<b>Nativity</b> Singing Structure and tempo	<b>Nativity</b> Singing Structure and tempo	<b>Nativity</b> Singing Structure and tempo	<b>Carol Service</b> Texture	<b>Carol Service</b> Texture	<b>Carol Service</b> Texture, structure and dynamics	<b>Carol Service</b> Texture, structure and dynamics	<b>Carol Service</b> Texture, structure and dynamics
<b>Spring 1</b>	<b>Songwriting</b> Timbre	<b>Songwriting</b> Timbre	<b>Winnie the Pooh</b> Structure, pitch and rhythm	<b>Winnie the Pooh</b> Structure, pitch and rhythm	<b>Songwriting</b> Timbre, texture and rhythm	<b>Songwriting</b> Structure	<b>Songwriting</b> Pitch and structure	<b>Songwriting</b> Timbre, pitch and structure
<b>Spring 2</b>	<b>Small ensembles</b> Timbre	<b>Small ensembles</b> Timbre	<b>Small ensembles</b> Timbre and tempo	<b>Small ensembles</b> Pitch and timbre	<b>Small ensembles</b> Structure and texture	<b>Small ensembles</b> Structure and texture	<b>Small ensembles</b> Tempo and dynamics	<b>Small ensembles</b> Tempo and dynamics

<b>Summer 1</b>	<b>Whole school show</b> Pitch, rhythm	<b>Whole school show</b> Pitch, rhythm	<b>Whole school show</b> Pitch, rhythm and texture	<b>Whole school show</b> Pitch, rhythm and texture	<b>Whole school show</b> Dynamics	<b>Whole school show</b> Dynamics	<b>Whole school show</b> Dynamics and tempo	<b>Whole school show</b> Dynamics and tempo
<b>Summer 2</b>	<b>Whole school show</b> Texture, dynamics	<b>Whole school show</b> Texture and dynamics	<b>Whole school show</b> Texture, dynamics and pitch	<b>Whole school show</b> Texture, dynamics and pitch	<b>Whole school show</b> Pitch and dynamics			

## DRAMA

Term	Year Group						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Harvest Movement to Music	The Frog Prince The Three Little Pigs Harvest Festival	Jack and The Beanstalk Harvest Festival	Devising a scene The Lucky Sovereign Harvest Festival	Structure Improvisation – Shopkeeper and customer Characterisation – Voice, gesture, movement Mr Men Characters Harvest Festival	Tableaux Physical Theatre: Monsters Objects Setting a scene/creating an atmosphere Harvest Festival	Role Play Characterisation Dramatic Techniques Improvisation Underscoring Harvest Festival

<b>Autumn 2</b>	Nativity	Pinnocchio Simple Poetry Carol Service	Tom Thumb The Forest Child Carol Service	Carol Service Night of the Gargoyles	Dramatization of The Twits  Carol Service	Non Naturalism in Theatre Poetry – Skeleton House The Seal Women The Gorgan Madusa Carol Service	Use of non naturalistic techniques in performance Dramatising text Romeo and Juliet Carol Service
<b>Spring 1</b>	Hello Beaky Little Red Riding Hood	KS1 Show – Winnie The Pooh	KS1 Show – Winnie The Pooh	Structuring a scene Characterisation – Charlie and the chocolate factory	The Third Thing	Improvisation Creating a script	ISA Drama Competition
<b>Spring 2</b>	Frozen Pictures Story telling through movement	KS1 Show – Winnie The Pooh	KS1 Show – Winnie The Pooh	Poetry – Rhold Dhal’s Revolting Rhymes	Abstract frozen pictures and bringing to life	Brothers Grimm Tales Silent Movie	ISA Drama Competition
<b>Summer 1</b>	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show
<b>Summer 2</b>	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show	Summer Show

## PHYSICAL EDUCATION

Year group	Session	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1 and 2	Movement and Using Space	Multiskills	Dance/Gymnastics	Ball Skills	Striking	Athletics
1	1	Hockey	Football	Rugby (B) / Netball (G)	Rugby (G)/ Netball (B)	Short Tennis	Athletics
	2	Gymnastics	Ball skills	Dance (G)/ Agility (B)	Dance (B) / Agility (G)	Striking	Athletics
2	1	Football	Hockey	Rugby (B) / Netball (G)	Rugby (G)/ Netball (B)	Cricket	Athletics
	2	Gymnastics	Ball Skills	Dance (G)/ Agility (B)	Dance (B) / Agility (G)	Short Tennis	Athletics
3	1	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Football (G) Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Netball (G)/ Rugby (B)	Cricket/ Athletics	Cricket/ Athletics
	3	Swim	Ball Skills, inventive Games	Swim	Short tennis	Swim	Athletics

4	1	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Football (G) Hockey (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Netball (G)/ Rugby (B)	Cricket/ Athletics	Cricket/ Athletics
	3	Ball Skills, inventive Games	Swim	Short Tennis	Swim	Athletics	Swim
5	1	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Netball (G)/ Rugby (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Hockey (B) Football (G)	Cricket/ Athletics	Cricket/ Athletics
	3	Swim	Basketball	Swim	Badminton	Swim	Athletics
6	1	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Netball (G)/ Rugby (B)	Cricket/ Athletics	Cricket/ Athletics
	2	Hockey (G) / Football (B)	Hockey (G) / Football (B)	Netball (G)/ Rugby (B)	Hockey (B) Football (G)	Cricket/ Athletics	Cricket/ Athletics

	3	Basketball	Swim	Badminton	Swim	Athletics	Swim
--	---	------------	------	-----------	------	-----------	------