EXWICK HEIGHTS PRIMARY SCHOOL'S CURRICULUM





The Curriculum - Exwick Heights Primary School

Forward

At Exwick Heights Primary School, our mission is to provide an outstanding education; one that demonstrates balance between Academic Excellence and Personal Empowerment for all. Our school values of kindness, curiosity and determination are woven into the curriculum intent and its implementation, through excellent resources and enactment, is driven through a research led teaching model.

We have developed our own ambitious curriculum where children learn through direct teaching and exploration. All curriculum subjects have a coherent process of learning, carefully mapped to ensure specific learning goals are met. The curriculum content in all subjects demonstrates a clear progression and application of skills across all areas. We aim to ensure pupils are determined, curious, kind, confident and aspirational citizens of the future world.

Our curriculum drives progress through establishing a rigorous knowledge base and a life-long love of learning. We have considered the knowledge, skills and attitudes that are required to achieve academic excellence at secondary school and beyond. Curriculum leaders and teachers then plan backwards from this point to the Early Years Foundation Stage Curriculum which welcomes our children to the world and possibilities of learning and prepares them for their journey through the National Curriculum during their time in Key Stage One and Two. This ensures that pupils in each year group receive a rigorous, coherent and intelligently sequenced curriculum, which builds on what has come before. The curriculum at Exwick Heights Primary is grounded in the strongest available evidence about how pupils learn and retain knowledge in the long term – focusing in particular on research from cognitive science which underpins our Learning Model.

At Exwick Heights Primary, curriculum leaders and teachers think about the curriculum at three levels. The first is the intended curriculum – what we intend pupils to learn. Leaders set out this detail meticulously, drawing on their academic knowledge, the National Curriculum and experience of what is necessary to flourish in their subject. The second level is the implemented curriculum; the resources teachers use to deliver the curriculum. Examples of these are the knowledge organisers, bespoke work booklets, schemes of work or resources that have been written for each subject and year group. Finally, we strongly emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils that they know so well.

Teachers at Exwick Heights enact this curriculum to the best effect by drawing upon agreed routines and behaviours that have been shown to have the greatest impact through international research which underpin our teaching model.



Ensuring that the impact on the children is great in all subjects, this includes their progress and attainment but also that their cultural capital is equitable and developed; we want the children to be determined to become successful and leave us as well rounded and confident people our future lies in their hands and it is our mission to prepare them well for it. This is complemented by our curriculum enrichment offer in terms of visitors, trips and clubs all of which are subsidised for those in receipt of the Pupil Premium. In addition, our extensive school grounds and timetabled outdoor teaching sessions enrich the children's experiences beyond the classroom. We understand that learning about and within natural settings has been proven to increase levels of physical activity and mental health and wellbeing.

Please follow the following link for <u>enrichment</u> or use the contents page to navigate through the document.

We expect learning to have context, with rich learning opportunities that link to and build upon previous learning to enable children to develop transferable knowledge and skills. We maximise learning by carefully weaving our curriculum together so that subjects within a theme connect wherever possible. Our curriculum makes sense - everything has a purpose. It also takes full advantage of our locality and in selecting our areas of study, we consider our local area; what it is now and what it has been through history and how Exwick, the city of Exeter and its surroundings have been shaped over time.

The Exwick Heights curriculum teaches our pupils about the world around them but also identifies their impact on the locality and their environment whether that be in regard to sustainability and local issues or their impact on others through behaviour. The EWH behaviour curriculum aspires to educate children so that they feel safe, successful and connected when at school and in their community.

WHAT WE WANT FOR OUR CHILDREN:

- To develop awe and wonder and a lifelong love of learning in a range of subjects.
- To be kind, curious and determined in all that they do including loving coming to school.
- To adopt fundamental British Values and be responsible citizens with strong moral standards and able to contribute to society.
- To develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others, especially those throughout Modern Britain.
- To be brave: to try new things without fear of failure.
- To collaborate: to learn with and from others.
- To talk about their learning, make links with other areas of the curriculum and to know and remember more.



- For learning to stick, so that their knowledge can build upon and connect with previous knowledge.
- To be resilient, resourceful, develop meaningful relationships and reflect upon their learning.
- To see that making mistakes and taking risks can be a good thing.
- To be up for a challenge and to take others along with them.
- To thrive and have a positive impact on those around them.

We are confident that the impact of our approach is that we truly offer a broad and balanced curriculum to all pupils. It offers the chance for all pupils to encounter and understand the very best that has been thought, said, sung, danced, made and played. We believe that this will inspire pupils to go on and excel in their chosen field, with the widest range of opportunities available to all of them.

We encourage Parents/Carers to be involved as much as possible with their children's learning; there are regular opportunities for Parent/Carer engagement with the school through Parent-Teacher meetings and numerous school events. Parents can have total confidence that the needs of every child, as they grow and develop, can be catered for throughout their years in education with us at Exwick Heights Primary School.



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EYFS 'TAUGHT' CURRICULUM THROUGH DIRECTED ACTIVITIES

At Exwick Heights Primary School, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for 3-4-year olds and Reception children.

We take a 'small step' approach to teaching key skills – as such, direct teaching sessions are short and well-organised so that learning is embedded overtime and new ideas are introduced more effectively.





Implemented Curriculum – Specific Schemes Used in the EYFS

Area of learning & development	Specific educational programme/s	3-4 year olds	Reception	Whole class or small group	Frequency per week
Personal, Social and Emotional	Jigsaw	✓	✓	Whole class or smaller groups	1
Development (PSED)					
Physical development (gross motor)	PE Hub		√	Whole class	1
Literacy (phonics)	Little Wandle	✓	✓	Whole class	5
Literacy (daily writing practice included in phonics)	Little Wandle		✓	Whole class	5
Literacy (rhyme time)	Little Wandle	✓			5
Literacy (reading practice)	Little Wandle		✓	Small group	3
Literacy (writing practice, including handwriting)	Little Wandle		✓	Small group	minimum 2
Literacy (class text)	see C&L texts	✓	✓	Whole class	minimum 5
Literacy (story time)	Texts chosen from recommended booklists for EYFS children	✓	✓	Whole class or smaller groups	minimum 5
Mathematics	White Rose scheme of learning	✓	✓	Whole class	5
Understanding the World	Devon and Torbay's Agreed syllabus for RE PLAN primary science resources		√	Whole class or smaller groups	2
Expressive Arts & Design	Kapow		✓	Whole class or smaller groups	2
Expressive Arts & Design	Singing (linked to theme of focus text)		✓	Whole class	3



Pre-school Curriculum through Directed Activities

At EHPS, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for Pre-school children. We take a 'small step' approach to teaching key skills – as such, direct teaching sessions are short and well organised so that learning is embedded overtime and new ideas are introduced more effectively.

Overarching themes

AUTUMN THEMES	My Pre- School	Me	My friends	Autumn	KINDNESS	Winter	Christmas
SPRING THEMES	Bears	Food	Pancakes!	Mother's Day	Spring	CURIOSITY - Easter	
SUMMER THEMES	Eid	Giants	Father's Day	Pirates	DETERMINATION	Change	



Communication and Language (C&L)

At Exwick Heights, we develop children's communication and language skills throughout each day by ensuring:

- Secure and trusting relationships between practitioners and children
- A language rich environment including:
 - > Spaces that encourage talk
 - > Interesting resources and activities
 - ➤ Wide range of books and book sharing opportunities
 - > Print displayed in a meaningful and purposeful way
 - ➤ High quality adult-child interactions
- Sufficient time for practitioners to talk to children

Children in pre-school will be learning:

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
- some sounds: r, j, th, ch, and sh
- multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
 - Use longer sentences of four to six words.
 - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
 - Start a conversation with an adult or a friend and continue it for many turns.
 - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."





Personal, social & emotional development (PSED)

At Exwick Heights, we use the Jigsaw programme to support children's personal, social & emotional development.

Term	Autumn 1: Being me in my world	Autumn 2: Celebrating difference
	Children in pre-school will be learning:	Children in pre-school will be learning:
	To understand how it feels to belong; that we are similar and different	To know how it feels to be proud of something we good at.
	To understand how happy and sad can be expressed.	To be able to say ways in which they are special and unique.
	To work together and consider other people's feelings.	To know that all families are different.
	To use gentle hands and understand that it is good to be kind to people.	To know that there are lots of different houses and homes.
	To begin to understand children's rights re: we should all be allowed to	To talk about how to make new friends.
	learn and play.	To use words to stand up for themselves.
	To learn what being responsible means.	
Term	Spring 1: Dreams and goals	Spring 2: Healthy me
	Children in pre-school will be learning:	Children in pre-school will be learning:
	To understand what challenge means.	To know names for some parts of the body; to begin to understand the importance of
	To keep trying.	being active for good health.
	To set a goal and work towards it.	To talk about the things that keep us healthy
	To know kind words of encouragement.	To know what 'healthy' means and that some foods are healthier than others.
	To consider jobs they would like to do when older.	To know how to get ready for sleep and that sleep is good for us.
	To feel proud upon achieving a goal.	To be able to wash own hands and know that it is important to do this before eating, and
		after going to the toilet.
		To know what to do in the event of getting lost and how to say 'NO' to strangers.
Term	Summer 1: Relationships	Summer 2: Changing me
	Children in pre-school will be learning:	Children in pre-school will be learning:
	To talk about family.	To name parts of the body and show respect for oneself.
	To understand how to make friends, when feeling lonely.	To talk about the things we can do, and the food we can eat, to be healthy.
	To talk about the things we like about our friends.	To understand that we grow from babies to children to adults.
	To know what to do if someone is mean to me.	To know that we grow and change.
	To learn strategies to help manage feelings.	To talk about feelings associated with starting school (Reception)
	To work together and enjoy being with friends.	To remember some fun things about Nursery.



Physical development (PD) - gross motor Children in pre-school will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.

AUTUMN tional movement skills focus			ANYTHING		ROSIE'S WALK	UNDNI STROI	SS IG	O GANG TOUR SEEEP PLANE	STICK MAN	
oun	Locomotor:	Ol	bject control:	Stability:	Loco	motor:	Locomo	tor:	Stability:	Object control:
ш	walking/running	wheele	ed vehicles/rolling	crawling/climbing	ng walking/running ju		jumping/ho	pping	body rolling	throw/catch
SPRING Functional movement skills focus	onal movement skills focus		Rabili Pune	Rabbit's Puncale				GODFREY FRÖG	COLOR OF THE PROPERTY OF THE P	
nd.	Locomotor:		Stability:	Object cor	Stability: L		Lo	ocomotor:	Object control:	
正	walking/runnir	ng	crawling/climbing	throw/ca	throw/catch b			ancing jump		rolling
SUMMER Functional movement skills focus	TID		Jack Jardan Benzstark	Charac Calibrat Brokers Super	New Order		PIRALIS		GIGANUC	Cha Then Wes GIANTS Way you have a share to be a share to
n di	Object contr	rol:	Object contro	l: Stabil	ity:	Loc	Locomotor:		Stability:	Locomotor:
Ľ	wheeled vehi	cles	throw/catch	crawling/c	limbing	walkin	g/running	body	rolling/twisting	jumping/hopping





Literacy (L) – rhyme-time & tuning into sounds

We're teaching every child to read with Little Wandel Letters and Sound's Revised LETTER'S AND SOUNDS (INC. of the Conditional of the Conditional

At Exwick Heights, we are teaching children to read using Little Wandle Letters and Sounds programme. Rhyme time and Tuning into sounds sessions are taught daily.

	Rhyme-time	Tuning into Sounds
	Children in pre-school will be learning to:	Children in pre-school will be learning to:
	develop their phonological awareness, so that they can:	develop their phonological awareness, so that they can:
	➤ spot and suggest rhymes	recognise words with the same initial sound, such as money and
	➤ count or clap syllables in a word	mother
	recognise words with the same initial sound, such as money and mother	
	Sing a large repertoire of songs. (C&L)	
	Know many rhymes. (C&L)	
AUTUMN	Wind the bobbin up	
TERM 1	1,2, buckle my shoe	
	Ring-a-ring-a-roses	
	Baa baa black sheep	
AUTUMN	Miss Polly had a dolly	Sound focus: s a t p i n m
TERM 2	Hey diddle diddle	
	Twinkle, twinkle little star	
SPRING	Round and round the garden	Sound focus: d g o c k e
TERM 1	Down at the station	
	Pat-a-cake	
SPRING	Incy Wincy spider	Sound focus: u r h b f l
TERM 2	Mary, Mary quite contrary	
	Humpty Dumpty	
SUMMER	The Grand Old Duke of York	Sound focus: j v w y z qu ch
TERM 1	Hickory, dickory, dock	
	The wheels on the bus	
SUMMER	Row, row, row your boat	Sound focus: ck x sh th ng nk
TERM 2	A sailor went to sea	
	Jack and Jill	



Literacy (L) – reading for pleasure

Children in pre-school will be learning to:

- Understand the five key concepts about print:
 - print has meaning
 - > print can have different purposes
 - > we read English text from left to right and from top to bottom
 - > the names of the different parts of a book
 - page sequencing

- Engage in extended conversations about stories, learning new vocabulary (- see below)
- Enjoy listening to longer stories and can remember much of what happens. (C&L)
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (C&L)
- Talk about familiar books, and be able to tell a long story. (C&L)

AUTUMN

VOCABULARY

Lulu's First

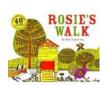
welcome, expect, choose, goodbye (and other social words/phrases), exhausted/ing



almost, leapt, twirled, jigged, extremely, wonderful



swallow/ed, accident, embarrassed, shifty, definitely, peep/ed, realise, forgive



across, around, over, past, through, under



patient, helping, sharing, comfort, strong



light, dark/ness, scared, padded (walk), interesting, try/tried, thought, big/little, bigger/biggest, twinkly



excellent, beware, action words e.g. fetch, hop, twirl, float/floating, tosses & turns, deliver

SPRING

VOCABULARY



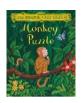
Words to describe size



curious, surprised, crowded, grins, notice, cheerful, sugary, beams (smiles), busy, heavy



ingredients, recipe, lumpy, sticky, mixture, disaster, stir/ring, flip, delicious



coils, slither, curl, leaps/springs, feathery, slimy, furry



develops/development perfect, wonderful, stunning, awesome, cracking, amazing, fantastic, incredible, fabulous



perfect, gather, decorate, magically, apply, perched, scattered, hide/hiding/hidden



SUMMER	EDA	Jack Jack Beanstalk	Charles Coulthard Sam Usher Work I proper or For yould be less. Super Super	PIRATES	Rob Ridden frit	Once There Were GIANTS Make Status plant Co.
VOCABULARY	excited, decorations, gathering, shiny, special, share/sharing	clambered/climbed enormous/huge exchanged/swapped	TBC	wait/ed, quick [as a flash], important, definitely, trudged, narrow, surprise	gigantic, whopping, unusual, shallow, determined, important	giants, change/d, annoyed, chased, puffed out,



Literacy (L) - handwriting and writing

	Children in pre-school will be learning to: - write some letters accurately (through teaching of pre-writing skills).	Children in pre-school will be learning to: - write some or all of their name.
AUTUMN	 Imitate vertical (top to bottom) Copy vertical (top to bottom) Imitate horizontal (left to right) Copy horizontal (left to right) Imitate circular lines Copy circular lines 	Focus on name recognition
SPRING	 Continue to copy vertical, horizontal & circular lines Imitate a cross (vertical & horizontal lines); opportunities to copy Imitate a square shape; opportunities to copy 	Imitate letter shapes in name, using name cards.
SUMMER	Imitate left and right diagonal lines; opportunities to copy	Copy letter shapes in name





Mathematics (M)

At Exwick Heights, we use the White Rose programme to meet the learning & development requirements for mathematics.

Week 1	Week 2	Week 3	Week 4		Week 5		Week 6
AUTUMN TERM	Block 1 Comparison 1 – More than, fewer than, same	Block 2 Shape, space and measure 1 – Explore and build with shapes and objects		Block 3 Pattern 1 – Explore repeats			Block 4 Counting 1 – Hear and say number names
	 Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same 	 Explore and play with shape Show interest in simple differences between shape Put shapes and blocks into position Select shapes for a reason Begin to explore and description attends of the shapes and objects Find and collect objects for purpose 	ribe	stories Start to join in repeats Start to join in from stories Clap along to Make line par sequences	eats in songs and in songs with in with repeats o songs atterns with own ks to build roads		 Hear some number names Join in saying some number names Model saying number names in order Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards

Week 7	Week 8	Week 9			Week 10	Wee	ek 11	Week 12	
Block 5 Counting 2 – Begin to order number names	0	Block 6 Subitising 1 – I see 1, 2, 3	repeats measure 2 – Explore position and space						
 Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent and 3 Begin to count actions Say number names in ord Begin to recognise anythic can be counted 	2: 1, 2 ler	 Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3" Copy "I see 1, 2, 3" Point to 1, 2, 3 Recognise 1,2,3 in well-known tales 		•	Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines Say what happens next Make arrangements in art		 Respond to simple of position Arrange blocks in a position Select shapes for a Recognise when 2 the same shape Explore and describe and objects Sort shapes and obsimple categories 	space objects are	



Week 1	W	Veek 2	Week 3	Week 3 Wee			Week 5		Week 6	
SPRING TERM	Block 9 Subitising 2 – Show me 1, 2, 3		Block 10 Counting 3 – Move and label 1, 2, 3		nd	Block 11 Shape, s measure 3 – Explo routes		Block 12 Pattern 3 – Explore own first patterns		
	 Copy finge Copy finge Show 1 fin item in sto Show 2 or seeing 2 co 	gers to show 1 gers to show 2 gers to show 3 gers to show 3 gers when seeing 1 gories r 3 fingers when gor 3 in stories 3 on fingers when	 counting Move fir counting Count or from rhy Notice n labels Label am 	ngers when saying g words ut up to 3 objects	1	jigsaws • Talk about sir	e complex inset mple positions nple positions h positions	•	Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes	

Week 7	Week 8	Week 9			Week 10	We	ek 11	Week 12	
Block 13 Counting 4 – Take and give 1, 2, 3		Block 14 Shape, space and measure 4 – Match, talk, push and pull	•		: 15 Subitising 3 – Talk about	Block 16 Comparison 2 – Compare and sort collections			
 Choose a group to cou Take out 2 from a grou Take out 3 from a grou Give others 2 items Give others 3 items Count 3 objects with on-tone correspondence 	p p	 Match simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside Follow toys around a simple route 		• SS	Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements Say when there are 3 dots Recognise 1,2 and 3 in different arrangements		 Make collections of same Make collections of same Recognise two colleusing large and sm Make collections the and small objects 	f large objects the ections are the same	



Week 1	Week 2		Week 3	Week 4	Week 5	Week 6
SUMMER TERM	Block 17 Pattern 4 – Lead own repeats	on	Block 18 Shape, space and measure 5 – Starting to puzzle		Block 19 Pattern 5 – Making patterns together	ock 20 Subitising 4 – Make mes and actions
	 Join in fully with sequel and songs Sing rhymes independed Lead sequences and some Read on in familiar repostories Copy art-based simple patterns Explore own line and repeating patterns in a 	ently ongs eating	 Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positi Make simple routes in small world with lines and curve 	ons all	 Sing their own songs independently Clap in time to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Continue AB patterns with support 	Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers Listen to and represent sounds with resources

Week 7	Week 8		Week 9	Wee	ek 10	Week 11			Week 12
Block 21 0	Counting 5 – Show me 5	Bloc patte	ern		Block 23 Counting 6 - 2, 3, 4, 5	- Stop at 1,			Comparison 3 – rt, compare
with m Move Move Show Begin one-to	nymes to 5 and join in novements props to 5 props back from 5 fingers to 5 to count 5 objects with 50-one correspondence numerals to quantities acting out songs	•	Continue AB patterns Create their own AB patterns Notice an error in a pattern Build constructions with simple enclosures Copy simple repeated constructions Begin to sequence some events		 Count out up to 5 from a larger grou Explore counting to different ways Verbally count to a number Label objects with Independently sho to 5 Begin to make man represent quantitie 	p 5 5 in a given numerals w fingers	•	objects Compa Make t matchi Match Recogn objects	are by matching the same set by ing by type nise attributes of s to sort some objects to



Understanding the World (UW)

AUTUMN TERM

Theme	UW focus	Children in pre-school will be learning to:	Technological experiences, linked to learning focus:
My pre- school	Past & Present (History)	Begin to make sense of their own life-story	
Ме			
My friends	People, cultures and communities	Continue developing positive attitudes about the differences between people.	
Autumn	The Natural World (Science: Living things and their habitats)	 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Begin to understand the need to respect and care for the natural environment and all living things. 	Woodland animals remote- control
Kindness	People, cultures and communities	Show interest in different occupations.	
Winter	The Natural World (Science: Light (& electricity))	 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice 	Light resources
Christmas	People, cultures and communities	Continue developing positive attitudes about the differences between people (- similarities between different families and communities).	



SPRING TERM

Theme	UW focus	Children in pre-school will be learning to:	Technological experiences, linked to learning focus:
Bears	The Natural World (Science: Sound)	Explore how things work.	
Food	People, cultures and communities (Geography)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
Pancakes!	The Natural World (Science: Materials, including changing materials)	 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice 	Technology in the kitchen
Mother's Day	Past & Present (Science/History: Humans)	 Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	iPads/cameras
Spring Curiosity	The Natural World (Science: Animals, excluding humans)	 Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 	



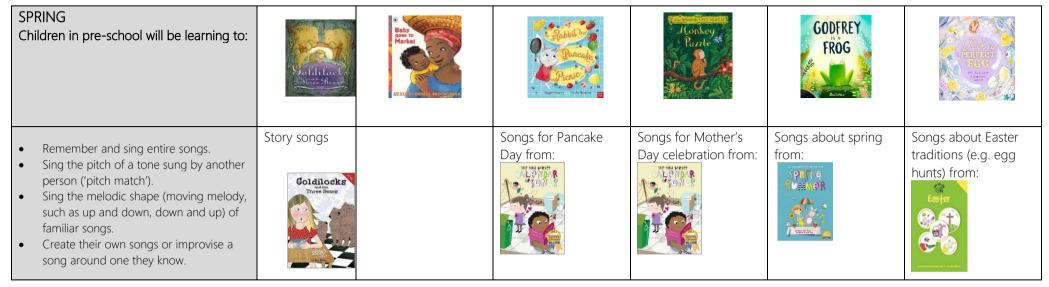
SUMMER TERM

Theme	UW focus	Children in pre-school will be learning to:	Technological experiences, linked to learning focus:
Eid	People, cultures and communities	Continue developing positive attitudes about the differences between people (- similarities between different families and communities).	Online clips of celebration PenPals translator pen
Giants	The Natural World (Science: Plants)	 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things 	Online time-lapse clips of plants growing
Father's Day	People, cultures and communities	Show interest in different occupations.	
Pirates	The Natural World (Science: Forces)	 Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	
Determination	The Natural World (Science: Animals, excluding humans)	Begin to understand the need to respect and care for the natural environment and all living things.	
Change	Past & Present (Science/History: Humans)	 Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	



Expressive arts & design (EA&D) – music (singing)

AUTUMN Children in pre-school will be learning to:	Lulus First Almost ANYTHING	ROSIE'S WALK	RUNDNESS moders us	CANA FOU SLEEP, LITTLE BEAR?	STICK NAN
 Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. 	Songs supporting routines and social phrases:	Songs for Autumn from:		Songs for Winter	Songs for Christmas from:





SUMMER Children in pre-school will be learning to:	FID. 10 Pack Sunt the Beaustalk States and the Beaustalk States and the Beaustalk States and the	Charises Couldard San Usher San Usher San Usher San Usher Super gr. For palig to the	PIRATES COMING!	Pob Bridelus Ipsi GRANIE In manufacturia Institution I	Once There Wire GIANTS Media Washill Frame U.M.
 Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. 	Story songs Jack Beanstalk	Songs for Father's Day celebration from: Songs about occupations from: People With Help Us A People With Help Us			



Reception Curriculum through Directed Activities

At EHPS, we have carefully considered which skills and concepts are more effectively taught directly, as a whole class or in smaller groups for Reception children. We take a 'small step' approach to teaching key skills – as such, direct teaching sessions are short and well organised so that learning is embedded overtime and new ideas are introduced more effectively.

Overarching themes

AUTUMN THEMES	My School	Ме	Autumn	Harvest	Kindness	Nativity	Christmas
SPRING THEMES	Winter	My Home	Chinese New Year	Mother's Day	Spring	Curiosity	
SUMMER THEMES	My World: travel	My World: places	Father's Day	Summer	Determination	Transition: looking forward	



Communication and Language (C&L)

At Exwick Heights, we develop children's communication and language skills by ensuring:

- Secure and trusting relationships between practitioners and children
- A language rich environment including:
 - > Spaces that encourage talk
 - > Interesting resources and activities
 - > A wide range of books and book sharing opportunities
 - > Print displayed in a meaningful and purposeful way
 - ➤ High quality adult-child interactions
- Sufficient time each day for practitioners to talk to children

Children in reception will be learning:

- Understand how to listen carefully and why listening is important.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.



Communication and Language (C&L) – linked to books

AUTUMN TERM

Children in reception will k	pe learning:						
 Engage in story times. Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	When a Dragon Goes to School Corption & Banda Ba	BIG DREAM	TIDY	Rod Hen	MALIES COME	A Christnes Story	TODS TODS TANTA GO ON THE CHIME! THE CHIM
 Learn new vocabulary (taken from the core 'real aloud' story) Use new vocabulary through the day. Use new vocabulary in different contexts (through continuous and enhanced provision). 	tidy/tidily polite tasty thoughtful share/s decorate/s	words that describe size e.g. small-smaller- smallest big-bigger- biggest alternatives for big/small e.g. giant/tiny	tidy/tidied neat check/ed/ing untangled mighty feat perfect/ly hunted rumbled/churned ordered	harvest grind/ground fine knead/ing delicious shaping/shaped	collection magnificent marvellous patient immediately incredibly fortunately gentle	refused splendid toward suddenly glorious replied	probably flatten slide twinkling supposed to cinch
Engage in non-fiction books (linked to theme)			Autumn	Harvest	People who help us take	Non-fiction that explores why	Toys – past and present





Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		Woodland animals	Harvest Festival Bread-making	care of ourselves	Christmas is special for Christians	
 Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. (NB: poems and rhymes chosen from class poetry basket) 	Songs supporting routines and social phrases:	Little Red Hen Rap A Songs for Autumn/H		Songs for Nat	ivity performance	Christmas songs from:

SPRING TERM

Children in reception will be learning:

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Understand how to listen carefully and why listening is important.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

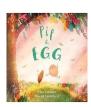
















Lagrana and the same of the sa	. (, ,	1: 1		I , ,	1 1	
 Learn new vocabulary (linked to the core 'real aloud' story) 	master of []	solid	imaginative	slunk	shelter	invent/ed
 Use new vocabulary through the day. 	disguise	escaped	trustworthy	crouch/ed	scuttle	sturdy
 Use new vocabulary in different 	wise	clung/cling	popular	float/ed	admit	thrilled
contexts (through continuous and	devise	tumbling [down]	gentle/kind	explore/d	beautiful	decide/d
enhanced provision).	shadowy	slithered	adventurous	knash/ed	heavenly	wonderful
	mouthwatering	caught	creative	crunch/ed	shimmering	seriously
	satisfied		energetic	snip/ped	dazzling	
	perfect		hardworking	join/ed	slimy	
			generous			
Engage in non-fiction books (linked to	Winter	Different kinds of	China	Mothers Day	Spring	Non-fiction that
theme)	Light/dark	homes – past and present (including	Chinese New Year	traditions	Minibeasts	explores why Easter is special for
 Listen to and talk about selected non- fiction to develop a deep familiarity 		household objects)				Christians
with new knowledge and vocabulary.						
Listen carefully to rhymes and songs,	Songs about winter	Songs from:	Songs for Chinese	Songs for Mother's	Songs about spring	Songs about Easter
paying attention to how they sound.	from:		New Year from:	Day celebration from:	and minibeasts from:	from:
 Learn rhymes, poems and songs. 		The Property of the Park		THE NIKS BAYING	Minibeasts	*SA*
(NB: poems and rhymes chosen from	AUTUMN	Three Little Pigs	CAL ONDAR	SONOS	SUMMER MIMDERSTS	Easter
class poetry basket)	77 N E B					an
	- Conservation in the Cons		The Cause		Management of the second of th	a repulsing time and it also Rose.



SUMMER TERM

Listen to and talk about selected non-

fiction to develop a deep familiarity

with new knowledge and vocabulary.

Children in reception will be le	earning:					
 Engage in story times. Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	Naughty	Joney Gentoo The Adventure of a Penguin d. Suitousund Ass. Suistren	TO THE STARS	Bed vere. Bed vere LIDN	Spail SPAGE In Spain I Spain	PR V
 Learn new vocabulary (linked to the core 'real aloud' story) Use new vocabulary through the day. Use new vocabulary in different contexts (through continuous and enhanced provision). 	reflection rescue powerful cosy thank you/good night (and other social phrases)	adore/adoring stroll adventure flap/ping waddle/waddling enormous fluttered gorgeous	absolutely definitely astonishing	mighty recline/reclining spark/sparked (ref. idea) "pardon me" magical craggy	soldier (on) pledge steadfast ruckus vim scale [ref. climb] venture/d exhausted	bold proud brilliant
Engage in non-fiction books (linked to theme)	Transport – past and present	Contrasting habitats - jungle and polar	Places of worhip	Summer Contrasting habitats	Earth & space, including travel	Growing up

Human lifecycle

regions, including

there

the animals that live

Contrasting habitats

desert and ocean,

including the





				animals that live there		
				there		
• Listen carefully to rhymes and songs,	Songs about travel	Songs about animal	Songs for Father's Day	Songs about Summer	Songs about space	
paying attention to how they sound.	from:	homes from:	celebration from:	from:	from:	
Learn rhymes, poems and songs. (NB: poems and rhymes chosen from class poetry basket)	On The Move	Autoritis	THE MILE AND A R	SPETI OF SUMMER	Space Space	

Personal, social & emotional development (PSED)

At Exwick Heights, we use the Jigsaw programme to support children's personal, social & emotional development.

Term	Autumn 1: Being me in my world	Autumn 2: Celebrating difference			
	Children in reception will be learning:	Children in reception will be learning:			
	 To understand how it feels to belong; that we are similar and different To begin to recognise and manage own feelings 	To identify something we are good at and understand that everyone is good at different things.			
	 To enjoy working with others to make school a good place to be To understand why it is good to be kind and use gentle hands. 	 To understand that being different makes us special. To know that we are all different but the same in some ways. 			
	 To dilderstand why it is good to be kind and use gentle riands. To begin to understand children's rights re: we should all be allowed to learn and play. 	To talk about why home is special to oneself.To talk about how to be a kind friend.			
	To learn what being responsible means.	To know which words to use to stand up for ourselves when someone does or says something unkind.			





Term	Spring 1: Dreams and goals	Spring 2: Healthy me			
	Children in reception will be learning:	Children in reception will be learning:			
	To understand that perseverance helps when tackling challenges.	To understand that exercise helps to keep the body healthy.			
	To talk about a time when a goal was achieved due to perseverance.	To understand that moving and resting are good for the body.			
	To set a goal and work towards it.	To know which foods are healthy (or not); to make healthy eating choices.			
	To use kinds words to encourage others.	To know how to get ready for sleep and that sleep is good for us.			
	To understand the link between learning now and jobs we might like to do when older.	To be able to wash own hands and know that it is important to do this before eating, and after going to the toilet.			
	I can say how I feel when I achieve a goal and know what it means to feel proud.	To know what a stranger is and how to stay safe if a stranger approaches.			
Term	Summer 1: Relationships	Summer 2: Changing me			
Term	Summer 1: Relationships Children in reception will be learning:	Summer 2: Changing me Children in reception will be learning:			
Term	·	<u> </u>			
Term	Children in reception will be learning:	Children in reception will be learning:			
Term	Children in reception will be learning: To identify some of the jobs we do in our families and how I feel like I belong.	Children in reception will be learning: To name parts of the body			
Term	 Children in reception will be learning: To identify some of the jobs we do in our families and how I feel like I belong. To understand how to make friends, when feeling lonely. 	 Children in reception will be learning: To name parts of the body To talk about the things we can do, and the food we can eat, to be healthy. 			
Term	 Children in reception will be learning: To identify some of the jobs we do in our families and how I feel like I belong. To understand how to make friends, when feeling lonely. To know ways of solving problems, to maintain friendships. 	 Children in reception will be learning: To name parts of the body To talk about the things we can do, and the food we can eat, to be healthy. To understand that we grow from babies to children to adults. 			



Physical development (PD)

At Exwick Heights, we use the PE Hub programme to support children's physical (gross motor) development; fine motor skills are developed through continuous and enhanced provision opportunities, as well as through handwriting sessions (- see Literacy).



Term	Children in reception will be learning to:						
Autumn 1	Gymnastics: Unit 1 • Develop confidence in fundamental movements	Dance: Unit 1 Recognise actions can be performed to music					
	 Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills. 	Copy, repeat and perform some basic actions to music					
Autumn 2	Body management: Unit 1	Speed Agility Travel: Unit 1					
	Explore balance and managing own body	Travel with some control and coordination.					
	Able to stretch, reach, extend in a variety of ways and positions.	Change direction at speed through both choice and instructions.					
	Able to control body and perform specific movements on command.	Perform actions demonstrating changes in speed.					
		Stop, start, pause, prepare for and anticipate movement in a variety of situations.					
Term	Term Children in reception will be learning to:						
Spring 1	Manipulation & coordination: Unit 1	Cooperate & Solve problems: Unit 1					
	Send & receive a variety of objects with different body parts.	Organise and match items, images, colours and symbols.					
	Work with others to control objects in space.	Work with a partner to listen, share ideas and question.					
	Coordinate body parts in a variety of activities and in different ways.	Collect, distinguish and differentiate colours and create a shape as a team.					
Spring 2	Gymnastics: Unit 2	Dance: Unit 2					
	Further develop confidence in fundamental movements.	Count and move to beats of 8.					





		414 36
	Learn and refine a variety of shapes, jumps, balances and rolls.	Work as an individual, partner and part of a group.
	Link simple balance, jump and travel actions.	Copy and repeat movement patterns.
Term	Children in reception will be learning to:	
Summer 1	Body management: Unit 2	Speed Agility Travel: Unit 2
	Explore a variety of rolling, sliding, etc	Participate in a variety of agility-based activities.
	Jump using a variety of take offs/landings, use hands and feet in different combinations.	Recognise the difference between actions such as: moving, softly, quietly, quickly, powerfully, etc.
	Participate in a variety of small group cooperative activities.	Relate body movements to music and percussion.
Summer 2	Manipulation & coordination: Unit 2	Cooperate & Solve problems: Unit 2
	Coordinate similar objects in a variety of ways.	Copy and repeat various patterns and actions.
	Differentiate ways to manoeuvre objects.	Continue to work in teams.
	Skip in isolation and with a rope.	Solve more complex tasks.





Literacy (L) – phonics & early reading

At Exwick Heights, we are teaching children to read using Little Wandle Letters and Sounds programme. Children have daily phonics sessions and 3 reading practice sessions each week.

We're teaching every	
child to read with	// 💥 🕦 \`
Little Wandle Letters	
and Sounds Revised	\\LETTERS AND /
A complete SSP validated by the Department for Education	\\ SOUNDS
the Department of Education	REVISED

	 Children in reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Phase 2	Children in reception will be learning to: Read a few common exception ('tricky') words matched to the school's phonic programme. New tricky words	Children in reception will be learning to: Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Matched reading practice books *
Autumn 1	 satpinmdgockckeurhbfl 	is I the	By week 4: Wordless
Autumn 2	 ff ss j v w x y z zz qu ch sh th ng nk words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be	Phase 2 (set 1) – Phase 2 (Set 3)
	Phase 3	New tricky words	Matched reading practice books
Spring 1	 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words 	was you they my by all are sure pure	Phase 2 (set 4) – Phase 2 (set 5)
Spring 2	 Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end 	Review all taught so far	Phase 3 (set 1)
	Phase 4	New tricky words	Matched reading practice books
Summer 1	 Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today	Phase 3 (set 2)
Summer 2	 Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words 	Review all taught so far	Phase 4 (set 1) *ref: Collins Big Cat for Little Wandle Letters and Sounds Revised



Literacy (L) – handwriting and early writing

Direct teaching of early writing matches the progression in the spelling element of the Little Wandle Letters and Sounds programme; wherever possible, writing activities will link to the core text.

AUTUMN TERM

Children will be learning to:	When a Dragon Goes to School	Smalls BIG DREAM	TIDY	Red Hen.	MARTONS NEW HAT	A Christness Story	HOW ODE SAFTA ODEN THE CHIMMET? V V SHAP SHAP SHAP SHAP SHAP SHAP SHAP SHAP
Form lower-case and capital letters (for the first letter in their name) correctly.	Formation taught during phonics lessons: s a t p	Formation taught during phonics lessons: i n m d g o c k	Formation taught during phonics lessons: ck e u r h b f l	Revisit formation of specific letters (based on teacher assessment)	Formation taught during phonics lessons: ff ss j v w x y	Formation taught during phonics lessons: z z qu ch sh th ng nk	Revisit formation of specific letters (based on teacher assessment)
Spell words by identifying the sounds and then writing the sound with letter/s.	Baseline	Baseline	Baseline	Baseline	Focus on CVC words including Phase 2 GPCs	Focus on CVC words including Phase 2 GPCs	Focus on CVC words including Phase 2 GPCs incl. words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)



SPRING TERM

Children will be learning to	HOOT OW Marketon of Associate	Nak Sharent Stephen Torker The Three Little Pigs	CHINESE NEW YEAR	Jahn Danislom - Referen Cali	Mad About Minibeasts! Gies Pobous a panel Institutory co	Pip LGG
Form lower-case and capital letters correctly.	Formation taught separately to phonics lessons - Curly Caterpillar letters: c o a g q	Formation taught separately to phonics lessons - Curly Caterpillar letters: d e f s	Formation taught separately to phonics lessons - Long Ladder letters: iljtuy	Formation taught separately to phonics lessons - Zig-Zag letters: z v w x (k)	Formation taught separately to phonics lessons - One-armed robot letters: r n m	Formation taught separately to phonics lessons - One-armed robot letters: h p b
Spell words by identifying the sounds and then writing the sound with letter/s.	Focus on CVC words, including Phase 3 GPCs taught so far	Focus on CVC words, including Phase 3 GPCs taught so far	Focus on CVC words, including Phase 3 GPCs taught so far, incl: words with double letters longer words	Short sentences, including Phase 3 words	Short sentences, including Phase 3 words	Short sentences, including Phase 3 words
 Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to 	Phrases	Phrases	Phrases			
check that it makes sense.						



SUMMER TERM

Children will be learning to	Naughty	Tonty Gentoo The Adventure of a Vergon Stringen Triangularity of the Control of	TO THE STARS	NEW TORF IN	Gall SPAGE	SUPER
Form lower-case and capital letters correctly.	Formation taught separately to phonics lessons - Capital letters: C O S	Formation taught separately to phonics lessons - Capital letters: A E F H I	Formation taught separately to phonics lessons - Capital letters: K L M N T	Formation taught separately to phonics lessons - Capital letters: V W X Y Z	Formation taught separately to phonics lessons - Capital letters: B D R P	Formation taught separately to phonics lessons - Capital letters: G J Q U
 Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	Short sentences, including Phase 4 words	Short sentences, including Phase 4 words	Short sentences, including Phase 4 words	Short sentences, including Phase 4 words	Short sentences, including Phase 4 words	Short sentences, including Phase 4 words



Mathematics (M)

At Exwick Heights, we use the White Rose programme to support children's learning & development in mathematics. Children have daily mathematics sessions.



AUTUMN TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Getting to Know You & Baseline		Block 1 – Match, sort and	l compare	Block 2 – Talk about measure and pattern	
		Children in reception will be learning to:		Children in reception will be learning to:	
		Step 1 Match objects		Step 1 Compare size	
		Step 2 Match picture:	s and objects	Step 2 Compare mass	
		• Step 3 Identify a set		Step 3 Compare cap	acity
		Step 4 Sort objects to	a type	Step 4 Explore simple	e patterns
		Step 5 Explore sorting	g techniques	Step 5 Copy and continue simple pattern	
		Step 6 Create sorting rules Step 6 Create simple path		patterns	
		Step 7 Compare amo	ounts		

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Block 3 – It's me	1, 2, 3	Block 4 – Circles and triangles	Block 5 – 1, 2, 3, 4	, 5	Block 6 – Shapes with 4 sides



Children in reception will be learning	Children in reception will be	Children in reception will be learning	Children in reception will be
to:	learning to:	to:	learning to:
• Step 1 Find 1, 2 and 3	Step 1 Identify and name	Step 1 Find 4 and 5	Step 1 Identify and name shapes
• Step 2 Subitise 1, 2 and 3	circles and triangles	Step 2 Subitise 4 and 5	with 4 sides
• Step 3 Represent 1, 2 and 3	Step 2 Compare circles and triangles	Step 3 Represent 4 and 5	• Step 2 Combine shapes with 4 sides
Step 4 1 more	Step 3 Shapes in the	Step 4 1 more	 Step 3 Shapes in the
Step 5 1 less	environment	Step 5 1 less	environment
• Step 6 Composition of 1, 2 and 3	Step 4 Describe position	• Step 6 Composition of 4 and 5	Step 4 My day and night
		• Step 7 Composition of 1–5	

SPRING TERM

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Block 1 – Alive in 5		Block 2 – Mass and capacity	Block 3 – Growing 6, 7, 8		Block 4 – Length, h	Block 4 – Length, height and time	
Children in reception will be learning to:		Children in reception will be learning to:	Children in reception will be learning to:		Children in reception will be learning to:		
Step 1 Introdu	ce zero	Step 1 Compare mass	• Step 1 Find 6, 7	and 8	Step 1 Explore I	ength	
• Step 2 Find 0	to 5	Step 2 Find a balance	Step 2 Represer	nt 6, 7 and 8	Step 2 Compare	e length	
Step 3 Subitise	e 0 to 5	Step 3 Explore capacity	• Step 3 1 more		Step 3 Explore	height	
• Step 4 Repres	ent 0 to 5	Step 4 Compare capacity	• Step 4 1 less		Step 4 Compare	e height	



Step 5 1 more	• Step 5 Composition of 6, 7 and 8 • Step 5 Talk about time
Step 6 1 less	Step 6 Make pairs – odd and even Step 6 Order and sequence
Step 7 Composition	Step 7 Double to 8 (find a double) time
Step 8 Conceptual subitising to 5	Step 8 Double to 8 (make a double)
	Step 9 Combine two groups
	Step 10 Conceptual subitising

Week 8	Week 9	Week 10	Week 11	Week 12	
Block 5 – Building	9 and 10	Block 6 – Exp	Block 6 – Explore 3-D shape		
Children in recepti	ion will be learning to:		Children in r	eception will be learning to:	
Step 1 Find 9 a	nd 10	Step 8 Bonds to 10 (2 parts)	• Step 1 Re	ecognise and name 3-D shapes	
• Step 2 Compa	re numbers to 10	• Step 9 Make arrangements of 10	Step 2 Fi	nd 2-D shapes within 3-D shapes	
Step 3 Represe	ent 9 and 10	• Step 10 Bonds to 10 (3 parts)	Step 3 Us	se 3-D shapes for tasks	
Step 4 Concep	tual subitising to 10	• Step 11 Doubles to 10 (find a double)	• Step 4 3-	-D shapes in the environment	
• Step 5 1 more		• Step 12 Doubles to 10 (make a double)	Step 5 Id	entify more complex patterns	
Step 6 1 less		less • Step 13 Explore even and odd		opy and continue patterns	
• Step 7 Compo	sition to 10		• Step 7 Pa	atterns in the environment	



SUMMER TERM

Week 1	Week 2		Week 3	We	eek 4	Week 5	Wee	k 6	Week 7
Block 1 – To 20 and Children in reception learning to:		Child	k 2 – How many now? dren in reception will b ning to:		decompose	ulate, compose and otion will be learning to	o:	Block 4 – Sharir Children in rece learning to:	ng and grouping eption will be
 Step 1 Build num (10–13) Step 2 Continue beyond 10 (10–13) Step 3 Build num (14–20) Step 4 Continue beyond 10 (14–2) Step 5 Verbal co 20 Step 6 Verbal co 	patterns 3) bers beyond 10 patterns 0) unting beyond	• 3	Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I ake away?		Step 2 RotateStep 3 ManipStep 4 ExplaiStep 5 CompStep 6 DecorStep 7 Copy	oulate shapes n shape arrangements		Step 4 GrouStep 5 Even	ing ore grouping





We	ek 8	Week 9		Week 10	Week 11	Week 12
Blo	ck 5 – Visualise, build and ma	р	Block 6 – Make connections	Consolidation		
Chi	ildren in reception will be lear	ning to:			Children in reception will be	
					learning to:	
•	Step 1 Identify units of repeat	• .		e instructions to build	Step 1 Deepen understanding	
•	Step 2 Create own pattern ru	les	 Step 8 Expl 	ore mapping	Step 2 Patterns and relationships	
•	Step 3 Explore own pattern re	ules	 Step 9 Rep 	resent maps with models		
•	Step 4 Replicate and build sc	enes and	 Step 10 Cre 	eate own maps from familiar		
	constructions		places			
•	Step 5 Visualise from differen	t positions	 Step 11 Cre 	ate own maps and plans from		
•	Step 6 Describe positions		story situati	ions		

Understanding the World (UW)

At Exwick Heights, programmes used to support teaching in UW include PLAN Matrices (science) and the Devon & Torquay Agreed Syllabus (RE).

AUTUMN TERM

Theme	UW focus (and NC link):	Children in reception will be learning to:	Technological experiences, linked to learning focus:
My school	People, Culture & Communities	 Familiarise with the school environment, indoors and out Familiarise with routines and expectations 	Technology used in school e.g. photocopiers, automatic doors,
Me	(Geography – people & place)	Name and describe people who are familiar to them	mobile technology – tablets and phones, hand dryer
Autumn	The Natural World (Science: Living things and their	 Explore the natural world around them. Describe what they see, hear and feel whilst outside. 	Woodland remote/coding creatures
	habitat – woodland animals) The Natural World (Science: Seasonal change – autumn)	 Recognise some environments that are different to the one in which they live. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	Visualiser/microscopes
Harvest	The Natural World (Science: changing materials)	Explore the natural world around them by: exploring a range of materials in a sensory way	Technology used in the kitchen Online clips of bread making





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		combining materials [ingredients]compare how materials change i.e. making bread with different types of flour	
		 compare now materials change i.e. making bread with different types of flour talking about what they see/feel 	
	People, Culture & Communities (RE: Why is the word 'God' special to Christians?)	Recognise that people have different beliefs and celebrate special times in different ways by exploring: What is a Harvest Festival? What does the word 'harvest' mean? Why is the word 'God' special to Christians? that harvest celebrations are a way Christians thank their Creator.	Online clips of Harvest time e.g. cBeebies 'My First Festival – Harvest'.
Kindness	People, Culture & Communities (Science: humans)	 Talk about members of their immediate family and community; and show interest in different occupations. Name and describe people who are familiar to them. Find out about how to take care of themselves 	cBeebies online games and clips about people who help us.
Nativity	People, Culture & Communities (RE: Why is Christmas special for Christians?)	 Recognise that people have different beliefs and celebrate special times in different ways by exploring why Christmas is special for Christians. Specifically, to: Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. 	Microphones – recording voice Speaker
Christmas	Past & present (History: Christmas presents in the past) The Natural World	 Comment on images of familiar situations in the past by thinking about presents/toys given in the past and how these compare to presents/toys given now. Explore how things work, specifically toys 	Remote control toys
	(Science: forces)	 Describe what they see, hear and feel 	



SPRING TERM

Theme	UW focus (and NC link):	Children in reception will be learning to:	Technological experiences, linked to learning focus:
Winter	The Natural World (Science: light – shadows) The Natural World (Science: Seasonal change – winter)	to the shadows shadows to world • Explore the natural world around them.	
My Home	Past & present (History: comparing homes 'now and then')	Comment on images of familiar situations in the past.	Technology used in the home e.g. hoovers, microwaves, tills, mobile phones, washing machines etc. Easi-ear headphones
Chinese New Year	People, Culture & Communities (Geography)	 Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. 	Online clips about Chinese New Year e.g. Celebrating Chinese and Lunar New Year PenPal (translator pen)
Mother's	Past & present	Talk about members of their immediate family and community	Kitchen technology for making
Day	(History: the history of Mother's Day)	Comment on images of familiar situations in the past.	cakes/biscuits
Spring	The Natural World (Science: Living things and their habitat — minibeasts)	 Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. 	Lightbox with minibeast x-rays
	The Natural World (Science: Seasonal change – spring)	 Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	Cameras/iPads
Curiosity	People, Culture & Communities (RE: Why is Easter special for Christians?)	Recognise that people have different beliefs and celebrate special times in different ways. Specifically, to: Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter.	Story headphones



SUMMER TERM

Theme	UW focus (and NC link):	Children in reception will be learning to:	Technological experiences, linked to learning focus:
My World: travel	Past & present (History: transport)	Comment on images of familiar situations in the past.	Remote controlled cars/train
My World: places	The Natural World (Geography: contrasting environments)	Draw information from a simple map. Recognise some environments that are different from the one in which they live.	Technology used when going places e.g. SatNav Beebots
	The Natural World (Science: animals)	Recognise some environments that are different from the one in which they live.	Online clips of environments (incl. animals)
Father's Day	People, Culture & Communities (RE: Which places are special and why?)	Name and describe people who are familiar to them. Talk about members of their immediate family and community Understand that some places are special to members of their community.	Story headphones
Summer	The Natural World (Science: Seasonal change – Summer)	 Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. 	Projector and other light sources for shadow making
	The Natural World (Science: animals)	Recognise some environments that are different from the one in which they live.	Online clips of environments (incl. animals)
Determination	The Natural World (Science: Earth & Space)	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Illuminated mark making boards
Transition	People, Culture & Communities (Science: humans)	 Talk about members [of the school] community; and show interest in different occupations. Name and describe people who are familiar to them. 	Cameras/iPads





Expressive arts & design (EA&D)

At Exwick Heights, we use the Kapow programme to support children's learning & development in EA&D.



Term	Children in reception will be learning:	Children in reception will be learning:
Autumn 1	Art & Design: mark making	Music: exploring sound
	 To explore making marks with wax crayons. To investigate the marks and patterns made by different textures. 	To explore using voices to make a variety of sounds.
	To explore making marks with felt tips.To use a felt tip to make patterns.	To explore how to use our bodies to make sounds.
	 To explore making marks with chalk. To make controlled large and small movements. To compare different ways of making marks and drawing. 	To explore the sounds of different instruments.
	To explore mark making using pencils.To create a simple observational drawing.	To identify sounds in the environment and differentiate between them.
	 To explore mark making using pencils. To create a simple observational drawing. 	To use voices to imitate nature sounds.
	 To use a variety of colours and materials to create a self-portrait. To express their own self-image through art. 	





		"ary se"		
Autumn 2	Design & Technology: junk modelling	Music: celebration music		
	To explore and investigate the tools and materials in the junk modelling area.	Kwanzaa To learn about music from another culture, particularly when related to the festival of Kwanzaa		
		 To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music 		
	To develop scissor skills.	Christmas		
	To investigate cutting different materials.	To learn about traditional Christmas music		
		To take part in a group song involving singing, voice sounds and playing instruments		
		To sing and move to a Christmas song		
	To learn how to plan and select the correct resources needed to make a model.	Christmas		
	make a model.	To suggest appropriate actions to match song lyrics		
		To sing and move to Christmas songs		
	To verbally plan and create a junk model.			
	To share a finished model and talk about the processes in its creation.			
	To explore different ways to temporarily join materials together.			
Spring 1	Art & Design: painting and mixed media	Music: music & movement		
	To explore paint through finger painting.	To understand why songs have actions		
	To describe the texture and colours as they paint.	To learn some simple Makaton signs to accompany a song		
	To talk about their work and decide whether it is abstract or figurative.			



	To create natural paintbrushes using found objects.	To explore beat through body movement
	To use natural paint brushes and mud paint to create artwork.	To express feelings and emotions through movement to music
	To talk about their work and decide whether it is abstract or figurative.	
	To respond to music through the medium of paint.	To explore beat through body movement
	To use paint to express ideas and feelings.	To express feelings and emotions through movement to music
	To make child-led collages using mixed media.	To explore pitch and tempo through scarf dancing and body movement
	To use loose parts to create a piece of transient art.	To express feelings and emotions through movement to music
	To create landscape collages inspired by the work of Megan Coyle.	To perform action songs to a small audience.
	To create a large piece of group artwork based around fireworks.	
	To experiment with colour, design and painting techniques.	
Spring 2	Design & Technology: exploring threading and weaving	Music: musical stories
	To develop threading and weaving skills.	To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story.
		To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.
		To talk about how a piece of music makes you feel.
	To practise and apply weaving skills to a specific material e.g.	To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev
	paper.	and recall the characters from the story.





		To talk about how a piece of music makes you feel.
	To practise and apply threading skills with specific materials e.g.	To use actions to retell a story to music
	hessian and wool.	To sing and perform a group song
	To use threading or sewing to design a product (bookmark).	To learn how instruments can represent a certain mood, character or action
		To experiment with the sounds of different instruments
	To create a textiles product (bookmark) following their own	To create a musical story based upon a familiar routine
	design.	To use instruments to represent moods or actions
		To play an instrument as part of a group story
	To reflect with children on how they have achieved their aims.	To create a musical story based upon a familiar routine
		To use movement to express moods or actions within a musical story
		To play an instrument as part of a musical story and perform as a group
Summer 1	Art & Design: sculpture and 3D	Music: big band
	To explore clay and its properties.	To discuss what makes a musical instrument
		To use recyclable materials to create a simple representation of a musical instrument
		To use recyclable materials to create a simple representation of a musical instrument
	To explore playdough and its properties.	To learn what an orchestra is
	 To explore playdough and its properties. To use tools safely and with confidence. 	
		To learn what an orchestra is
	To use tools safely and with confidence.	 To learn what an orchestra is To learn about the four different groups of musical instruments
	To use tools safely and with confidence.	 To learn what an orchestra is To learn about the four different groups of musical instruments To copy and follow a beat



		4,7,5
	To create a design for a 3D animal sculpture.	
	To begin making a 3D clay sculpture using the designs created last lesson.	 To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.
	To make a 3D clay sculpture using the designs created last lesson.	
	To share their creation, explaining the processes they have used.	
Summer 2	Design & Technology: structures (boats)	Music: transport
	To understand what waterproof means and to test whether materials are waterproof.	To explore creating sound effects.
	To test and make predictions for which materials float or sink.	To explore making sounds at different speeds.
	To compare the uses of boats.	To explore moving to different tempos.
	To investigate how the shape and structure of boats affects the way they move.	To interpret symbols to show a change in speed.
	To design a boat.	To interpret a simple score to show tempo changes.
	To create a boat based upon their own design.	

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NATIONAL CURRICULUM KEY STAGE ONE & KEY STAGE TWO

At Exwick Heights Primary School, we have carefully considered which skills, knowledge and concepts are taught and in what order throughout our curriculum for Year 1-6.

We take a 'small step' approach to delivering high quality content, ensuring that carefully sequenced lessons build upon prior knowledge so that children know and remember more. We aspire for the learning at our school to prepare our children for the working world that awaits them.





<u>Implemented National Curriculum - Implemented Schemes Used In Years 1-6</u>

Area of learning & development	Specific educational	Whole class or small group	
	programme/s		
Personal, Social and Emotional	Jigsaw	Whole class or smaller groups for interventions	
Development (PSHE)			
Physical Education (PE)	PE Hub	Whole class	
	Fun Fit	Small group intervention	
English (phonics)	Little Wandle	Whole class	
	Keep up and catch up	Small group interventions	
	Little Wandle Fluency	Small Group interventions	
	SEND	Individual interventions	
English (reading practice)	Little Wandle	Small group in Year 1 and 2	
English (writing practice, including	Little Wandle	Year 1 and 2	
handwriting)		Bespoke scheme in Year 3-6	
Mathematics	White Rose	Whole class and small group intervention (Year 1/2)	
	Mastering Number		
	Number Sense	Intervention Year 1-6	
Religious Education	Devon and Torbay's Agreed syllabus	Whole class or smaller groups	
	for RE 2024		
French	Salut	Whole class	
Science PLAN primary science resources		Whole class	
Design Technology, Art and Music	Kapow	Whole class	

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ART and Design at **Exwick Heights Primary School**

Overview

At Exwick Heights Primary School, we enrich children's artistic development through a range of practical experiences in the classroom based on a skills-based curriculum (KAPOW). This is designed to foster and raise aspirations, opening the children up to the potential of their artistic talent. We want children to enjoy having Art in their lives as not only a way of enjoyment, but also as a potential future career: the world needs sculptors and painters and in their lessons is where they can start to dream! There are many opportunities throughout the year for children to showcase their artistic talents, build their creative confidence and deepen their interest in the arts throughout the year. In weekly assemblies we develop our knowledge of artists and we use the outdoor learning environments to inspire our learning. We have an annual ART week which culminates in school display and assembly. We also regularly will celebrate the children's art and that of a range of artists in our school environment and on our Facebook page.

Curriculum Principles







By the end of their primary education, a pupil of Exwick Heights Primary School will:

- be able to talk about their art learning with a focus on previous learning (spiral curriculum)
- produce creative, imaginative work which they are proud of
- explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.
- become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns.
- develop their knowledge of famous artists, designers and craft makers.
- develop their interest and curiosity about art and design
- create sketch books to record their observations and use them to review and revisit ideas
- see their artwork celebrated through class and whole- school displays

By the end of Early Years, pupils can...

- Explore different materials freely, in order to develop ideas about how to use them and what to make
- Develop their own ideas and then decide which materials to use to express them.



- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings happiness, sadness, fear etc.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on previous learning, refining ideas
- Create collaboratively, sharing ideas, resources and skills.

By the end of KS1, pupils can...

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

By the end of KS2, pupils can recognise:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design;
- create sketch books to record their observations and use them to review and revisit ideas;
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay];
- know about great artists, architects and designers in history.
- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

In order to achieve a true understanding of ART and design, topics are sequenced based on the following rationale:

- The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression using the **KAPOW** art scheme.
- The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a sound knowledge of individual artists as well as individual works and art movements. The children will study famous artists, sculptors and photographers including: Van Gogh, Kandinsky, Beth Cavener, Bridget Riley, Georgia O'Keefe, Barbara Hepworth, Zaha Hadid, Chris Plowman and more. The children will also study art from different countries and cultures during the annual ARTS WEEK.



- A clear focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop the key processes of art: drawing, painting, printing, textiles and sculpture.
- Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual Art Week, which enables further focus on children's artistic skills and knowledge.
- Termly art assessments allow the children to see how their work improves year upon year.
- The school's high- quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.
 This is mirrored by the creative activities set for home learning where good examples are often shared on the Exwick Heights school blog.

The ART curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- We ensure that the art curriculum is not narrowed but that pupils with SEND/disabilities are given extra support through resources to scaffold their learning and TA support when needed.
- We use explicit instruction which will help all children i.e.: teacher modelling of final pieces
- Through flexible grouping
- Quality teaching and lesson content will ensure that all pupils can succeed and use the sketchbooks to track this process.
- PP children are given priority when offering places to art and craft clubs
- Where appropriate, we use technology to assist teacher modelling ie; using a visualizer for skill demonstrations

We fully believe ART and design can contribute to the personal development of students at Exwick Heights:

- **Communication Skills:** within art units, the children are given opportunities to express opinions and discuss their own and others art
- **Problem-Solving Skills:** as children explore art ideas, they are testing possibilities and working through challenges. Art allows children to make their own assessments, while also teaching them that a problem may have more than one answer. Even when experimenting or learning how to handle art materials effectively, our children are solving challenges and coming up with new ways to handle unexpected outcomes.
- **Social & Emotional Skills:** Art helps children come to terms with themselves and the control they have over their efforts. Through art, they also practice sharing and taking turns, as well as appreciating one another's efforts. Art fosters positive mental health by allowing children to show individual uniqueness as well as success and accomplishment, all part of a positive self-concept.
- Fine Motor Skills: participating in art activities will improve fine motor skills
- **Self-Expression and Creativity:** Children can express themselves through art on a fundamental level. Creating art and mindful art activities allow children to work through feelings and emotions.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview with Enrichment Opportunities

Year		Autumn		Spring	Summer			
Nursery	In Nursery, children will begin to look at Art and Design, exploring materials, textures, lines, s				apes and o	colour.		
Reception		Marvellous marks		Paint my world			Creation Station	
Year 1		Make your mark	es Assessment	Colour splash	ŧ		Paper play	
Year 2	nent	Telling a story		Map it Out	Assessment	<u></u>	Clay Houses	
Year 3	Portrait Assessment	Prehistoric Painting		Growing artists	Fantasy Landscape A	ARTS Week	Abstract shape and space	
Year 4	Portr	Power prints	Houses	Light and Dark	ısy Lar	٩	Mega Materials	
Year 5		Architecture		Renaissance art	Fanta		Interactive installation	
Year 6		Making my voice heard		Artist Study			Photography	

Key: Drawing Painting and Mixed Media Sculpture and 3D Craft and Design

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Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in ART at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's ART journey at Exwick Heights.

	Progression of skills - Art and design		Drawing		
	Year 1	Year 2	Year 3		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotation planning and taking next steps in a making process.		
Making skills (including Formal elements)	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation using tonal shading and starting to apply an understanding of shape to communicate form and proportion.		
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creati works. Use their own experiences to explain how art works may have been made.		
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.		

	Progression of skills - Art and design		Drawing		
	Year 4	Year 5 I need space	Year 6 Make my voice heard		
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creat outcomes.		
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research test and develop ideas and plans using sketchbooks.		
Making skills (including Formal elements)	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the abilit develop a drawing independently. Apply new drawing independently. Apply new drawing techniques to improve their maste of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques		
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of discipline being able to describe how the cultural and historical context may have influenced their creative work.		
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others wo which takes account of context and intention. Independently use their knowledge of tools, materials processes to try alternative solutions and make improvements to their work.		



	Progression of skills - Art and design		Painting and mixed media			
	Year 1 <u>Coloursplash</u>		Year 2 Beside the seaside	Year 3 Prohistoric painting		
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.		Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.		
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.		etchbooks, using drawing to record ideas. to help make decisions about what to try	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.		
Making skills (including Formal elements)	Experiment with paint, using a wide variety of tools (eg brushes, sponges, fingers) to apply paint. Investigate colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.	Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water. Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects.		Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a fine paintbrush for making detailed marks. Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours. Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas.		
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.		Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.		
Evaluating and analysing	Describe and compare features of their own and other's art work.	other's art work,	s and opinions about their own and giving reasons. Begin to talk about how we their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.		

Progression of skills - Art and design			Painting and mixed media		
	Year 4 Light and dark		Year 5	Year 6 Artiststudy	
Generating ideas	Generating evaluation of techniques to develop their ideas and plan more purposefully for an outcome. research. Exp evaluations to		independently from their own nd record their plans, ideas and op their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	recording observati	tchbooks for purposes including ons and research, testing materials Is an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint. Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.	different effects, exp other artists and app making choices about other materials. Develop a painting f stimulus. Add collage to a pain effect. Explore how collage	ntrol in different ways to achieve perimenting with techniques used by plying ideas to their own artworks eg to painting surfaces or mixing paint with from a drawing or other initial nted, printed or drawn background for ecan extend original ideas. ects with other media.	Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece. Analyse and describe how colour is used in other artists' work. Consider materials, scale and techniques when creating collage and other mixed media pieces. Create collage in response to a stimulus and work collaboratively on a larger scale.	
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	across a variety of d	ss the ideas and approaches of artists isciplines, being able to describe how orical context may have influenced	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	artists, and describe	es used by themselves and by other the particular outcome achieved. e of tools, materials and processes to ions and make improvements to their	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials ar processes to try alternative solutions and make improvements to their work.	



	Progression of skills - Art and design		Sculpture and 3D		
	Year 1		Year 2	Year 3 Abstract shape and space	
Generating ideas	Senerating stimuli, exploring differen		ite ideas from a wider range of ng different media and techniques.		
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.		ketchbooks, using drawing to record hbooks to help make decisions ry out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	
Making skills (including Formal elements)	Use their hands to manipulate a range of modelling materials. Create 3D forms to make things from their imagination or recreate things they have seen.	and model simp Use hands and shaping and join materials. Develop basics	standing of 3D forms to construct lele forms using a range of materials. tools with confidence when cutting, ning paper, card and malleable kills for shaping and joining clay, ring surface texture	Able to plan and think through the making process to create 3D forms using a range of materials. Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold). Experiment with combining found objects and recyclable material to create sculpture.	
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.		hey have seen using some oject vocabulary. Be able to make oieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.	
Evaluating and analysing	Describe and compare features of their own and other's art work.	and other's art work, giving reasons. Begin to talk about how they could improve their own work.		Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	

Progression of skills - Art and design		So	Sculpture and 3D	
	Year 4 Menamaterials	Year 5 Interactive installation	Year 6 Making memories	
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D.	Investigate scale when creating forms in three dimensions. Explore a greater range of materials to create 3D forms egwire and found materials Plan a sculpture, developing an idea in 2D into a three-dimensional piece. Persevere when constructions are challenging and work to problem solve more independently.	Uses personal plans and ideas to design and construct more complex sculptures and 3D forms. Combine materials and techniques appropriately to fit with ideas. Confidently problem-solve, edit and refine to create desired effects and end results.	
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	



	Progression of skills - Art and design	Craft and design		
Year 1 Embellishments		Year 2	Year 3 Ancient Expetian scrolls	
Generating ideas	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	
Sketchbooks	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.		
Making skills (including Formal elements)	Able to select colours, shapes and materials to suit ideas and purposes. Design and make something that is imagined or invented. Begin to develop skills such as measuring materials, cutting, and adding decoration.	Respond to a simple design brief with a range of ideas. Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Follow a plan for a making process, modifying and correcting things and knowing when to seek advice.	Learn a new making technique (paper making) and apply as part of their own project. Investigate the history of a craft technique and share the knowledge in a personal way. Design and make creative work for different purposes, evaluating the success of the techniques used.	
Knowledge of artists	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creativ works. Use their own experiences to explain how art works may have been made.	
Evaluating and analysing	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.	

Progression of skills - Art and design			Craft and design		
	Year 4 Fabric of nature		Year 5	Year 6	
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	research. Explore	ore independently from their own e and record their plans, ideas and evelop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	recording observ	sketchbooks for purposes including vations and research, testing materials vards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. Design and make art for different purposes and begin to consider how this works in creative industries.	consider how thi architecture, ma design. Extend ideas for	eart for different purposes and begin to is works in creative industries eg in gazines, logos, digital media and interior designs through sketchbook use and ng choices made during the design	Develop personal, imaginative responses to a design brief, using sketchbooks and independent research. Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome.	
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	across a variety	scuss the ideas and approaches of artists of disciplines, being able to describe how historical context may have influenced ork.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	artists, and descr Use their knowle	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		

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Computing at Exwick Heights Primary School

Overview

Technology places a significant and important role in our society today. Therefore, our Computing curriculum is designed to teach the skills and the morals needed to participate effectively and safely in our digital world. We aim to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world. The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed.

In particular, Internet Safety is at the heart of our computing curriculum, as we revisit this subject at the start of each new half term. Children are well-equipped to understand their role in using the Internet safely and know how to report any concerns they have when using technology.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- be responsible, competent, confident and creative users of information and communication technology.

By the end of Early Years, pupils can...

- Whilst computing no longer features in the Early Year's framework and it is not directly taught
 at Exwick Heights Primary, opportunities are made wherever possible to use technology to
 encourage listening and communication, problem solving and thoughtful questioning with
 the aspiration that this impacts positively across all seven areas of learning.
- Their interaction with technology (examples in the curriculum overview section) will give them the experience and vocabulary to ensure they can engage with the National Curriculum once in Year 1.

By the end of KS1, pupils can...

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- create and debug simple programs.
- use logical reasoning to predict the behaviour of simple programs.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- recognise common uses of information technology beyond school.



- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

By the end of KS2, pupils can...

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Pupils will also develop the following computational thinking skills:

Concepts Logic Pedicting and analysing Making judgements Making judgements Making judgements Patterns Spectifing and using similarities Persever in Removing universeasing datal We're all computational thinkers here! When you think about it, whether we're parents, pupils or teachers, we're all natural computer scientists, capable of computational thinkers here! Procepts Approaches Approaches Tinkering Charging thing Charging thing Charging thing Charging thing Charging thing Charging thing Charging and thing Charging thing Charging thing Charging thing Charging and making Charging thing Charging thing Charging thing Charging and thing Charging Char



In order to achieve a true understanding of Computing, topics are sequenced based on the following rationale:

- The units for key stages 1 and 2 are based on a spiral curriculum. This means that each of the themes is revisited regularly (at least once in each year group), and pupils revisit each theme through a new unit that consolidates and builds on prior learning within that theme. This style of curriculum design reduces the amount of knowledge lost through forgetting, as topics are revisited yearly with explicit links made and opportunities to review learning is clearly defined. It ensures that connections are made when different teachers are teaching the units within a theme in consecutive years.
- Topics are sequenced to build on prior knowledge and skills to build/deepen previous learning.
- Access to a knowledge-rich, intelligently-sequenced collection of planning and resources.
- Balanced coverage of Computer Science, Information Technology and Digital Literacy. Children
 will experience all three strands in year group; however, the subject knowledge imparted
 becomes increasingly specific and in depth, with more complex skills taught, thus ensuring that
 learning is built upon.
- Curriculum design from the Teach Computing Curriculum is as follows:
 - o Algorithms Be able to comprehend, design, create, and evaluate algorithms
 - Computer networks Understand how networks can be used to retrieve and share information, and how they come with associated risks
 - Computer systems Understand what a computer is, and how its constituent parts function together as a whole
 - Creating media Select and create a range of media including text, images, sounds, and video
 - Data and information Understand how data is stored, organised, and used to represent real-world artefacts and scenarios
 - Design and development Understand the activities involved in planning, creating, and evaluating computing artefacts
 - o Effective use of tools Use software tools to support computing work
 - Impact of technology Understand how individuals, systems, and society as a whole interact with computer systems
 - o Programming Create software to allow computers to solve problems
 - Safety and security Understand risks when using technology, how to protect individuals and systems
 - The taxonomy provides categories and an organised view of content to encapsulate the discipline of computing. Whilst all strands are present at all phases, they are not always taught explicitly.

The Computing curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

- At Exwick, we provide relevant CPD to ensure that all staff are able to give the pupils the best quality first teaching.
- Staff have access to Teach Computing CPD online.
- Pupils with special educational needs or disabilities are given extra support and consideration.



For Pupils who are new to English, or have profound barriers to learning, are taught a differentiated curriculum with additional scaffolds. This provides them with the essential powerful knowledge needed to take part in the curriculum proper with their peers.

- Disadvantaged pupils and those from identified underrepresented groups receive priority for extra support so that every opportunity to close the advantage gap is capitalised on. In practice, this could be working with an additional TA where possible, additional targeted questioning and scaffolds to expose only the new learning as the focus.
- Pupils in receipt of the Pupil Premium and or SEN or another special characteristic are highlighted in the half termly assessment grids to ensure their progress is thoroughly tracked and monitored.

We fully believe Computing can contribute to the personal development of pupils at Exwick Heights:

- Children will learn how to develop their social competence, learn how to work with others and articulate ideas to justify their opinions. The computational thinking model encourages creativity, collaboration, exploration and perseverance.
- Develop an understanding of how technology has an impact on their lives.
- Computing lessons provide opportunities to explore personal development relating to Online Safety concepts such as living as a good digital citizen. Online safety concepts are also covered in our PSHE curriculum and through assemblies.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

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Curriculum Overview with Enrichment Opportunities

Year	Term 1	Term 2	Term 3
Nursery			
Reception	Rather than being taught discreetly, the EYFS incorporate technolo lives. For us at EHPS, technology in the EY means taking a photogr whiteboard, exploring mechanical toys, using a Beebot, watching a plugged questioning- Barefoot principles.	aph with a camera or a tablet, searching for information	n on the internet, playing games on the interactive
Year 1	We are Year 1 rule writers Simple computer skills NCCE – Computing systems and networks-Technology around us	We are kind and thoughtful NCCE - Programming A - Moving a Robot	We are responsible internet and device users NCCE-Creating media- Digital writing
Year 2	We are Year 2 rule writers NCCE – Computing systems and networks: IT around us	We are safe searchers NCCE- Creating media- Digital Music	We are not online bullies NCCE- Programming B- Robot algorithms
	We are Year 3 rule writers	We are digital friends	We are internet detectives
Year 3	NCCE-Computing systems and networks- Connecting computers	NCCE – Creating media: Stop- frame animation	NCCE- Programming B-Events and actions in programs
	We are Year 4 rule writers	We are standing up to peer pressure	We are aware that our online content lasts forever
Year 4	NCCE – Computing Systems and Networks: The Internet	NCCE – Data and information- Branching databases	NCCE- Programming B- Repetition in games
Year 5	We are Year 5 rule writers NCCE – Computing Systems and Networks: Systems and searching	We are responsible for our online actions NCCE-Creating media- Web page creation	We are content evaluators NCCE – Programming B- Selection in quizzes
Year 6	We are online safety ambassadors NCCE- Data and information- Introduction to Spreadsheets.	We will not share inappropriate images NCCE - Programming B - Sensing (Microbits)	We are safe social networkers NCCE-Programming A- Variables in games



Design Technology at Exwick Heights Primary School

Overview

Design and Technology is an inspiring, rigorous and practical subject. It encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Exwick Heights, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children are given the opportunity to solve real and relevant problems in D&T lessons, which means that they develop essential everyday skills, unlocking their ability to be the designers and innovators of tomorrow.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Be encouraged to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Make links with work to other disciplines such as mathematics, science, engineering, computing and art.
- Understand the importance of the design process and learn through rigorous evaluation, how to make improvements that will feed into future projects.

By the end of Early Years, pupils can...

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Safely use and explore a variety of materials, tools and techniques,
- experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

By the end of KS1, pupils can...

Design

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

Make

• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]



• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Food and Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

By the end of KS2, pupils can:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks
- [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]



- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Food and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown,
- reared, caught and processed.

In order to achieve a true understanding of DT, topics are sequenced based on the following rationale:

- The three main strands of the National Curriculum will be followed: **Design, Make, Evaluate**.
- Each year group follows a structured programme of work allowing them to put their learning from other areas of the curriculum into practice. This ensures that knowledge and skills develop progressively from the youngest to the oldest children in school.
- The emphasis is upon designing, developing and making good quality products with a purpose. A wide range of materials is used including wood, plastic sheeting, card, paper, textiles and food as well as graphic media.
- At all stages, the children are encouraged to find solutions to problems through evaluation of their own pieces of work as well as those of established designers.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

The DT curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At primary, children are tracked against the National Curriculum progression and assessed during and at the end of the cycle. Underachievement is identified and students are targeted in lessons to meet the objectives, through 1:1 support and small group work and feedback.
- Feedback is information given to the pupil or teacher about the learner's performance relative to learning goals or outcomes. The aim of feedback is to improve student learning by redirecting or refocusing the learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.
- Quality teaching and lesson content will ensure that all pupils can succeed and use the design booklets to track this process.
- Once identified, these pupils, along with others, will receive quality feedback and will benefit from peer tutoring and collaborative learning.

We fully believe DT can contribute to the personal development of students at Exwick Heights:



- Students will use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world Technical knowledge.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products. Understand and use electrical systems
 in their products. Apply their understanding of computing to program, monitor and control their
 products.
- Key skills and key knowledge for Design & Technology have been mapped across the school to
 ensure progression between year groups. This also ensures that there is a context for the
 children's work in Design and Technology; that they learn about real life structures and the
 purpose of specific examples, as well as developing their skills throughout the programme of
 study. Design and technology lessons can also be taught as a block so that children's learning is
 focused throughout each unit of work.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview with Enrichment Opportunities



Year	Autumn	Spring	Summer
Nursery	In Nursery, children will begin to explore different materials and textures.		
Reception	In Reception: Structures; Junk modelling / Textiles; Making a bookmark / Structures; Boats		
Year 1	Constructing a windmill	Puppets	Fruit and vegetables
Year 2	Baby bear's chair	Making a moving monster or Ferris wheel	Pouches
Year 3	Electronic charm	Eating seasonally	Constructing a castle
Year 4	Pavilions	Making a slingshot car	Torches
Year 5	What could be healthier?	Making a pop-up book	Doodlers
Year 6	Waistcoats	Playgrounds	Navigating the world

Key Electronic Systems Textiles Structure Digital World Food Technology Mechanical System



Our Spiral Curriculum

For Design and technology, the combined Art and DT curriculum includes carefully selected units to ensure gradual progression towards the National curriculum end of key stage attainment targets and to cover all of the four strands (Design, Make, Evaluate and Technical Knowledge) in enough detail.

Some key areas appear less frequently than others, for example Textiles, and this is deliberate. The National curriculum statements show that working with textiles is only a small element of the Make strand and many of the making techniques covered in the Textiles units are also covered with a range of materials in other units, such as the use of templates, modelling, measuring and marking out, cutting, shaping and joining.

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in DT at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's DT journey at Exwick Heights.



Nursery and Reception

		EYFS	EYFS (Reception)	
		Junk modelling	<u>Boats</u>	
	Design	Making verbal plans and material choices. Developing a junk model.	Designing a junk model boat. Using knowledge from exploration to inform design.	
Skills	Make	Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together.	Making a boat that floats and is waterproof, considering material choices.	
	Evaluate	Giving a verbal evaluation of their own and others' junk models with adult support. Checking to see if their model matches their plan. Considering what they would do differently if they were to do it again. Describing their favourite and least favourite part of their model.	Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. Testing their design and reflecting on what could have been done differently. Investigating the how the shapes and structure of a boat affect the way it moves.	
Knowledge	Technical	To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.	To know that 'waterproof' materials are those which do not absorb water.	
	Additional		To know that some objects float and others sink. To know the different parts of a boat.	



Year 1 and Year 2

		Year 1	Year 2
		Constructing a windmill	Baby bear's chair
	Design	Learning the importance of a clear design criteria. Including individual preferences and requirements in a design.	Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects.
Skills	Make	Making stable structures from card, tape and glue. Learning how to turn 2D nets into 3D structures. Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure.	Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper.
	Evaluate	Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't Suggest points for improvements	Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure.
	Technical	To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together.	To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily.
Knowledge	Additional	To know that a client is the person I am designing for. To know that design criteria is a list of points to ensure the product meets the clients needs and wants. To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. To know that windmill turbines use wind to turn and make the machines inside work. To know that a windmill is a structure with sails that are moved by the wind. To know the three main parts of a windmill are the turbine, axle and structure.	To know that natural structures are those found in nature. To know that man-made structures are those made by people.



	Cooking and nutrition	Textiles		
	Year 1	Year 1		
	Fruit and vegetables	<u>Puppets</u>		
Design	 Designing smoothie carton packaging by-hand or on ICT software. 	Using a template to create a design for a puppet.		
Make	Chopping fruit and vegetables safely to make a smoothie. Identifying if a food is a fruit or a vegetable. Learning where and how fruits and vegetables grow.	Cutting fabric neatly with scissors Using joining methods to decorate a puppet Sequencing the steps taken during construction.		
Evaluate	Tasting and evaluating different food combinations. Describing appearance, smell and taste. Suggesting information to be included on packaging.	Reflecting on a finished product, explaining likes and dislikes.		
edge	Understanding the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.		



	Progressi	on of skills and knowledge	Mechanisms / mechanical systems				
		Year 2					
		Fairground wheel	Making a moving monster				
	Design	Selecting a suitable linkage system to produce the desired motion. Designing a wheel.	Creating a class design criteria for a moving monster. Designing a moving monster for a specific audience in accordance with a design criteria.				
Skills	Make	Selecting materials according to their characteristics. Following a design brief.	Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly.				
	Evaluate	Evaluating different designs. Testing and adapting a design.	Evaluating own designs against design criteria. Using peer feedback to modify a final design.				
Knowledge	Technical	To know that different materials have different properties and are therefore suitable for different uses.	To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know that there is always an input and output in a mechanism. To know that an input is the energy that is used to start something working. To know that an output is the movement that happens as a result of the input. To know that a lever is something that turns on a pivot. To know that a linkage mechanism is made up of a series of levers.				
	Additional	To know the features of a ferris wheel include the wheel, frame, pods, a base an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve any problems that may occur.	To know some real-life objects that contain mechanisms.				



Year 3 and Year 4

	Progressi	ion of skills and knowledge	Structures			
		Year 3		Year 4		
		Constructing a castle		Pavilions		
	Design	Designing a castle with key features to appeal to a specific pers Drawing and labelling a castle design using 2D shapes, labelling shapes that will create the features - materials needed and colo Designing and/or decorating a castle tower on CAD software.	g: -the 3D	Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. Building frame structures designed to support weight.		
Skills	Make	Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making facades from a range of recycled materials.		Creating a range of different shaped frame structures. Making a variety of free standing frame structures of different shapes and sizes. Selecting appropriate materials to build a strong structure and cladding. Reinforcing corners to strengthen a structure. Creating a design in accordance with a plan. Learning to create different textural effects with materials.		
	Evaluate	Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Suggesting points for modification of the individual designs.		Evaluating structures made by the class. Describing what characteristics of a design and construction made it the most effective. Considering effective and ineffective designs.		
	Technical	To understand that wide and flat based objects are more stable To understand the importance of strength and stiffness in structure		To understand what a frame structure is. To know that a 'free-standing' structure is one which can stand on its own.		
Knowledge	Additional	To know the following features of a castle: flags, towers, battle turrets, curtain walls, moat, drawbridge and gatehouse - and thei To know that a façade is the front of a structure. To understand that a castle needed to be strong and stable to venemy attack. To know that a paper net is a flat 2D shape that can become a 3 assembled. To know that a design specification is a list of success criteria for	ir purpose. vithstand D shape once	To know that a pavilion is a a decorative building or structure for leisure activities. To know that cladding can be applied to structures for different effects. To know that aesthetics are how a product looks. To know that a product's function means its purpose. To understand that the target audience means the person or group of people a product is designed for. To know that architects consider light, shadow and patterns when designing.		



Digital world (KS2 only)

	Year 3
	Electronic charm
Design	Problem solving by suggesting potential features on a Micro: bit and justifying my ideas Developing design ideas for a technology pouch Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge
Make	Using a template when cutting and assembling the pouch Following a list of design requirements Selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch Applying functional features such as using foam to create soft buttons
Evaluate	Analysing and evaluating an existing product Identifying the key features of a pouch
Technical	To understand that in programming a 'loop' is code that repeats something again and again until stopped To know that a Micro bit is a pocket-sized, codeable computer Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm
Additional	To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result To know that in Design and technology the term 'smart' means a programmed product To know the difference between analogue and digital technologies To understand what is meant by 'point of sale display' To know that CAD stands for Computer-aided design

Cooking and nutrition

Year 3

Eating seasonally

- Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish.
- Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.
- . Following the instructions within a recipe.
- · Establishing and using design criteria to help test and review dishes.
- Describing the benefits of seasonal fruits and vegetables and the impact on the environment.
- . Suggesting points for improvement when making a seasonal tart.
- . To know that not all fruits and vegetables can be grown in the UK.
- To know that climate affects food growth.
- . To know that vegetables and fruit grow in certain seasons.
- . To know that cooking instructions are known as a 'recipe'.
- . To know that imported food is food which has been brought into the country.
- . To know that exported food is food which has been sent to another country...
- To understand that imported foods travel from far away and this can negatively impact the environment.
- To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.
- To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.
- . To know safety rules for using, storing and cleaning a knife safely.
- To know that similar coloured fruits and vegetables often have similar nutritional benefits.



Electrical systems (KS2 only)

		Year 4
		Torches
	Design	 Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.
Skills	Make	Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria.
	Evaluate	Evaluating electrical products. Testing and evaluating the success of a final product.
Cnowledge	Technical	To understand that electrical conductors are materials which electricity can pass through. To understand that electrical insulators are materials which electricity cannot pass through. To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.
	Additional	To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.

Mechanisms / mechanical systems

Year 4

Making a slingshot car

- . Designing a shape that reduces air resistance.
- . Drawing a net to create a structure from.
- Choosing shapes that increase or decrease speed as a result of air resistance.
- · Personalising a design.
- . Measuring, marking, cutting and assembling with increasing accuracy.
- · Making a model based on a chosen design.
- Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
- . To understand that all moving things have kinetic energy.
- To understand that kinetic energy is the energy that something (object/person) has by being in motion.
- To know that air resistance is the level of drag on an object as it is forced through the air.
- To understand that the shape of a moving object will affect how it moves due to air resistance.
- . To understand that products change and evolve over time.
- To know that aesthetics means how an object or product looks in design and technology.
- To know that a template is a stencil you can use to help you draw the same shape accurately.
- To know that a birds-eye view means a view from a high angle (as if a bird in flieby).
- To know that graphics are images which are designed to explain or advertise something.
- •To know that it is important to assess and evaluate design ideas and models against a list of design criteria.



Electrical systems (KS2 only)

Year 5

Doodlers

- Identifying factors that could be changed on existing products and explaining how these would after the form and function of the product.
- Developing design criteria based on findings from investigating existing products.
- . Developing design criteria that clarifies the target user.
- · Altering a product's form and function by tinkering with its configuration.
- · Making a functional series circuit, incorporating a motor.
- . Constructing a product with consideration for the design criteria.
- Breaking down the construction process into steps so that others can make the product.
- Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.
- Determining which parts of a product affect its function and which parts affect its form.
- Analysing whether changes in configuration positively or negatively affect an existing product.
- . Peer evaluating a set of instructions to build a product.
- . To know that series circuits only have one direction for the electricity to flow.
- . To know when there is a break in a series circuit, all components turn off.
- To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin.
- . To know a motorised product is one which uses a motor to function.
- To know that product analysis is critiquing the strengths and weaknesses of a product.
- . To know that 'configuration' means how the parts of a product are arranged.

Mechanisms / mechanical systems

Year 5

Making a pop up book

- . Designing a pop-up book which uses a mixture of structures and mechanisms.
- . Naming each mechanism, input and output accurately.
- . Storyboarding ideas for a book.
- . Following a design brief to make a pop up book, neatly and with focus on accuracy.
- Making mechanisms and/or structures using sliders, pivots and folds to produce movement.
- Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
- . Evaluating the work of others and receiving feedback on own work.
- . Suggesting points for improvement.
- . To know that mechanisms control movement.
- To understand that mechanisms can be used to change one kind of motion into another.
- To understand how to use sliders, pivots and folds to create paper-based mechanisms.
- . To know that a design brief is a description of what I am going to design and make.
- To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.



Cooking and nutrition

		What could be healthier?
	Design	Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe.
Skills	Make	Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans and hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe.
	Evaluate	Identifying the nutritional differences between different products and recipes. Identifying and describing healthy benefits of food groups.
Knowledge		To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know that I can use a nutritional calculator to see how healthy a food option is. To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects.



Structures Playerounds Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs. Design Building a range of play apparatus structures drawing upon new and prior knowledge of structures. Measuring, marking and cutting wood to create a range of structures. Skills Make Using a range of materials to reinforce and add decoration to structures. Improving a design plan based on peer evaluation. Testing and adapting a design to improve it as it is developed. Identifying what makes a successful structure. Evaluate To know that structures can be strengthened by manipulating materials and shapes. Technical Knowledge To understand what a 'footprint plan' is. . To understand that in the real world, design, can impact users in positive and negative ways. Additional . To know that a prototype is a cheap model to test a design idea.

Digital world (KS2 only)

Year 6

Navigating the world

- . Writing a design brief from information submitted by a client
- . Developing design criteria to fulfil the client's request.
- . Considering and suggesting additional functions for my navigation tool
- Developing a product idea through annotated sketches
- Placing and manoeuvring 3D objects, using CAD
- . Changing the properties of or combine one or more 3D objects, using CAD
- Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo)
- Explaining material choices and why they were chosen as part of a product concept
- · Programming an N.E. S.W cardinal compass
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool
- Developing an awareness of sustainable design
- . Identifying key industries that utilise 3D CAD modelling and explain why
- Describing how the product concept fits the client's request and how it will benefit the customers
- . Explaining the key functions in my program, including any additions
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch
- . Demonstrating a functional program as part of a product concept
- . To know that accelerometers can detect movement
- To understand that sensors can be useful in products as they mean the product can function without human input
- To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request
- To know that 'multifunctional' means an object or product has more than one function
- To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing



Textiles

Waistcoats

- Designing a waistcoat in accordance to a specification linked to set of design criteria.
- . Annotating designs, to explain their decisions.
- Using a template when cutting fabric to ensure they achieve the correct shape.
- Using pins effectively to secure a template to fabric without creases or bulges.
- Marking and cutting fabric accurately, in accordance with their design.
- Sewing a strong running stitch, making small, neat stitches and following the edge.
- . Tying strong knots.
- Decorating a waistcoat, attaching features (such as appliqué) using thread.
- Finishing the waistcoat with a secure fastening (such as buttons).
- . Learning different decorative stitches.
- Sewing accurately with evenly spaced, neat stitches.
- Reflecting on their work continually throughout the design, make and evaluate process.
- To understand that it is important to design clothing with the client/ target customer in mind.
- To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.
- . To understand the importance of consistently sized stitches.

English at Exwick Heights Primary School

Overview

At Exwick Heights Primary, we endeavour to create a love for writing. We want every child to leave Exwick Heights with the skills of an excellent writer who:

- Aspires to write with fluency and has an author's voice;
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Exwick Heights Primary, children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

By the end of Early Years, pupils will be able to:

Communication and Interaction:

Maintain attention, concentrates and sits quietly during appropriate English activities; responds to instructions involving a two-part sequence; understands humour (e.g. nonsense rhymes); extends vocabulary, especially by grouping and naming; exploring the meaning and sounds of new words; two-channelled attention, listening for a short span; able to follow a story without pictures and prompts; uses language to imagine and recreate roles and experiences in play situations; listens and responds to ideas expressed by others in conversation or discussion; links statements and sticks to a main theme or intention.

Reading:

Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words; They demonstrate understanding when talking with others about what they have read.

Writing:

Gives meaning to marks they make as they draw, write and paint; Begins to break the flow of speech into words; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together; Links sounds to letters, naming and sounding the letters of the alphabet; Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

By the end of KS1, pupils can... Reading

Working at the expected standard

The pupil can:

- · read accurately most words of two or more syllables
- · read most words containing common suffixes*
- · read most common exception words*.

In age-appropriate1 books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- · check it makes sense to them, correcting any inaccurate reading
- · answer questions and make some inferences
- · explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- · make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- · make links between the book they are reading and other books they have read.

Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- · write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- · use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- · spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- · use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- · make simple additions, revisions and proof-reading corrections to their own writing
- · use the punctuation taught at key stage 1 mostly correctly^
- · spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, less, –ly)*
- · use the diagonal and horizontal strokes needed to join some letters.

By the end of KS2, pupils can...

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- · use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly* (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

In order to achieve a true understanding of English, topics are sequenced based on the following rationale:

- At EHPS, we believe that a quality English curriculum should develop children's love of reading, writing and discussion, underpinning writing across the curriculum.
- Our aim is to inspire an appreciation of our rich and varied literary heritage and promote a habit of reading widely and often.
- Nurturing a culture where children take pride in their writing, we teach pupils to write clearly and accurately and adapt their language and style for a range of contexts.
- We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning.
- Our topics are sequenced to build on prior knowledge and skills and to build on and deepen previous learning.
- Our pupils benefit from a text-rich, intelligently-sequenced collection of planning and resources.
- Our teachers use clear assessment English and Guided Reading books alongside formative and summative assessment (NFER/Little Wandle) to monitor/assess understanding and progress throughout the year.
- At EHPS, we follow and use Little Wandle Letters and Sounds Revised program of phonics study to underpin the teaching of reading from Nursery through to Year 6. It is a fully comprehensive systematic and synthetic phonics program which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Pupils at all phases are assessed to ensure that phonic knowledge is secure. Keep Up intervention is used for any pupils requiring phonic intervention.
- In practice, students from Nursery to Year 6 are exposed to comprehensively planned, daily English lessons (covering speaking, listening, reading and writing). Teachers ensure full coverage of the NC whilst building on pupils' understanding and skills as they move through the school.

The English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged backgrounds do not always have same level of social/cultural
 competence, capital and experiences as non-disadvantaged peers. At EHPS we aim to improve
 the cultural capital of these pupils through: high quality selection of texts which form the basis
 for writing sequences; daily exposure to high quality texts through reading; ensuring all pupils
 have access to these texts in and out of school; celebrations such as World Book Day and author
 visits; aiming for every child to leave EHPS as a fluent and avid reader and writer to enable them
 to access further education successfully.
- The English curriculum encourages exposure to different cultures and ways of life through a variety of texts in both reading and writing.
- It encourages pupils to express their views through speaking, listening, discussion and eventually, writing.
- Special educational needs/disabilities are given extra support through differentiated resources to scaffold their learning and TA support when needed. E.g. Vocabulary support, pre-teaching, small group work.

• Little Wandle Keep Up program and Little Wandle Rapid Catch Up is utilised to support children requiring phonic intervention.

We fully believe English can contribute to the personal development of students at Exwick Heights:

- English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; and it is therefore central to pupil's personal development to learning to speak, read and write fluently and confidently.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in English at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's English journey at Exwick Heights.



<u>Nursery</u>

		Autumn	Sprin	ıg	Sun	nmer			
		Communication and language: The aim is to support children's development of C&L and narrative skills – from raising awareness of the individual componer simple story, to retelling a story and then generating their own ideas for stories.							
		Key texts are chosen from Foundation Stage 'recommended book lists', for children to become familiar with; they link with the Narrative work (see left) and provide the context for learning in <u>Understanding the World</u> and <u>Expressive Arts and Design</u>							
ry	Key Texts	Owl Babies; Goldilocks and The Three Bears; So Much; It's My Birthday; The Enormous Turnip; Handa's Surprise; Room on a Broom; 10 in the bed; Farmer Duck; Nursery Rhymes/Each Peach Pear Plum	We're going on a Bear Hunt; Bear under the stairs; Naughty Bus; The Something; Oi Frog; Shark in the Park; Lost and Found; The Gruffalo; Whatever next?; Rosie's Walk	Peace at Last; Bears don't eat egg sandwiches; The Very Hungry Caterpillar	The Red Ripe Strawberry and the Big Hungry Bear; Dear Mother Goose; The Ravenous Beast; Three Little Pigs; On the Way Home Avocado baby; The Elephant and the Bad Baby	Jack and the Beanstalk; The little Red Hen; Harold and the Purple Crayon; Dogs love to draw; This is not my hat; Commotion in the Ocean; Night Pirates Zog			
	Black Sheep Narrative	Narrative component: Who?	Narrative Component: Where?	Narrative component: When? Timelines	Narrative component: What happened? What happenext?				
Nursery	Vocabulary	New vocabulary: for each text chosen, a common/basic word is 'grown' to support vocabulary development (<i>re: know, grow, show</i>). Children are introduced to synonyms for words they know and they are encouraged to use/show these in their speaking; later in their writing.							
	Handwriting	Literacy Literacy (1) is planned using the Development Matters guidance. It is taught directly each day. Letters and Sounds phase 1 guidance (2007) is used to							
	Phonics	Settling in/on-entry assessments) Aspect 1: Environmental sounds Aspect 2: Instrumental sounds Aspect 3: Body percussion	Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds		Aspect 7: Oral blending and segmenting (throughout term) (Consolidation/on- exit assessments)				
	Handwriting	Developing gross motor skills 1 Whole-body responses to the language of movement 2 Large movements with equipment 3 Large movements with malleable materials 4 Body responses to music	Developing fine motor skills 5 Hand and finger play 6 Makir 7 Messy play 8 Links to art 9 Us equipment 10 Hand responses	sing one-handed tools and	Developing patterns and basic letter movements 11 Pattern-making 12 Investigating dots 13 Investigating straight lines and crosses 14 Investigating circles 15 Investigating curves, loops and waves 16 Investigating joined straight lines and angled patterns 17 Investigating eights and spirals Write own name using correctly formed letters				



Reception

		Autumn	Spr	ing	Summer					
			Communication and language : the aim is to support children's development of C&L and narrative skills – from raising awareness of the individual components of a simple story, to retelling a story and then generating their own ideas for stories.							
		Key texts are chosen from Foundation Stage 'recommended book lists', for children to become familiar with; they link with the Narrative work (see left) and provide the context for learning in <u>Understanding the World</u> and <u>Expressive Arts and Design</u>								
ception	Core Texts	Owl Babies; Goldilocks and The Three Bears; So Much; It's My Birthday; The Enormous Turnip; Handa's Surprise; Room on a Broom; 10 in the bed; Farmer Duck; Nursery Rhymes/Each Peach Pear Plum	We're going on a Bear Hunt; Bear under the stairs; Naughty Bus; The Something; Oi Frog; Shark in the Park; Lost and Found; The Gruffalo; Whatever next?; Rosie's Walk	Peace at Last; Bears don't eat egg sandwiches; The Very Hungry Caterpillar	The Red Ripe Strawberry and the Big Hungry Bear; Dear Mother Goose; The Ravenous Beast; Three Little Pigs; On the Way Home Avocado baby; The Elephant and the Bad Baby; Jack and the Beanstalk; The little Red Hen; Harold and the Purple Crayon; Dogs love to draw; This is not my hat; Commotion in the Ocean; Night Pirates Zog					
Recel	Black Sheep Narrative	Narrative component: Who?	Narrative component: Where?	Narrative component: When? Intro. to timelines	Narrative component: What happened? What happened next?					
	Vocabulary	New vocabulary: for each text chosen, a common/basic word is 'grown' to support vocabulary development (<i>re: know, grow, show</i>). Children are introduced to synonyms for words they know and they are encouraged to use/show these in their speaking; later in their writing.								
	Phonics	Literacy (L) is planned using the Developmen	nt Matters guidance and t	he Little Wandle program	me. It is taught directly each day.					
	Handwriting	Dots, Straight lines and crosses, Circles, Waves, Loops and bridges, Joined straight lines, Angled patterns, Eights, Spirals, Left to right orientation Mix of patterns, Review of patterns								
	Spelling	NA								





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	Phonics and Word								
	<u>Focus</u>								
Core Texts	Letter Formation New Book Writes texts coming!								
	and Handwriting		Ten Dock times teke telling.						
	<u>Poetry</u>								
	Oi Frog!								
		<u> </u>							
	Little Wandle daily								
	sessions								
Independent	Oi Frog!								
Writing	Chn independently		N	lew Book Writes texts	coming!				
outcomes	write phonetically								
	decodable words								
	and sentences								
Grammar			· · · · · · · · · · · · · · · · · · ·	<u>logy for Pupils</u>					
and	letter, capital letter,	lower case, upper case	e, word, noun, phrase, sent	ence, Singular, plural, er	nd of sentence punctuation,	full stop, question mark,			
Punctuation		exclamat	ion mark, finger space. , વા	uestion, exclamation , ac	ljective, description				
	Phase 3 and 4	Phase 5 program	Phase 5 program	Phase 5 program	Phase 5 program	Phase 5 keep up			
	program	Chn who have not	continued	continued	continued				
	Chn who have not	secured Phase 2/3							
Phonics	secured phase 2 in	in Autumn 1	Phase 5 keep up	Phase 5 keep up	PSC				
Pilolics	baseline assessment	assessment to have							
	to have whole class	phase 2/3							
	teaching and keep	program/keep up							
	up.								
Handweiting.	Form letters in the cor	rect directions, starting	and finishing in the right	place					
Handwriting	Regular letter formation	on practise.							
Spelling	Please refer to the Litt	le Wandle Letters and S	Sounds Revised program fo	or overview of spelling p	progression.				





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	Core Texts	Fiction: Angelica Sprockets Non-Fiction: This Is How We Do It	New Book Writes texts coming!							
Year 2	Independent	Angelica Sprockets Aim: Write a simple story								
	Writing outcomes	This Is How We Do		N	ew Book Writes texts co	oming!				
		Aim: Write a page about themselves								
	Grammar and Punctuation	Terminology for Pupils noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, co								
	Spelling	Please refer to the Little Wandle Spelling Programme for overview of spelling progression Phonics intervention for children who did not pass screening								
	Handwriting			amme from January. See pr	ogram for full details of p	orogression.				
	Phonics	Little Wandle Letters a	nd Sounds Revised Pha	se 3/4/5 Keep Up program	for children who did not	pass screening.				



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Core Texts	Non-Fiction: Dr K Fisher <u>Fiction:</u> The Beasties	New Book Writes texts coming!					
Year 3	Independen t Writing outcomes	Dr K Fisher Aim: Write a letter and response Fiction Aim: Write a short story		Ne	w Book Writes texts co	oming!		
	Grammar and Punctuation	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, invi-						
	Spelling	Spelling Shed Programme Phonics intervention for children needing support.						
	Handwritin g	Children to follow 8-week handwriting programme.						
	Phonics	Little Wandle Letters a	nd Sounds Revised Pha	se 3/4/5 Keep Up program	for children needing pho	onics support.		





<u>Year 4</u>

- Cui		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	Core Texts	Sentence and Grammar Work linked to Y4 reading texts Fiction: Stone Age Boy	New Book Writes texts coming!							
Year 4	Independent Writing outcomes	Sentence and Grammar work Aim: to revise key skills Stone Age Boy Aim: To write their own adventure stories								
	Grammar		<u>Terr</u>	minology for Pupils (plea	se also refer to year 3 te	erminology)				
	and Punctuation		Determiner, pronoun, possessive pronoun, adverbial							
	Spelling	Spelling Shed Programme Phonics intervention for children needing support.								
	Handwriting			mme. See program for full	details of progression.					
	Phonics	Little Wandle Letters ar	nd Sounds Revised Pha	se 3/4/5 Keep Up program	for children needing pho	onics support.				



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	Core Texts	Fiction The Book of Hopes Non-Fiction RSPB letter	New Book Writes texts coming!									
Year 5	Independent Writing outcomes	Fiction The Book of Hopes Aim: To write a short story Non-Fiction RSPB Letter Aim: To write a persuasive letter	New Book Writes texts coming!									
	Grammar				ogy for Pupils							
	and		modal verb, re	lative pronoun, relative claus	e, parenthesis, bracket, dash	n, cohesion, ambiguity						
	Punctuation	Diagram of the C. III	in a Charl Dan ann C			on the or the or ability of the or and the						
	Spelling			or overview of spelling pro		ention for children needin	g support.					
	Handwriting			nme. See program for full	•							
	Phonics	Little Wandle Letters an	d Sounds Revised Phas	e 3/4/5 Keep Up program	tor children needing pho	nics support.						



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		Introduction to Year 6 Writing						
	Core Texts	<u>Poetry</u> I am Cat	New Book Writes texts coming!					
		Non-Fiction: Women In Science						
Year 6		Grammar and Sentence Structure						
Ye	Independent Writing outcomes	Poetry: I am Cat Aim: To write a similar poem about related objects		New	Book Writes texts cor	ning!		
	outcomes	Non-Fiction: Women In Science Aim: To write a biography about an inspiring person.						
Grammar and Terminology for Pupils (please also refer to Year 5 terminology)								
	Punctuation			tonym, ellipsis, hyphen, co		nts, relative clause, relative	e pronoun	
	Spelling	Children to follow 8 week handwi						
	Handwriting	Little Wandle Letters and Sounds	Revised Phase 3/4/5 Keep	Up program for children i	needing phonics support.			

French at Exwick Heights Primary School

Overview

Bienvenue à Exwick Heights Primary School! French at Exwick Heights is the study of the French language whilst also providing students with a profound understanding and appreciation of French language and culture. Our high-quality French curriculum (SALUT) fosters children's curiosity and deepen their understanding of the world. The teaching of French for all pupils at KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- begin to explore the culture and history of France and the French language. Students will begin to know how to communicate, for a variety of different purposes. Students will be able to communicate with growing confidence about themselves and the world around them.
- understand why the study of an additional language is a valuable pursuit. Students will
 understand that a deep understanding of another language and its culture enriches their own
 lives.

In order to achieve a true understanding of French, topics are sequenced based on the following rationale:

- The Exwick Heights French curriculum is built upon the linguistic concepts of lexicogrammar. Lexicogrammar is a term used in systemic functional linguistics and emphasises the importance of recognising the interdependence of- and continuity between-vocabulary (lexis) and syntax (grammar). We avoid thinking solely of grammar and vocabulary as discrete, separate, phenomena. This concept has recently been popularised and elaborated upon by Gianfranco Conti and Steve Smith. For further reading, see Chapter 5 of 'The Language Teacher Toolkit' by Conti and Smith.
- In practice, this means that students from Years 4 to 6 will have limited exposure to grammatical concepts in isolation. Knowledge of grammatical and phonetical concepts is systematically revisited and reinforced in every lesson. Vocabulary and knowledge are also introduced in different contexts in order to support flexible application or, put more simply, to avoid students learning it by rote.
- However, an explicit understanding of how to manipulate grammatical structures is a crucial skill, particularly for more complex translations moving towards KS3. Therefore, students revisit grammatical and phonetical concepts each lesson.

The French curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

• Oracy can be a key determining factor in a child's future social and, ultimately, professional success. Unfortunately, students from disadvantaged backgrounds do not always have the same level of social and cultural competence as their non-disadvantaged peers.

As a result, the French curriculum strongly promotes the development of expressing oneself on a variety of topics in a public setting.

- The curriculum aims to normalised speaking confidently in front of others by practising vocabulary through chanting, song performance, rhyme and verbal recall.
- Students will also independently answer questions in short, full, French sentences in front of their peers. From Year 4 onwards, students will learn how to synthesise their knowledge and deliver short presentations in front of their peers. As students move through the school, they will frequently express their views in class to both their peers and teachers.
- In Year 5, children will get the chance to communicate in writing with a child from a French school (*Ecole élémentaire Césaire Levillain*). In the summer term, they will also get the chance to communicate in French orally with their French peers via digital media.
- Students with special educational needs or disabilities are given extra support. For example, students who are new to English, or have profound barriers to learning, are taught a differentiated curriculum with additional scaffolds. This provides them with the essential powerful knowledge needed to take part in the curriculum proper with their peers.
- Disadvantaged students and those from identified underrepresented groups receive priority for extra support so that every opportunity to close the advantage gap is capitalised on. In practice, this could be working with an additional TA where possible.

We fully believe French can contribute to the personal development of students at Exwick Heights:

- Students will develop their social competence in French. Amongst other things, students will learn how to work with others through practising their speaking skills on a weekly basis. They will develop their understanding of how people from different communities and countries have different value sets through the study of France and will develop their ability to speak formally.
- Students of Exwick Heights will develop their understanding and appreciation of different cultural backgrounds. Language and culture are inextricably linked. The teaching of French provides exposition of cultural differences.
- Many of the contexts in which students practice their use of the target language facilitate opportunities for personal development. Over the course of their time at Exwick Heights, students will study a wide variety of topics detailed below.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview with Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Playtime	My Home	My Town	Describing People	The Body	Sport
Year 5	On Holiday	Eating out Christmas Cards sent/ received to French friends	Hobbies	A school trip	The seasons	The environment All about Me letters sent/received to French friends
Year 6	Actions	In France Paris Residential	Family	A weekend with friends French Game Afternoon	The future	Jobs



Our Spiral Curriculum

Children in Key Stage 2 are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in French at each stage of their primary education through starting from year 4. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's French journey at Exwick Heights.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Core Unit 1	Core Unit 2	Core Unit 3	<u>Food</u>	<u>Playtime</u>	My Town
	Knowledge Introduced	Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family	Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes	Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays	Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions	Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Using "j'aime" with another verb Saying what and where they like to play	Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items, you might buy in a shop
Year 4	Knowledge Revisited	To make links to previous learning/songs in English	Greetings Numbers 1-10		Greetings for use in role play ne pas Numbers and colours for some of the activities	"J'aime" Using "c'est" "Qu'est-ce que c'est?"	Familiarity with the euro symbol (€) Numbers Familiarity with money in English "Il y a" Confidence with giving directions
	Grammar Introduced & Revisited	Masculine and feminine nouns Plural nouns Adjective position Adjective agreement Adding e to adjectives		Masculine and feminine nouns Plural nouns Adjective position Adjective agreement Adding e to adjectives		Tricky verbs; Question words; Masculine and feminine nouns; Making plural nouns; Articles for plural nouns; Adjective position; Adjective agreement; Adding e to adjectives; Trickier adjectives; Plural agreement; Possessive adjectives	
	Phonics Introduced and Revisited	A-F M-R S-Z Recap		More vowels Nasal sounds Silent letters Tricky sounds		Tricky sounds and similar sounds; Simple vowel sounds; <i>More vowels; Nasal sounds;</i> Complicated consonants; Silent letters; Tricky sounds; Alphabet; Simple vowels; More sounds; Nasal sounds	



Year 5 and Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	On Holiday	Eating Out	<u>Hobbies</u>	A school trip	The Seasons	The Environment
	Knowledge Introduced	More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense	Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant	Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments, they play Talking about different types of film	The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside.	The names of seasons Talking about seasonal activities Saying the date and when their birthday is Naming craft materials Following craft instructions	Saying what the weather is like Naming garden creatures Talking about garden activities Talking about recycling
Year 5	Knowledge Revisited	Countries Numbers Using "il y a"	Numbers Pronouns "il" and "elle" "S'il vous plaît" and "merci" Familiarity with the euro symbol Familiarity with money in English	Using "j'aime" Making basic negative sentences Using "c'est"	Numbers 1–5 "The Wheels on the Bus" song Colours	The seasons in English "Qu'est-ce que c'est?" Colours	Familiarity with food chains Making negative sentences using "ne" and "pas" "Il y a"
	Grammar Introduced & Revisited	Nouns-masculine and feminine Nouns- plural Recap Adjective position Adjective agreement		Trickier adjectives; Plural agreement; Possessive adjectives; Subject pronouns On; Tu/vous; Negative sentences-verbs Tricky verbs		The infinitive-verbs; The f Question words; Forming	· · · · · · · · · · · · · · · · · · ·
	Phonics Introduced and Revisited	Au/eau Nasal sounds: An/en; Ain/in; len/ion; On/un		É-^e; <i>U</i> ; Vowel sounds: Ai/ei; Oi/ou; Ui; Au/eau Nasal sounds: An/en; Ien/ion; On/un Complicated consonants: C / Silent letters: Ent; Th; other			



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	<u>Actions</u>	<u>In France</u>	<u>Family</u>	A Weekend with Friends	The Future	<u>Jobs</u>
	Knowledge Introduced	Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form	Learning where some French cities are located in France Talking about tourist attractions French-speaking countries Naming popular French foods	Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using "on" Vocabulary associated with birthday parties	Talking about weekend activities What would you like to do? Asking others Naming foods associated with midnight feasts Giving a reason for accepting or declining an invitation	The future tense in the first, second and third person singular and first-person plural Using adjectives to compare people More ways to describe how they are feeling	Naming a number of jobs in French Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations
Year 6	Knowledge Revisited	Familiarity with the perfect past tense in French	The different meanings of the pronoun "on". Familiarity with the points of the compass in English Numbers Understanding basic cooking instructions	Numbers Knowledge of the traditional fairy tale "Cinderella"	Understand that French adjectives have masculine and feminine versions	Understanding of the future tense in English The traditional fairy tale "The Three Billy Goats Gruff"	Familiarity with the future tense in French Colours
	Grammar Introduced & Revisited	Masculine and feminine nouns; Plural nouns Articles for plural nouns; Adjective position Adjective agreement; Adding 'e' to adjectives Trickier adjectives; Plural adjectives Plural agreement; Adjective comparisons Possessive adjectives; Recap		Subject pronouns; On in French; Tu and Vous Negative sentences Conjugating verbs: Tricky verbs; The infinitive The future tense The past tense		Question words: Forming q Nouns; Adjectives; Pronoun	
	Phonics Introduced and Revisited	Alphabet Simple vowels: a/a; e; o; er/ez; i/y/is alphabet single vowel sounds; more vowels nasal sounds; complicated consonants; silent letters		Vowels: ai/ei; Oi; Ou; Ui; Au/eau Recap Nasal sounds: An/en; Ien; Ion; On; Un Recap		Complicated consonants: c/ch; ll; j; r re-cap silent letters: ent; th other tricky/similar sounds: an, vs, on	

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Geography at Exwick Heights Primary School

Overview

Through our Geography curriculum, we aim to ignite a curiosity and fascination about the local area as well as the wider world. Our Geography curriculum equips our children with an understanding of the relationship that exists between humans and their ever-changing, physical and social environments. We use knowledge organisers and bespoke resources across KS1 and KS2 to support learning. We emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils. With a range of fieldwork opportunities from EYFS all the way to Year 6 and fully-mapped orienteering courses on site, children are exposed to a fully-enriched Geography curriculum!

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Be able to name and locate key Geographical areas of the world. They will be able to identify the seven continents and key countries within each continent.
- Compare and contrast key physical and human geographical features of countries and continents. They will identify key landmarks from around the world.
- Understand the location of their local area. Be able to create and follow maps of increasing skill level, of their local area. Use map skills to follow and create maps of a given area.
- Understand how to interpret atlases, aerial photos and digital images to locate key physical and human geographical features across the globe.
- Make connections between current studied topics and previously taught topics. Learning will build on previous teaching.
- Understand that Geography is a continually evolving subject. Discuss current topics including global warming, extreme weather, migration and sustainability.

By the end of Early Years, pupils can...

- Use their personal experiences to increase their knowledge and sense of the world around them including meeting important members of society e.g. nurses and firefighters.
- Listen to a broad selection of stories, non- fiction, rhymes and poems to expand their knowledge of culture, society and diversity within the world around them.
- Extend their familiarity with words and enrich their vocabulary which will support later reading comprehension across the curriculum.
- Understand that there are different countries in the world and share photographs.

By the end of KS1, pupils can...

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the physical geography of a small area of the UK and of a small contrasting non-European country.



- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village factor, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (for example near and far, left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of KS2, pupils can...

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



In order to achieve a true understanding of Geography, topics are sequenced based on the following rationale:

- Topics are sequenced to build on prior knowledge and skills to build/deepen previous learning.
- Access to a knowledge-rich, intelligently-sequenced collection of planning and resources.
- Clear assessment provision humanities books alongside booklets to monitor/assess understanding and progress.
- Use of bespoke booklets as a spring board with booklets serving to guide teaching. These can be used more stringently by teachers less confident with subject knowledge and more freely by those who feel confident. When planning, teachings focus 5 key facts/knowledge/skills they want to embed for that lesson. These are recapped later.
- Focus on active lessons practical activities, map reading, fieldwork, discussion and debate.
- Transition over last few years. Introduction and then adaptation of bespoke booklets. Gone from lack of recall and more creative style into strong recall of knowledge. They can now recall 5 w's, key dates, maps. Strong focus on flashback (recall) from previous topics as well as previously taught subjects across year groups.
- Start of each session recap and retrieval (flashback). Focus on long term memory development. Focus on the 5 key facts/knowledge to recall by the end of the lesson.
- Variation of outcomes for each topic, some essay based but also fact files, explanation texts/posters, models, presentations and fieldwork analysis.
- Content of booklets/presentations minimized to ensure key facts and knowledge taught- each learning objective is broken down into manageable small steps.
- Adaptation of resources to include visuals for key vocabulary to support understanding for all children.
- EYFS geography taught through continuous provision. Practical application with verbal explanations. EYFS team liaising with whole school to build upon prior learning.

The Geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged background do not always have same level of social/cultural competence as non-disadvantaged peers.
- Geography curriculum encourages exposure to different cultures.
- Pupil's views are explored through discussion/arguments on a variety of social and cultural topics in a public setting.
- Special educational needs/disabilities receive extra support. E.g. EAL students receive preteaching of vocabulary, support for topic essays in the form of a scaffolded structure (pictures/questions), creation of key info questions to answer in the form of a quiz, pictorial representations to name etc.
- Differentiated application tasks allow all students exposure to the same knowledge-based learning but with differentiation to support.

We fully believe Geography can contribute to the personal development of students at Exwick Heights:

- Children will learn how to develop their social competence. Learn how to work with others, articulate ideas to justify their opinions.
- Develop understanding of how different communities/cultures live and make comparisons to their own culture's progression.



 Develop the ability to speak formally about a range of topics/social issues e.g. climate change, migration.

Have multiple opportunities to explore and understand right and wrong and different ethical/moral viewpoints. Importance/awareness of poverty around the world, helping in the community, civil rights, social inequality (racism, inequality of opportunity/class/money, sexism).

• Develop understanding/appreciation for different cultural backgrounds.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview with Enrichment Opportunities

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	In Nursery, begin to	understand their wor	ld, looking at People,	Culture and Commun	ities and The Natural	World.
Reception	In Reception, contin	ue to understand thei	r world, looking at Pe	ople, Culture and Cor	nmunities and The Na	atural World.
Year 1		Location, location, location Fieldwork-trip to Killerton.		Exeter and beyond		Wonderful weather
Year 2		What a wonderful world.		Rainforests		Our food, our world!
Year 3		Mountains, Volcanoes, Earthquakes		Villages, towns and cities		Water, Weather, Climate
Year 4		Human Migration		Rivers Fieldwork: River Exe		Natural Resources
Year 5		Informal settlements		Biomes		Energy and Sustainability Fieldwork: Exeter Quay
Year 6		Local Fieldwork Fieldwork: Local Parks		Population Fieldwork: EHPS		Globalisation Fieldwork: Exeter High Street

Wragging Wragging

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Geography at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Geography journey at Exwick Heights.

Nursery and Reception

Nursery and Reception	<u> </u>			
		Autumn	Spring	Summer
Nursery	Knowledge introduced	People, cultures and communities- Show interest in different occupations.	People, cultures and communities. Develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	People cultures and community Show interest in different occupations.
	Skills introduced	Ask questions about the world around them.	Getting information from shared texts, resources.	Learning to compare and contrast.
	Knowledge introduced	People, culture and communities. Describing different people with different occupations.	People, culture and communities. Familiar people Nurses, doctors, postal workers	The natural world. Exploring immediate local environment.
Reception	Skills introduced	Peer talk Comparing and contrasting		Draw information from a map. Following a basic map with support. Describe local environment.
	Knowledge revisited	People are different (nursery)	People have different occupations.	
	Skills revisited	Ask questions about the world around them.	Ask questions about the world around them.	



Year 1 and Year 2

		Autumn	Spring	Summer
	<u>Topic</u>	Location, location, location	Exeter and beyond	Wonderful weather
V	Knowledge introduced	The four points of a compass N, S, E, W What are Geographical features- school, garden, playground. How are locations/building represented by map symbols?	Where in the world do we live? Understand the difference between a country, county and city. Understand we live in Europe, England, Devon and Exeter. What is a landmark?	How does rain fall. How do we measure different types of weather? What are some extreme types of weather? What does a meteorologist do?
Year 1	Skills introduced	How to draw an aerial map. How to interpret an aerial image. How to draw a sketch map. How to follow a map. How to identify map symbols.	Understand what an address is and write the school address. Identify local landmarks. Record a simple tally chart.	How to present a weather report. How to predict when the weather might change.
	Knowledge revisited	What is a map? What is a route?	The four compass points N, S, E, W. What is an aerial image?	What is weather?
	Skills revisited	Make a map to represent a route/part of the school.	Build upon knowledge and understanding of the world.	Build upon knowledge and understanding of the world.
	<u>Topic</u>	What a wonderful world	Rainforests	Our world, our food
Year 2	Knowledge introduced	What is a continent? Name the 7 continents. Locate the UK on a map. Name the four countries of the UK. Name the capital cities of each UK country. Name the 5 oceans of the world. name the seas around the UK.	Identify the layers of the rainforest. Understand where rainforests are located. Identify animals, plants and trees in the rainforest. Discuss the pros and cons of tourism.	To find out where food comes from? Compare arable and pastoral farming. To understand how and why food is imported into the UK. Discus the impact of food waste.
	Skills introduced	Identifying human and physical geographical features. Compare locations. Locating locations on a map. Label the 7 continents on a world map.	Use sources to answer questions about the rainforest- why do rainforests benefit the environment? Identify temperate and tropical rainforests on a map.	Locate countries on a world map. Locate how far food travels and the journey route on a map.





Knowledge	Where in the world do we live? Country is	The 7 continents of the world.	7 continents of the world.
revisited	England, County is Devon, City is England.	What is a continent?	5 oceans of the world.
Tevisited	What is a landmark?		4 UK countries.
Skills	Identify landmarks.	Locating locations on a map.	Comparing human and physical Geographical
revisited			features- factory, farm, shop

Year 3 and Year 4

			Autumn	Summer
Year 3	<u>Topic</u>	Mountains, Volcanoes, Earthquakes	<u> Villages, Towns, Cities</u>	Water, Weather, Climate
	Knowledge introduced	Position of the equator, northern hemisphere, southern hemisphere, Arctic and Antarctic circle. Layers of the Earth- core, outer core, crust and mantle. Understand how fold mountains are formed. Understand how volcanoes and earthquakes are formed.	Key topographical features (hills, mountains, rivers etc). How features have changed over time. Name and locate major settlements around the world. Study of some of the world's major cities. Discuss why people choose to settle in different types of settlements. Identify the differences between villages, towns, cities.	The water cycle; The difference between weather and climate; Different air massespolar and arctic maritime, polar continental, tropical maritime and tropical continental; Discuss how the Earth's climate has changed over time.
	Skills introduced	Locating volcanoes, mountains and earthquakes on a map. Identifying volcanoes, mountains and earthquakes from aerials. Labelling parts of volcanoes and mountains.	Interpreting graphs about population. Answering key questions about settlements. Comparing and contrasting different settlement types.	How to read a weather forecast.
	Knowledge revisited	Volcanoes in Japan (year 1) Definition of human and physical geographical features. Key topographical features. 7 continents of the world (year 2) Location of major oceans. (year 2)	Name four UK countries and key cities. Physical and human geographical features of the UK. Landmarks of the UK including London landmarks. (year 1)	UK Weather patterns (year 1) The different seasons (year 1) Climate patterns (year 2)
	Skills revisited	Interpreting maps, atlases and aerial images.	Locate UK countries and capital cities on a map. Labelling continents on a map.	4 compass points (year 1)



				"ary Sc"
	<u>Topic</u>	<u>Migration</u>	<u>Rivers</u>	Natural Resources
	Knowledge introduced	What is migration? Why do people migrate? How does migration affect people and places? What is economic migration? What is a refugee? How will climate change affect migration?	Where world rivers are located. How rivers shape the land. Which landforms are created by rivers? Looking at the impact of flooding. Why are rivers important for people?	Where are the world's natural resources? How has the use of natural resources changed? The natural resources of Chile and the UK. A look at how resource exportation causes problems. What is the circular economy?
Year 4	Skills introduced	Comparing different places and people from across the world. Debating how climate change may affect migration. Discussing profiles of refugees from across the world.	Labelling specific diagrams. Mapping the journey of a river.	Debating and discussing the longevity of the use of natural resources. How sustainable is this for the future?
	Knowledge revisited	Types of settlements. Study of climate and weather patterns.	Seas around the UK. (year 2)	rivers (Year 4 Autumn)
	Skills revisited	Comparing settlements. investigating climate patterns in the UK and other countries.	Identifying physical Geographical features UK and Non UK (yr 1, 2 and 3)	Identifying physical Geographical features UK and Non UK (YR 1, 2 and 3)



Year 5 and Year 6

		Autumn	Spring	Summer
	<u>Topic</u>	<u>Informal settlements</u>	<u>Biomes</u>	Energy and Sustainability
Year 5	Knowledge introduced	What is a informal settlement? Why do they develop? Looking at crimes that occur in informal settlements and thinking about how crime could be tackled.	What are the Earths biomes? What affects an ecosystem? What is the tundra? What is the taiga? What is the Savannah? How are biomes being damaged?	What is sustainability? How do we produce energy?
	Skills introduced	Comparing and contrasting different settlements. Debating challenges associated with living in an informal settlement. Discussing how life in an informal settlement could be improved.	Defining key Geographic terminology- Write a definition of a biome. Interpreting diagrams to answer questions.	Study of local area focused on energy and sustainability. Discussion on the future of energy and sustainability across the Globe. Analysing UN Sustainable Goals.
	Knowledge revisited	Physical and human features of cities. (Year 3)	Location and climate of the continents (year 2) Habitats and Geographical features of the continents (year 2)	Climate change (year 4) natural resources (year 4)
	Skills revisited	Comparing and contrasting settlements (Y3) Human and physical features of a city (Y1)	Interpreting maps from around the world (Y2) Interpreting graphs based on climate. (Y4)	Interpreting graphs to find information. Use of atlases to support finding locations.
	<u>Topic</u>	<u>Local Fieldwork</u>	<u>Population</u>	Globalisation
Year 6	Knowledge introduced	How fieldwork is presented. Why do Geographers need to collect data?	Why does population change? What is a population pyramid?	What is globalisation? How has globalisation changed the way we communicate? How does globalisation affect trade? What does globalisation have to do with fashion?
	Skills introduced	Carrying out fieldwork using measurements, observations, surveys and photographs. Interpreting ordinance survey maps. Collecting data over a time-period and evaluating.	Interpreting a population pyramid. Discuss how Covid has affected populations across the globe. Debate how why population rises and falls in different countries.	Considering a balanced argument within a debate/ discussion. Tracking trade routes using maps, atlases and aerial images.



			41 y 3 -
	Presenting data from local fieldwork in a variety of	Discussing and debating key questions:- What	
	ways including various maps, photographs and	challenges can an aging population present?	
	digital presentations. Using and interpreting grid	What challenges can a growing population	
	references.	present?	
	4 compass point (Year 1)	Different sizes of population across the world-	Migration (Y4) Location of Key
.,	6 compass points (throughout KS2 fieldwork)	Japan (Year 1) Kenya (Year 2) Settlements (year 3)	continents/countries. Location of the seas
Knowledge			and oceans (Y2) Comparing human
revisited			physical geographical features in a variety
			of different countries.
	Drawing a bar graph. (Y5)	Interpreting a variety of maps and diagrams to	Using maps and atlases.
Skills	Using a key (Y2 upwards) Using grid lines and	retrieve statistics and data.	Analysing data from maps, aerial images
revisited	creating a key (UKS2) Creating sketch maps of a		and atlases.
	local area (KS1,KS2) Ley map symbols (Y1)		

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History at Exwick Heights Primary School

Overview

History at Exwick Heights is the study of Britain's past and that of the wider world. Pupils should develop a curiosity about the past and equip them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Teaching provides both knowledge and skill-based learning to increase pupils' awareness of the connections to the past. We aim to ignite a curiosity and fascination about the past and think critically about how it informs their present. We use knowledge organisers and bespoke work booklets to support learning and bring this to life with a range of enrichment opportunities from EYFS to Year 6 such as our World War Two Day in Year 6 and Anglo-Saxon day in Year 3/4! Our Viking ship, which sits proudly on the school site, is a firm favourite of our pupils at playtime!

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- have knowledge and an understanding of Britain's past and how the nation has influenced and been influenced by the wider world. They will be able to communicate about themselves, comparing and contrasting learning to their own life and the world around them, whilst fostering a strong foundation for curiosity into the past.
- understand the chronological narrative of history, thinking critically about its complexity and developing perspective through analysing evidence and debating arguments. Students will recognise how historical figures and events have influenced and changed the world we live in today.

By the end of Early Years, pupils can...

- Use their personal experiences to increase their knowledge and sense of the world around them including meeting important members of society e.g. nurses and firefighters.
- Listen to a broad selection of stories, non- fiction, rhymes and poems to expand their knowledge of culture, society and diversity within the world around them.
- Extend their familiarity with words and enrich their vocabulary which will support later reading comprehension across the curriculum.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

By the end of KS1, pupils can...

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- have the knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- Identify the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different



periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

• recognise significant historical events, people and places in their own locality.

By the end of KS2, pupils can recognise:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- and have the knowledge of Ancient Greece a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

In order to achieve a true understanding of History, topics are sequenced based on the following rationale:

- Topics are sequenced so to build on prior knowledge and skills, to deepen previous learning.
- Access to a knowledge-rich, intelligently sequenced collection of planning and resources.
- A clear assessment provision with humanities books used alongside booklets to monitor and assess understanding and progress.
- We use Ted Wragg booklets as a springboard to learning, with booklets serving to guide high-quality teaching. The Ted Wragg booklets can be used more stringently by teachers less confident with subject knowledge and more freely by those who feel confident. The booklets focus on five key facts/knowledge/skills that need to be embedded for that lesson and are recapped throughout the booklet to support recall.
- There are ample opportunities to include an active element in lessons, including: drama, debate, stories.
- The transition over the last few years following the introduction of Ted Wragg booklets has improved a previous lack of recall by using a more consistent style to support the strong recall of knowledge. This includes the recall of the five w's, key historical dates and events, and maps. Exwick Heights has successfully implemented a strong focus on embedding recall, which will continue to be a future focus to uphold, as well as moving into developing the 'skills' aspect of History.
- The start of each session promotes recall, with the inclusion of a recap and retrieval task, evident verbally in KS1 and written in KS2. This has supported the focus on long-term memory development.



- The immersion of the adapted Ted Wragg approach to History into KS2 has been successful and the aim this year has been to now connect KS2 with KS1 to generate a more streamlined approach to the History curriculum.
 - The opportunity to adapt Ted Wragg booklets has served as an inspiration to Humanities in KS1, where the aim is next to trial an adapted version of the booklet in Year 1 and 2 to nurture skills progression at an early stage of education.
- With the term History being introduced in Year 1, EYFS aim to study the flow through periods of history rather than looking at periods as 'episodes'. Learning is immersed into many aspects and threads throughout the whole curriculum, including through continuous provision activities to spark discussion. Though history is not taught discretely, the subject takes a more egocentric approach, where there is a focus on children beginning to understand and think about the History of themselves and explore 'make sense of their own life-story and family's history'. This is achieved through regular stories, questioning and observations.

The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged background do not always have same level of social/cultural competence as non-disadvantaged peers so the history curriculum encourages exposure to different cultures.
- SEND and EAL pupils are given extra support in order to access the topics appropriately. This
 includes students receiving: pre-teaching of vocabulary, support for topic essays in the form of a
 scaffolded structure (pictures/questions), the teacher creation of key information questions to
 answer in the form of a quiz rather than an essay style structure, and pictorial representations of
 historical figures/events to name.

We fully believe History can contribute to the personal development of students at Exwick Heights:

- Children will learn how to develop their social competence through high quality modelling of how to work with others, articulating ideas to justify their opinions.
- Develop understanding of how different communities and cultures have lived throughout history and make comparisons to their own culture's progression.
- Multiple opportunities to explore and understand right from wrong as well as different ethical
 and moral viewpoints. This includes the importance and awareness of poverty around the world,
 helping in the community, civil rights, social inequality (racism, inequality of
 opportunity/class/money, sexism). Subsequently, develop their ability to speak formally about a
 range of topics and social issues e.g. finding out about the Civil Rights Movement in Year 6.
- Develop an understanding and appreciation for different cultural backgrounds e.g. exploring Benin Kingdom in Y5.
- Children have opportunities to discuss and share their own opinions through a termly 'big question', where they can apply their historical knowledge and understanding through justifying a question.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview including Enrichment Opportunities

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	In Nursery, children w	ill begin to learn abou	ut Past and Present.			
Reception	In Reception, children	n Reception, children will continue to learn about Past and Present.				
Year 1	Dinosaurs		Ancient Egyptians Trip - Exeter Museum		Historical sport stars Mini-Olympics	
Year 2	Vile Victorians Trip- Powderham Castle		The Great Fire of London		World War II	
Year 3	Prehistoric Britain Trip – Kent's Cavern		Shang Dynasty		Ancient Greece Trip – Exeter Museum	
Year 4	The Romans		The Anglo-Saxon and Scots Trip - Escot		The Vikings	
Year 5	Benin Kingdom		Medieval Monarchs		Local History Trip- St Nicholas Priory	
Year 6	Industrial Revolution		Twentieth Century Conflict Event- WWII Day Visitor - University of Exeter Lecturer		Civil Rights	

Our Spiral Curriculum



All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in History at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's History journey at Exwick Heights.



Year 1 and Year 2

		Autumn	Spring	Summer
	<u>Topic</u>	<u>Dinosaurs</u>	Ancient Egypt	Significant Sports Stars
	Knowledge introduced	When were dinosaurs alive? What can we learn from fossils? Where did dinosaurs live? Extinction	Why was the River Nile important? Comparing life in Ancient Egypt to life today. Would you have liked to live in Ancient Egypt? Hieroglyphics	Where did the Olympics first begin? Ancient Olympic sports. Jesse Owens, Ellie Simmonds
Year 1	Skills introduced	Understand what a timeline is. Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago, past/present, then/now, living memory. Ask simple questions.	Use and begin to remember names and places that link to areas of study. Answer some questions verbally related to an area of study. Beginning to understand that they can find historical information in books.	Begin to make comparisons between areas of study.
	Knowledge revisited	Significant historical events	Events beyond living memory that are significant nationally or globally.	Changes within living memory revealing aspects of change in national life.
	Skills revisited	Organise events using basic chronology, recognising that things happened before they were born.		Order some events they have learnt about from furthest away to most recent with increasing accuracy.
	<u>Topic</u>	Vile Victorians	The Great Fire of London	World War II
Year 2	Knowledge introduced	I can compare lives of Victorians with my own life today. Victorian life and hardship. Florence Nightingale, Mary Seacole	I can order key events of the Great Fire of London. What might it have been like during the fire? I can understand how we know about the fire.	I can understand how WW2 began. I understand the Battle of Britain and the Blitz.
	Skills introduced	Draw timelines, beginning to place areas of study. Compare areas of study. Begin to identify how we know.	Justify their answers using sources or stories. Begin to identify different representations of history	Accurately order events they have learnt about from furthest away to most recent.



Knowledge revisited	Events beyond living memory that are significant nationally or globally. Significant Individuals, people, places and historical events.	Events beyond living memory that are significant nationally or globally. Significant Individuals.	Significant Individuals.
Skills revisited	Developing their understanding of key enquiry questions: where, when, why and what. Ask simple questions to develop their understanding.	Remember and use a range of names and words specific to areas of study. Accurately answer simple questions related to an area of study confidently.	Use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries. Remember key events about the areas they have studied.

Year 3 and Year 4



		Autumn	Spring	Summer
	<u>Topic</u>	Prehistoric Britain	Shang Dynasty	Ancient Greece
	Knowledge introduced	Discover how humans evolved. Explore the Ice Age, Stone Age, Bronze Age and Iron Age. Examine prehistoric artefacts, fossils, cave paintings and ruins to find out what life was really like.	Achievements of early civilisations – where/when the first civilisations appeared and a depth of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. How/when it began/ended by looking at life, religion and key figures.	How the Grecians lived and their legacy.
Year 3	Skills introduced	To understand how our knowledge of history develops through sources.	Introduced to key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	
	Knowledge revisited	Fossils- dinosaurs		
	Skills revisited	Develop their knowledge of chronology and place Year 3 / 4topics on a timeline. Draw their own simple timeline, of key events within topics. Understand key words related to history e.g. empire, war, trade, invasion, kingship.	Compare and make links between Year 3 / 4topics, identifying similarities and differences between them.	Remember a range of key facts, people and events from areas of study in Year 3/4. Use one type of source of information confidently.
	<u>Topic</u>	The Romans	Anglo-Saxons and Scots	The Vikings
Year 4	Knowledge introduced	The Roman Empire and its successful invasion of Britain. Research and learn about Roman settlements, baths, entertainment art and mosaics, artefacts and the Roman army.	The invasions of the Scots and Anglo- Saxons in the 5th Century. Where the invading troops came from and where in Britain they managed to settle. How life in Britain changed as a result.	The raids and explorations of the Vikings. Where the invading troops came from/were discovered. Viking life, beliefs and cultures.



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		Introduced to key words related to	Able to use at least one type of source of	Beginning to show some organisation of
	Skills introduced	history e.g. empire, war, trade, invasion,	information confidently, beginning to use	information for responding to or asking
		kingship, civilisation.	two different types of sources.	question.
		The timeline of this unit begins at the	Chronology of British history, with children	Children will learn about the Viking
		end of the Year 3 unit of Prehistoric	learning about the events following the fall	invasion of Britain and how the
	Knowledge revisited	Britain. Children will recap Celtic Britain	of the Roman Empire. Children will revisit	Scandinavians came to occupy territories
	_	before learning about the Roman	the fall and learn about the Saxon invasion.	in Europe, including Britain.
		invasion of Britain in 43CE.		
		More secure in their knowledge of	Draw their own simple timeline of key	Compare and make links between Year 3 /
	Skills revisited	chronology and can place Year 3 /	events within and across topics.	4topics, identifying similarities and
		4topics accurately on a timeline.		differences between them.
		Beginning to understand how our		
		knowledge of history is developed		
		through a range of sources.		

Year 5 and Year 6



		Autumn	Spring	Summer
	<u>Topic</u>	Benin Kingdom	Medieval Monarchs	Local History
	Knowledge introduced	Children learn how the Benin Kingdom began and what life was like for the Edo people. Children will also learn what the Transatlantic Slave Trade was and why the British colonized Benin.	In this unit, children will learn about the Battle of Hastings 1066, explore the successes and failures of kings and queens throughout this period, as well as how Medieval architecture and language are still part of today's Britain.	This unit explores the history of Exeter, including; discovering the origins of Exeter, its links to the Tudor period, associations with Charles Dickens, Exeter's strategic importance, and Exeter's prosperity due to the wool trade.
10	Skills introduced	Select organise information when responding to or asking questions. Challenge sources of information.	Wide-ranging knowledge about historical events, from local history to world history.	
Year 5	Knowledge revisited	This unit discusses 'oral tradition storytelling' which was also a theme in our Year 3 unit of Prehistory. It also looks at diversity and race looking at the Transatlantic Slave Trade. These themes will be further studied in Year 6.		Learning around The English Reformation and the theme of fortification, linking to Medieval Monarchs (Y5 previous topic). There is a brief introduction to The Blitz and the impact of this on Exeter (link to Y6 Twentieth Century Conflict).
	Skills revisited	Draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history. Understand key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Compare Year 3, 4 and 5 topics, identifying similarities and differences between them. Identify trends across their Year 3, 4 and 5 topics. Understanding of how our knowledge of history is developed (sources)	A secure knowledge of chronology. Mostly accurate in placing topics and events from Year 3, 4 and 5 topics on a timeline. Secure mental picture of the Exwick timeline. Access different sources, including using books, the internet, film clips etc



	<u>Topic</u>	Industrial Revolution	Twentieth Century Conflict	<u>Civil Rights</u>
Year 6	Knowledge introduced	Children will learn about how living and working conditions changed during the course of the revolution. The main themes are continuity and change, cause and consequence.	Children learn about conflict between European powers from 1910 to 1945. We will discuss how it impacted modern politics. The main themes are social and political attitude, revolution and identity.	Children learn about the theme of discrimination looking at slavery through to the Civil Rights Movement, as well as current cultural movements. Themes of identify and revolution.
	Skills introduced		Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda	
	Knowledge revisited	This unit links to the Year 2 unit of the Victorian Era and looks at the changing nature of British politics, referencing the Magna Carta which is learnt in Year 4 and Year 5.	This unit links to the Year 2 unit of WW2 and Yea 1 unit of Significant Sports stars in Y1 (Jesse Owens & Hitler) Key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	This unit revisits the theme of diversity and race, building on prior knowledge of the Transatlantic Slave Trade which pupils learn about in Year 5.
	Skills revisited	Key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Pupils can purposefully select and organise information when responding to or asking questions.	

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Mathematics at Exwick Heights Primary School

Overview

At Exwick Heights, we have an aspirational mathematics curriculum where skills are embedded and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of maths in the wider world and can use their mathematical skills and knowledge confidently in a range of different contexts. We want all children to enjoy mathematics and to experience success in the subject. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of mathematics.

The content and principles underpinning the Mathematics curriculum at Exwick Heights reflect those found in high-performing education systems internationally, particularly those of East and Southeast Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in mathematics.
- The large majority of children progress through the curriculum content at the same pace. This is achieved by emphasising deep knowledge, through scaffolding, pre-teach, individual keep-up support and bespoke interventions.
- Teaching is underpinned by methodical curriculum design and supported by resources to foster deep conceptual and procedural knowledge.
- Practice, regular review and consolidation play a central role in children's progress. Carefully implemented variation within this builds an understanding of underlying mathematical concepts.
- Teachers use precise questioning to check conceptual and procedural knowledge; they use formative and summative assessment to identify those requiring intervention so that all children keep up.

To ensure whole school consistency and progression, the school uses the White Rose scheme in Nursery through to Year6. In KS1, we are supplementing our daily maths lessons with the NCETM Mastering Number Program used in 20-minute discrete sessions 3 times per week.

School leaders, subject leads, year group leads and teachers work together. The school has developed it's on going mastery approach for many years, completing the Mastery Workgroup for Years 1-6 (2019-2021 - Jurassic Maths Hub), the Early Years Mastery Workgroup for Foundation and Year 1 (2020-2022 - CODE Maths Hub), the Mastering Number Program in EYFS and KS1 (2022-2023 Jurassic Maths Hub) and Sustaining Mastery Maths provided by the Jurassic Maths Hub (2023-current).

Problem solving promotes an awareness of maths in relatable real-life contexts. Using the Concrete, Pictorial, Abstract approach, manipulatives and concrete materials are used throughout the school. Teachers use careful questions to draw out discussion and reasoning.

The class teacher then leads children through strategies for solving the problem, including those already discussed. Work set through the small step approach provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson provides the means to achieve greater depth, with higher attainers being offered rich and sophisticated problems within the lesson as appropriate.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

By the end of Early Years, pupils can...

Count confidently and develop a deep understanding of the numbers to 10, recognise the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

By the end of KS1, pupils can...

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools]. At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

By the end of KS2, pupils can...

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.

This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

In order to achieve a true understanding of Maths, topics are sequenced based on the following rationale:

- At Exwick, we follow the schemes of learning developed by White Rose and the NCETM (Mastering Number).
- Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.
- The expectation is that the majority of pupils will move through the programmes of study at the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should have learning deepened by undertaking rich and sophisticated problems. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

The Maths curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At Exwick, we provide relevant CPD to ensure that <u>all</u> staff are able to give the students the best quality first teaching (and interventions when appropriate).
- Teachers regularly assess children using elicitation and application tasks, termly NFER standardised tests and ongoing assessment for learning to ensure that misconceptions are addressed and intervention are put in place to support pupils who are not meeting their full potential.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs.
- Children need to be discretely taught relevant lesson vocabulary.
- Children are supported using a range of scaffolds such as concrete and pictorial representations to expose the structure of maths and support their understanding of number.
- Our curriculum is sequenced using small steps so that learners are able to make links and move forward with their learning.
- Children, who are significantly behind their peers, follow an alternative curriculum to ensure they have full exposure to an appropriate maths education.
- At Exwick, we encourage all children to have a positive attitude to maths and have a can-do, resilient, attitude.

We fully believe Maths can contribute to the personal development of students at Exwick Heights:

- At Exwick, we believe learning early math will help a child think critically and problem solve effectively.
- Children will learn life skills such as how to tell the time recognise and use money in real-life contexts.
- Pupils will develop resilience when faced with a range of problems in a lesson. They will learn how to tackle sophisticated problems and break them down in to methodical steps.
- Children will learn how to develop their social competence within the class. Learn how to work with others, articulate ideas to justify and explain their answers.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview including Enrichment Opportunities

Year	Autumn	Spring	Summer
Nursery	In Nursery and Reception, children will learn to coupatterns between those numbers. They will also dev		·
Reception Year 1	Place Value (within 10) Addition and Subtraction (within 10)	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50)	Multiplication and Division Fractions Position and Direction
	Shape	Length and Height Mass and Volume	Place value (within 100) Money and Time
Year 2	Place Value Addition and Subtraction Shape	Money Multiplication and Division Length and Height Mass, capacity and temperature	Statistics Fractions Position and Direction Time
Year 3/4	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Length, Perimeter and Area Fractions Y3: Mass and Capacity Y4: Decimals	Decimals (money) Time Statistics Properties of Shape (including Position and Direction)
Year 5	Place Value Addition and Subtraction Multiplication and Division A Fractions A	Multiplication and Division Fractions B Decimals and Percentages Perimeter and Area Statistics	Shape including Position and Direction Decimals Negative Numbers Converting Units Volume
Year 6	Place Value Four Operations Fractions, Decimals and Percentages	Ratio and Proportion Algebra Statistics Converting Units, Area, Perimeter, Volume Shape (including Position and Direction)	Consolidation of Maths Skills and Deepening Understanding

Key: Number Measurement Geometry Statistics



Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Maths at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Maths journey at Exwick Heights.

Nursery

As of September 2024, our Nursery children will follow the Nursery scheme of learning provided by White Rose Maths enabling them to have the very best start to their Mathematics learning. The scheme of learning covers the DfE statutory framework of the EYFS and the Educational Programme for mathematics. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzl
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare





Reception

We use the White Rose programme to shape teaching and learning - **a mastery approach**. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

0000000	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you	Match and comp		Talk a measi and patter	ure	It's mo		Circles and triangles	1, 2, 3	, 4, 5	Shapes with 4 sides
Spring	Alive in 5	Mass and capacity	Growi 6, 7, 8	140-680000000000	Lengt heigh time		Buildi	ng 9 an	d 10	Exploi shape	
Summer	To 20 and beyond	How many now?	Manip compo and decon		Sharir and group		Visual and m	lise, bui 1ap	ld	Make connections	Consolidation





Year 1

We use the White Rose programme to shape teaching and learning - **a mastery approach**. In KS1, we also have 3 times weekly 20-minute mastering number sessions to ensure development of good number sense for all children.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10)				Number Addition and subtraction (within 10)			Geometry Shape	Consolidation			
Spring	Number Place (withi	value in 20)		subtr	Number Addition and subtraction (within 20)		Number Place (withi	value in 50)	Measurement Length and height		Measurement Mass and volume	
Summer		plicatic ivision		Number Fract i	ions	Geometry Position and direction		value in 100)	Measurement Money	Measure Time	ment	Consolidation



	Autumn	Spring	Summer
Knowledge	 Numbers to 10 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to more than, less than (fewer), most, least. Identify one more and one less of a given number. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10. Read and write numbers from 1 to 20 in numerals and words. Represent and use number bonds and related subtraction facts within 10. Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Addition and subtraction within 10 Represent and use number bonds and related subtraction facts within 20. Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. 	 Numbers to 20 Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify one more and one less of a given number. Recognise the place value of each digit in a two -digit number (tens, ones). Compare and order numbers from 0 up to 100; use and = signs. Addition within 20 Add and subtract one digit and two-digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations. Subtraction within 20 Add and subtract one digit and two-digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20. Represent and use number bonds and related subtraction facts within 20. 	 Multiplication Count, read and write numbers to 100 in numerals; count in multiples of 2, 5, 10. Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Division Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Position and direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Numbers to 100 Count, read and write numbers to 100 in numerals; count in multiples of 2, 5, 10.



- Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.
- Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

2D and 3D shapes

- Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.
- Recognise and create repeating patterns with objects and with shapes.

- Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.
- Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Numbers to 50

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Recognise the place value of each digit in a two -digit number (tens, ones).
- Identify one more and one less of a given number.
- Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.
- Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10.
- Compare and order numbers from 0 up to 100; use and = signs.

Introducing length and height

- Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.
- Measure and begin to record length/height.

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Identify one more and one less of a given number.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Represent and use number bonds and related subtraction facts within 20.

Time

- Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.
- Measure and begin to record time (hours, minutes, seconds).
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Solve one -step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations.



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	ac us	olve one-step problems that involve ddition, subtraction and missing numbers sing concrete objects and pictorial epresentations.	Money Recognise and know the value of different denominations of cash.
	Comprise the second of the se	ducing weight and volume Compare, describe and solve practical Problems for mass/weight e.g. heavy/light, Pleasure and begin to record mass/weight. Compare, describe and solve practical Problems for capacity and volume e.g. Pull/empty, more than, less than, half, half Pleasure and begin to record capacity and Pleasure and P	
Knowledge revisited	All teaching embeds and builds upon prior learning from	n EYFS.	





Year 2

We use the White Rose programme to shape teaching and learning - **a mastery approach**. In KS1, we also have 3 times weekly 20-minute mastering number sessions to ensure development of good number sense for all children.

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value				Number Addition and subtraction			Geometry Shape			
Spring	Measurement Money	Numbe Mult		on and	divisio	n	Measu Leng and heig		Mas capo	rement s, acity ar peratui	
Summer	Statistics	Numbe			Geome Posit and direc		Prob solvi		Measu Time	rement	





		Autumn	Spring	Summer
Year 2	Knowledge	 Place Value to 100 Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 and 10. Recognise the place value of each digit in a two-digit number (tens, ones). Compare and order numbers from 0 up to 100; use and = signs. Identify, represent and estimate numbers using different representations, including the number line. Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward 	 Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Recognise and know the value of different denominations of coins and notes. (Y1) Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Multiplication and Division Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. (Y1) Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. 	 Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (Y1) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. (Y1) Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3 / 4of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2.





- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Show that addition of two numbers can be done in any order (commutative law) and subtraction of one number from another cannot
- Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.
 Solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, adding three 1-digit numbers.
 Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Properties of shapes

- Identify and describe properties of 2-D shapes (number of sides & line symmetry)
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Compare and sort common 2D and 3D shapes and everyday objects.

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context.

Length and height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

Position and direction

- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).
- Order and arrange combinations of mathematical objects in patterns and sequences

Time

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Y1)
- Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Remember the number of minutes in an hour and the number of hours in a day Read the time on a clock to the nearest 15 minutes.

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		Order and arrange combinations of mathematical objects in patterns and sequences.	 Weight, volume and temperature Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =. 	
	Knowledge revisited	All teaching embeds and builds upon prior learn	ing from EYFS and Year 1.	



Year 3
We use the White Rose programme to shape teaching and learning - a mastery approach.

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition and subtraction					Number Multiplication and division A			
Spring	Number Multiplication			ement th and neter		Number Fract	ions A		Measure Mass and a		y
Summer	Number Fractions B	Measure Mon e		Measure Time			Geomet Shap		Statis	stics	Consolidation



	Autumn	Spring	Summer
Knowledge introduced	 Place Value within 1,000 Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Read and write numbers up to 1000 in numerals. Read and write numbers up to 1000 in words. Identify, represent and estimate numbers using different representations. Compare and order numbers up to 1,000. Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Solve number problems and practical problems involving these ideas. Add and subtraction Add and subtract numbers mentally, including a three-digit number and ones Add and subtract numbers mentally, including a three-digit number and tens. Add and subtract numbers mentally, including a three-digit number and hundreds. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Add and subtract numbers with up to three digits, using the formal method of columnar addition and subtraction. 	 Length Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2-D shapes. Fractions Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators. Mass and Capacity Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). 	 Add and subtract amounts of money to give change, using both £ and p in practical contexts. Time Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events e.g. to calculate the time taken by particular events or tasks. Statistics Interpret and present data using bar charts, pictograms and tables. Solve one-step and twostep questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.



- Add and subtract numbers mentally, including a three-digit number and ones
- Add and subtract numbers mentally, including a three-digit number and tens.
- Add and subtract numbers mentally, including a three-digit number and hundreds.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- Add and subtract numbers with up to three digits, using the formal method of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers

Multiplication and division

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Angles and properties of shape

- Recognise angles as a property of shape or a description of a turn.
- Identify right angles and identify whether other angles are greater or less than a right angle.
- Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

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	Multiplication and division	
	Write and calculate mathematical	
	statements for multiplication and division	
	using the multiplication tables that he/she	
	knows, including for two-digit numbers	
	times one-digit numbers, using mental and	
	progressing to formal written methods.	
	Recall and use multiplication and division	
	facts for the 3, 4 and 8 multiplication tables.	
	Solve problems, including missing number	
	problems, involving multiplication and	
	division, including positive integer scaling	
	problems and correspondence problems in	
	which objects are connected to m objects.	
Knowle revisit	I All teaching embeds and huilds upon prior learning from EVEN Year I and Year 2	



Year 4
We use the White Rose programme to shape teaching and learning - a mastery approach.

	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value		Number Addition and subtraction		Measurement	Multiplication and division A		Consolidation			
Spring	Number Multiplication		Measurement Length and perimeter		Number Fractions				Number Decimals A		
Summer	Number Decimals B	Measure		Measure Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	



	Autumn	Spring	Summer
Knowledge introduced	 Place value – 4-digit numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Round any number to the nearest 10, 100 or 1000. Count in multiples of 6, 7, 9, 25 and 1000. Identify, represent and estimate numbers using different representations including measures. Order and compare numbers beyond 1000. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Find 1000 more or less than a given number. Identify, represent and estimate numbers using different representations including measures. Order and compare numbers beyond 1000. Count in multiples of 6, 7, 9, 25 and 1000. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. 	 Convert between different units of measure e.g. kilometre to metre; hour to minute Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Estimate, compare and calculate different measures, including money in pounds and pence. Fractions Recognise and show, using diagrams, families of common equivalent fractions. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. 	 Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. Convert between different units of measure e.g. kilometre to metre; hour to minute. Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Geometry – angles and 2D shapes Identify acute and obtuse angles and compare and order angles up to two right angles by size.



 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Addition and subtraction

- Add numbers with up to four digits using the formal method of columnar addition.
- Subtract numbers with up to four digits using the formal method of columnar subtraction.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Round any number to the nearest 10, 100 or 1000.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and division

- Recall multiplication and division facts for multiplication tables up to 12 × 12.
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Decimals

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one- or twodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one- or twodigit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Add and subtract fractions with the same denominator.
- Compare numbers with the same number of decimal places up to two decimal places.
- Round decimals with one decimal place to the nearest whole number.
- Recognise and write decimal equivalents to 1/4, 1/2, 3/4.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – position and direction

- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- Plot specified points and draw sides to complete a given polygon.

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	Solve problems including addition,	
	subtraction, multiplication and division and	
	a combination of these, including	
	understanding the meaning of the equals	
	sign.	
	Multiply two-digit and three-digit numbers	
	by a one-digit number using formal written	
	layout.	
	Recognise and use factor pairs and	
	commutativity in mental calculations. Use	
	place value, known and derived facts to	
	multiply and divide mentally, including:	
	multiplying by 0 and 1; dividing by 1;	
	multiplying together three numbers.	
Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS, Year 1, Year 2 and Year 3.	



Year 5
We use the White Rose programme to shape teaching and learning - a mastery approach.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place	value		Number Addit and subtr	ion action		plicatio ivision		Number Fract	ions A		
Spring		plicatio ivision		Number Fracti	ons B		nals and ntages		Measure Perim and a	neter	Statis	stics
Summer	Geometr Shape			Geometr Positi and direct	on	Number Decim	nals		Number Negative numbers	Measure Convo units	erting	Measurement Volume



	Autumn	Spring	Summer
Knowledge introduced	 Place value within 100,000 Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 10, 000. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Solve number and practical problems. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Place value within 1,000,000 Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 10, 000. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Solve number and practical problems. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. 	 Multiplication and Division B Multiply numbers up to 4 digits by a one-or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Fractions Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 	 Geometry – properties of shapes Identify angles at a point and one whole turn (total 360°). Identify angles at a point on a straight line and 1/2 a turn (total 180°). Identify other multiples of 90°. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°). Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify angles at a point and one whole turn (total 360°). Identify angles at a point on a straight line and 1/2 a turn (total 180°). Identify other multiples of 90°. Draw given angles, and measure them in degrees (°). Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.



Addition and subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division A

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
 Recognise and use square numbers and the notation for squared (2).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Recognise and use cube numbers and the notation for cubed (3).
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.

- 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5.

Decimals and percentages

- Read, write, order and compare numbers with up to three decimal places.
- Read and write decimal numbers as fractions e.g. 0.71 = 71/100.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.

Geometry – position and direction

• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Decimals

- Solve problems involving number up to three decimal places.
- Read, write, order and compare numbers with up to three decimal places.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Measure – converting units

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
- Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.

Measure – volume and capacity

 Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water.





	Measure – area and perimeter	
 Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. Compare and order fractions whose denominators are all multiples of the same number. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5. 	 Measure – area and perimeter Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. 	



Year 6

We use the White Rose programme to shape teaching and learning - a mastery approach.

	Week 1 Week 2	Week 3 Week 4	Week 5	Work 6	Week 7 Week 8	Week 9 Week 10	Week 11	Week 12
Autumn	Place Value	4 Oper	ations	Fro	ictions	Decimals	Percer	ntages
Spring	Ratio and Proportion	Algebra	Statistics	Converting units	Area, Perimeter and volume	Shape		Position and direction
Summer	Revision SAT's			Consi	olidation and N	laths Projects		



	Autumn	Spring	Summer
Knowledge introduced	 Place value within10,000,000 Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers incontext, and calculate intervals across zero. Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero. Four operations Solve addition and subtraction multi-step problems in contexts, deciding which operations and methodsto use and why. Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit number using the formalwritten method of short division where appropriate, interpreting remainders according to tecontext. Divide numbers up to 4 digits by a two-digit whole numbers up to 4 digits by a two-digit whole numbers up to 4 digits by a two-digit whole numbers up to 4 digits by a two-digit whole numbers according to tecontext. Divide numbers up to 4 digits by a two-digit whole numbers according to tecontext. Divide numbers up to 4 digits by a two-digit whole number using the formal written method oflong division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for 	Ratio and proportion Solve problems involvingunequal sharing and grouping using knowledge of fractions and multiples. Solve problems involvingthe relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involvingsimilar shapes where thescale factor is known or can be found. Algebra Use simple formulae e.g.perimeter of a rectangleor area of a triangle. Generate and describelinear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities ofcombinations of two variables. Statistics Interpret and construct pie charts and line graphs and use these tosolve problems. Calculate and interpretthe mean as an average. Solve problems involvingthe calculation of percentages and the use of percentages for	 Solve number and practical problems that involve all aspects of theprevious learning. Use estimation to checkanswers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methodsto use and why. Solve problems involvingaddition, subtraction, multiplication and division. Use their knowledge ofthe order of operations to carry out calculationsinvolving the four operations. Recall and use equivalences betweensimple fractions, decimals and percentages, includingin different contexts. Solve problems involvingunequal sharing and grouping using knowledge of fractions and multiples. Solve problems involvingthe relative sizes of two quantities where missing values can be found byusing integer multiplication and division facts. Use, read, write and convert between standard units, converting measurements of length,mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to up to three



- Identify common factors, common multiples and primenumbers.
- Recognise and use square numbers and cube numbers, and thenotations. (Y5)
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Perform mental calculations, including with mixed operations and large numbers.
- Solve problems involving addition, subtraction, multiplication and division.

Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and orderfractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. $1/4 \times 1/2 = 1/8$.
- Divide proper fractions by whole numbers e.g. $1/3 \div 2 = 1/6$
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. $1/4 \times 1/2 = 1/8$.
- Multiply proper fractions and mixed numbers by whole numbers.

Measure - imperial andmetric measures

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length,mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.
- Convert between milesand kilometres.

Measure - perimeter, area and volume

 Recognise that shapes with the same areas canhave different perimeters and vice versa.

Geometry – properties ofshapes

- Draw 2-D shapes usinggiven dimensions and angles.
- Compare and classify geometric shapes basedon their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Recognise, describe andbuild simple 3-D shapes, including making nets.
- Identify 3D shapes including cubes and other cuboids, from 2Drepresentations.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles wherethey meet at a point, are on a straight line, orare vertically opposite, and find missing angles.
- Recognise when it is possible to use formulae for area and volume ofshapes.

- Describe positions on thefull coordinate grid (all four quadrants).
- Recognise angles wherethey meet at a point, are on a straight line, orare vertically opposite, and find missing angles.
- Compare and classify geometric shapes basedon their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.



- Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. 1/4 × 1/2 = 1/8.
- Use written division methods in cases where the answer has up to two decimal places.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and orderfractions, including fractions > 1

Decimals

- Identify the value of each digit given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places.
- Associate a fraction withdivision and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as 7/21 and that this is equal to 1/3 and e.g. 0.375 is equivalent to 3/8.
- Use written division methods in cases where the answer has up to two decimal places.
- Multiply one-digit numbers with up to two decimal places by whole numbers.

Percentages

- Recall and use equivalences betweensimple fractions, decimals and percentages, includingin different contexts.
- Solve problems involving the calculation of percentages and the use of percentages for comparison.

- Calculate the area ofparallelograms and triangles.
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other unitse.g. mm³ and km³.

Geometry – position and direction

- Describe positions on the full coordinate grid (allfour quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

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	 Multiply simple pairs of proper fractions, writing the answer in its simplestform e.g. 1/4 × 1/2 = 1/8. Compare and orderfractions, including fractions > 1. Solve problems whichrequire answers to be rounded to specifieddegrees of accuracy.
Knowledge revisited	All teaching embeds and builds upon prior learning from EYFS to Year 5.

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Music at Exwick Heights Primary School

Overview

At Exwick Heights, children gain a firm understanding of what music is through listening, singing, playing and composing across a wide range of historical periods, styles, traditions and musical genres. We aim to help children gave a curiosity of the subject as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased, aspirational respect for the role that music may wish to be expressed in any person's life. Each child is given regular opportunity to express themselves musically and to develop their skills, knowledge and confidence in making music. This comes in many forms, from dedicated lessons, to our involvement in Devon Music's Wider Opportunities program, and many other cross-curricular links. Our whole school planning is centered on the implementation of the 2021 Model Music Curriculum which is a Government agenda for supporting curriculum music in schools during KS1 and KS2.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Sing collaboratively with good vocal production, careful listening and well-developed sense of pitch.
- Listen and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians.
- Create and compose music on their own and with others and have the opportunity to learn a musical instrument, enhancing memory and developing fine motor skills.
- Understand and explore how music is created, produced and communicated and learn a range of musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate staff notations.
- Have opportunities to join school collaborative groups such as choirs, bands and orchestra and perform for the wider community whilst becoming positively engaged socially.
- Perform their work for others and celebrate their achievements in class, during whole school assemblies and end of year productions.

By the end of Early Years, pupils can...

- Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Explore stories behind the lyrics or music.
- Listening to and following a beat using body percussion and instruments.
- Consider whether a piece of music has a fast, moderate or slow tempo.
- Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying high and low pitch.
- Listening to and repeating a simple rhythm.
- Playing un-tuned percussion 'in time' with a piece of music.
- Stopping and starting playing at the right time.
- Understand that different instruments make different sounds and grouping them accordingly.
- Explore, use and refine a variety of musical skills to express their ideas and feelings.
- Select appropriate instruments to represent action or mood.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Listening to and following a beat using body percussion and instruments.

By the end of KS1, pupils can...

- Create music collaboratively, sharing ideas, resources and skills.
- Participate in performances to a small audience.
- Using their voices to join in with well-known songs from memory.
- Remember and maintain their role within a group performance.

By the end of KS2, pupils can:

- Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Recognise and discuss the stylistic features of different genres, styles and traditions of music from around the world using musical vocabulary.
- Understand the inter-related dimensions of music including pitch, duration, dynamics, tempo, timbre, texture, structure and graphic notation and be able to explain the effect.
- Play melody parts on tuned instruments with accuracy and control and develop instrumental technique.
- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Select, discuss and refine musical choices both alone and with others, using musical vocabulary. Suggest and demonstrate improvements to own and others' work.
- Perform with accuracy and fluency from graphic and simple staff notation.
- Perform to larger audiences in school and the wider community.
- Perform solo and take a leadership role within a performance whilst taking cues from a conductor's directions.
- Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts.
- Discuss musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles.
- Compose a multi-layered piece of music from a given stimulus with voices and instruments. Develop skills to constructively critique their own and others' work using musical vocabulary.

In order to achieve a true understanding of Music, topics are sequenced based on the following rationale:

- The skills and knowledge that children will develop throughout each music topic are mapped across each year group and throughout the school. To ensure progression all teachers follow the Kapow Music scheme, supplemented by whole class instrumental lessons delivered by three class-based specialist music teachers.
- Planning fulfils the statutory requirements for music outlined in the National Curriculum (2014) and aligns with the Department for Education's Model Music Curriculum (2021).
- Throughout each topic, five key strands of music are taught: Performing Listening Composing

 History and Inter-related dimensions of music. The skills and knowledge from each strand are
 repeated allowing pupils to return to the same skills to practice. Each time a skill or area of
 knowledge is revisited, it is covered with greater depth. Upon returning to a skill, prior knowledge
 is utilised so pupils can build upon previous foundations.

- In accordance with DfE's Model Music Curriculum, all KS2 children and upper KS1 children are taught whole-class instrumental lessons at key points through the programme.
 Opportunities to extend these skills are offered in school with visiting peripatetic teachers (guitar, drums, piano and woodwind). In addition, after school clubs run throughout the year and have included choir, orchestra, guitar and drums.
- Our school places a high priority on performance opportunities both in school and the wider community. Children are inspired and challenged to meet the demands of planning, preparing and performing assemblies, choir performances, instrumental group performances and end of year productions to larger audiences.
- The school's high-quality music curriculum is supported through the availability of a large range of modern resources. Our range of instruments include acoustic and electronic drums and guitars played through quality amplification plus class sets of keyboards, djembes and glockenspiels. We believe these instruments provide stimulating and exciting experiences for our children and support their confidence to perform to small and wider audiences.

The Music curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- We ensure that the music curriculum is not narrowed but that pupils with SEND/disabilities are given extra support through differentiated resources to scaffold their learning and TA support when needed.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs.
- Quality teaching and lesson content will ensure that all pupils can succeed and aspire to be the best that they can be.
- PP children are offered funding for instrumental lessons and subsidised hiring of instruments.
- Where appropriate, we use technology to assist teacher modelling i.e.; using a visualizer for skill demonstrations e.g. piano/keyboard.
- Pupils from disadvantaged background may not have had the same exposure to music as their peers. Encouragement to join school music groups (choir, guitar, Samba) can lead to improved self-esteem and confidence and develop their social/emotional capabilities.
- Suggested listening material, relevant to each year group and from the model music curriculum, is played weekly on entry and exit from assemblies.

We fully believe Music can contribute to the personal development of students at Exwick Heights:

- **Communication Skills:** through music lessons, pupils are given opportunities to express opinions and discuss their own and others efforts. Music improves recall and retention of verbal information and encourages confidence to communicate with others.
- Problem-Solving Skills: Learning through music e.g. a song or a musical instrument greatly
 impacts our brains by creating new neural pathways, enhancing the brain's neuroplasticity.
 Practicing and improving musical skills helps us increase our ability to adapt to new experiences
 and environments.
- **Social & Emotional Skills:** Music helps children come to terms with themselves and other cultures. They can experience success through their own efforts and face challenges to overcome. Through music, they also practice sharing and taking turns, as well as appreciating one another's efforts. Music fosters positive mental health by allowing children to show individual uniqueness as well as learn to appreciate difference. Music also reduces anxiety and enhances moods leading

to a more positive approach to the wider curriculum.

• **Fine Motor Skills:** participating in music activities will improve fine motor skills and special awareness.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of retrieval practices and quizzes that become increasingly complex as the children progress through their musical journey at Exwick Heights.



Curriculum Overview including Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Nursery	In Nursery, children will learn rhymes and songs, paying attention to different sounds.							
Reception		Exploring Sound KAPOW		Music and Movement KAPOW		Big Band KAPOW		
Year 1		All about Me Pulse and Rhythm KAPOW		Under the Sea Musical Vocabulary KAPOW		Superheroes Pitch and Tempo KAPOW		
Year 2		Musical Me KAPOW		Whole Class Instrument: Ukulele JM (Music Lead KS1 Planning)		Whole Class Instrument: Violin JM (Music Lead KS1 Planning)		
Year 3		Performance Singing Inter-related Dimensions of Music For Year 3&4 CW (Music Lead KS2 Planning)		The Sound of Music Exploration of the C major scale. CW (Music Lead KS2 Planning)		Creating Compositions KAPOW		
Year 4		Performance Singing Inter-related Dimensions of Music For Year 3&4 CW (Music Lead KS2 Planning)		The Romans Musical Motifs and Ostinatos KAPOW		SAMBA CELEBRATIONS Exploring syncopated rhythms. KAPOW		
Year 5		Performance Singing Inter-related Dimensions of Music For Year 3/4 plus 5/6 CW (Music Lead KS2 Planning)		South and West Africa KAPOW		Musical Theatre KAPOW		
Year 6		Performance Singing Inter-related Dimensions of Music For Year 3/4 plus 5/6 CW (Music Lead KS2 Planning)		Theme and Variations (Pop Art) KAPOW	So	oosing a Year 6 Leaver's ong POW		



Enrichment

Weekly 'Music of the Week' featured at the start of Assemblies. Children will view a slide with photos/illustrations and information about a range of music from different genres. The inter-related musical vocabulary will be shared whilst teaching about a specific piece of music as well as information about the composer's life, influences and inspiration to compose. Children will be asked to comment on their personal responses as well as their feelings that are conveyed whilst listening.

Year group performance Assemblies – instrumental performances and singing – Christmas KS1 Nativities and KS2 Christmas Carols and performances. KS2 Choir to perform in school and the wider community including local Residential Care Home and themed events run by the PTFA. Key Stage 1 Singing at St David's Station

Year group video sharing of performances in class and posted on face book. Samba Band performance at the Summer Fete.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Music at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's musical journey at Exwick Heights.





Nursery and Reception

Nursery	Expressive ARTS and Design	 Listen attentively, move to and talk about Watch and talk about dance and perform 	efs and celebrate special times in different way music, expressing their feelings and response ance art, expressing their feelings and respons gly matching the pitch and following the melo	ss. ses.			
		Autumn 2	Spring 2	Summer 2			
	<u>Topic</u>	Exploring Sound	Music and Movement	Big Band			
Reception	Knowledge and Skills introduced	Children will explore how to use their voice and bodies to make sound. They will experiment with tempo and dynamics when playing instruments and identify sounds within the environment.	Children will create simple actions to songs, learning how to move to a beat and express feelings and emotions.	Children will learn about the four different groups of musical instruments. They will follow a beat using an untuned instrument and perform a practised song to a small audience			
	Expressive Arts and Design	Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following a melody. Explo and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. Perfo songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.					





Year 1

		Autumn 2	Spring 2	Summer 2
	<u>Topic</u>	All about Me (Pulse and Rhythm)	<u>Under the Sea</u> (Musical Vocabulary)	<u>Superheroes</u> (Pitch and Tempo)
Year 1	Knowledge and Skills introduced	 Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm. Clapping and playing in time to the pulse. Playing simple rhymes on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure. 	 Journeying under the ocean to explore key musical vocabulary related to the interdimensional elements of music. Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth. Layering instrumental sounds in response to an image. 	 Listening to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments. Playing simple patterns on tuned instruments incorporating high/low pitch and fast/slow (tempo) Recognising tempo and pitch changes Experimenting with tempo and pitch using tuned and untuned instruments.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed over	view of the spiral curriculum.	

Year 2

		Autumn 2	Spring 2	Summer 2
	<u>Topic</u>	<u>Musical Me</u>	<u>Ukulele (WCI)</u>	<u>Violin (WCI)</u>
Year 2	Knowledge and Skills introduced	Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody. 1: Once a Man Fell in a Well 2: Dynamics and Timbre 3: Melody 4: My Own Melody 5: Group Composition Recognise timbre changes in music that they listen to.	Learning basic instrument skills and performing as a whole class. Building on previous work using pulse, rhythm and melody. Recognise structural features in music they listen to.	Learning basic instrument skills and performing as a whole class. Building on previous work on the orchestra, dynamics and motifs.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview		





Year 3

		Autumn 2	Spring 2	Summer 2
	<u>Topic</u>	Performance Singing	The Sound of Music	<u>Ballads</u>
Year 3	Knowledge and Skills introduced	Children will learn the vocabulary of inter-related skills: pitch-duration-dynamics-tempo-timbre-structure Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit	Children will listen to and learn songs from the musical. Using the Do, Ray, Mi song, children will learn to play the C major scale on a glockenspiel and understand what an octave is. They will learn and remember the notes of a scale and be able to play an ascending and descending scale. Sing in time with peers with accuracy and awareness of their part in the group performance. Children will be able to use the notes of the C major scale and make up their own melodies. Listen to others perform and consider the effectiveness. Paying close attention to notes of the C major scale and how they change. Subject Leader KS2 Planning.	Children will identify the key features of a ballad. Becoming more confident to use the inter-related dimensions of music they will be able to sing in time and in tune with a song and incorporate actions. They will know that a ballad tells a story through song and know that the lyrics paint a picture to the melodies. Children will learn the term 'stanza' and know that it is a verse in a ballad. In groups, children will be able to write a Verse with rhyming words that tells a part of a story. Children will be able to perform their song fluently and with actions.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overview	v of the spiral curriculum.	





		Autumn 2	Spring 2	Summer 2
	<u>Topic</u>	Performance Singing	The Romans	Samba Celebrations
Year 4	Knowledge and Skills introduced	Children will learn the vocabulary of interrelated skills: pitch-duration-dynamics-tempo-timbre-structure Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The interrelated dimensions of music (page 13) Kapow	Children will understand that musical motifs (repeating patterns) are using as a building block in many well-known pieces of music for example Beethoven's fifth symphony. They will know that 'transposing' a melody means changing its key, making it higher or lower pitched. Children will know that a motif can be adapted by changing the notes, the rhythm or the order of notes. They will recognise a motif and play melody parts on turned instruments with accuracy and control with developing vocal techniques. They will use their previous knowledge of the inter-related dimensions of music and speak a common language. Children will create a motif-based composition and notating this using roman mosaic artwork.	Children will be able to explain what Samba music is that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. They will know that it originated in Brazil, South America and its main musical feature if syncopated rhythms. Children will understand that the 'on beat' is the pulse of the piece of music and the 'off beats' is beats that fall in between these. Children will understand that a rhythmic break is a place in the music where some of the new instruments play a new rhythm before going back to the original rhythms. Children will be able to play their rhythm in time with the rest of the group and make clean breaks. Children will play in time and with confidence and be able to show a joy of what Samba means to celebrate and perform to a wider audience.
	Knowledge and Skills revisited	Unit See Kapow Music Curriculum for a detailed o	overview of the spiral curriculum.	1





		Autumn 2	Spring 2	Summer 2
	<u>Topic</u>	Performance Singing	South and West Africa	<u>Musical Theatre</u>
Year 5	Knowledge and Skills introduced	Children will learn the vocabulary of inter-related skills: pitch including major and minor keysduration including beats played silently as restsdynamics using the voice to create varying effects including pitch, dynamics or tempo of the sounds made- timbre including descriptions of tone colour to describe warm or cold-structure. Harmonies will be sung by some children. Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language. They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience. See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit.	Children will know that songs sung in other languages can contain sounds that are unfamiliar to use, like the clicks of the Xhosa language. They will be taught that the 'Click song' is a traditional song sung in the Xhosa language and is believed to bring luck at weddings. Children will understand that a major chord creates a bright, happy sound. Understanding that poly-rhythms means many rhythms played at once. Children will combine rhythmic patterns (ostinato) into a multi-layered composition using all of the inter-related dimensions of music to add musical interest. They will be able to discuss the meaning of the different elements and explain why they have chosen them. Children will sing songs in two or more parts, in a variety of musical styles from memory with accuracy, fluency and control.	Children will understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. They will know that choreography means the organisation of steps or moves in a dance. Children will learn that musical theatre uses transitions which are short passages of music used to move between sections of the musical action. Children will develop confidence in using musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. Selecting, discussing and refining musical choices both alone and with others, using vocabulary and explain personal choices with confidence.
	Knowledge and Skills revisited	See Kapow Music Curriculum for a detailed overvie	w of the spiral curriculum.	

Year 6



	Autumn 2 Spring 2 Summer 2							
<u>Topic</u>	Performance Singing	Theme and Variations (Pop Art)	Composing a Leaver's Song					
Knowledg and Skills introduce	Children will learn the vocabulary of interrelated skills: pitch including major and minor keys- duration including beats played silently as rests- dynamics using the voice to create varying effects including pitch, dynamics or tempo of the sounds made- timbre including descriptions of tone colour to describe warm or cold-structure. Harmonies will be sung by some children. Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are	Children will perform rhythms confidently either on their own or in a group. They will identify the sounds of different instruments and discuss what sound like. They will make reasonable suggestions for which instruments can be matched to which art pieces. Children will recall the names of several instruments according to their orchestra sections. They will keep the pulse using body percussion and sing with control and confidence. They will name rhythms correctly and copy rhythms accurately with a good sense of pulse. They will draw rhythms accurately and show a difference between musical variations. They will show creativity in a finished musical product.	Children will know that a chord progression is a sequence of chords that repeats throughout a song. They will understand that a melody can be adapted by changing its dynamics, pitch or tempo. Children will know that chord progressions are represented in music by Roman numerals. To understand that all types of music notation show note duration. Identify the way that features of a song can compliment one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Improvise coherently and creatively within a given style, incorporating given features. Compose an original song incorporating lyric writing, melody writing and the composition of accompanying features within a given structure.					



Physical Education at

Exwick Heights Primary School

Overview

The principal aim of Physical Education at Exwick Heights is to provide high-quality, knowledge-rich physical experiences to inspire children to become physically literate, active members of the school and wider community as they mature. We will enable children to develop competence and confidence across a diverse range of physical activities including basketball, hockey, cricket, dance and handball to name just a few! We promote physical activity to encourage our children to live healthy and active lives through improving their own understanding of fitness, health, respect and fair play. This in turn allows them to participate in the competitive sporting opportunities arranged by the school.

Children are natural physically active so we also provide excellent playtime facilities which include trikes, skipping ropes, obstacle playground markings, hoops and a traversing wall to promote movement at playtimes.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Be physically literate across a range of physical activities and sports.
- Understand the importance of fairness and respect within the context of sport.
- Be able to communicate and perform competently when engaging in sport and physical activity as an individual and as part of a team.
- Have the knowledge, understanding and skills needed to continue their active lives in secondary school and in the wider community.
- Be able to evaluate their performance and begin to engage with coaching/ support of peers.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.

By the end of Early Years, pupils can...

- Develop aesthetic, functional and manipulative movement skills including whole body movement, hand and finger motor control and physically active movements including running, jumping, hopping, climbing, riding and changing direction.
- Develop core strength, stability, balance, spatial awareness, co-ordination and agility. We know
 that gross motor skills provide the foundation for developing healthy bodies and social and
 emotional well-being; we also know that fine motor control and precision helps with hand-eye
 co-ordination, which is later linked to early literacy.
- Demonstrate increased confident fundamental movements including gymnastics, dancing and sport specific skills such as balancing, running, throwing and catching.
- Move/travel in a variety of different ways (e.g. quickly, softly, powerfully) whilst controlling and coordinating their hands and feet.
- Show object control (of a variety of objects) using their hands, bats and rackets.
- Work independently and as part of a team to complete physical activities and games/competition.
- Begin to express why they enjoy physical activity.



By the end of KS1, pupils can...

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns and choreograph simple gymnastics routines.
- Begin to play organised sports, following rules while applying respect and fair-play to their performance.
- Express why they enjoy physical activity in more detail and begin rehearsing and explaining why it is important to be physically active.

By the end of KS2, pupils can:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games: badminton, basketball, cricket, handball, hockey, netball, tennis, tag rugby and football, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns and choreograph increasingly complex gymnastics routines.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
 Some of this will be taught through the Quidditch scheme of learning following the theme of Harry Potter and promoting a love of reading.
- Apply tactical attacking and defensive principles to both team and individual games and begin explaining the impact of how using such tactics can impact performance.
- Compare their performances with previous ones through coaching and video analysis, and demonstrate improvement to achieve their personal best.
- **Swimming and water safety:** Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.

In order to achieve a true understanding of PE, topics are sequenced based on the following rationale:

- At Exwick, we currently follow the PE Hub scheme for the whole school. This scheme provides teachers with great detail and supports teachers to scaffold and extend learning whilst being adapted yearly based on their feedback.
- Within the established knowledge-rich PE curriculum, the topics/activities/sports taught reflect
 the stages of children's development and allow for progression from fundamental skills and
 concepts in KS1 to technical and tactical development in upper KS2. Decisions around what
 sports are taught when and how the knowledge and skills progress throughout their time at
 primary schools are carefully considered.
- The expectation is that the majority of pupils will move through the programme of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and competence at the previous stage. Pupils who grasp concepts rapidly should be challenged through being offered rich technical vocabulary and tactical exploration before any acceleration through new content. Children who are unsuccessful within previous outcomes should be offered further consolidation of motor competence and



basic movement patterns required within that activity/sport. At EWH we call this 'gathering' to enable the teacher to impact on key throughout the lessons.

The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At Exwick, we provide relevant and bespoke CPD to ensure that <u>all</u> staff are able to give the students the best quality PE teaching (and interventions when appropriate). Teachers are given support by PE lead if they require assistance with delivering a challenging topic.
- Assessment is undertaken yearly. PP children at Exwick do not perform at a lower level than non-PP children in PE.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs (extend and gather).
- Children are offered a broad experience of a range sports and activities involving intra-school and inter-school competition as well as professional experiences through trips and coaching experience to raise the profile of sport and physical activity in their lives.
- At Exwick, we encourage all children to have a positive attitude towards PE and to demonstrate resilience throughout their physical journey here.

We fully believe PE can contribute to the personal development of students at Exwick Heights:

- At Exwick, we have an ethos of participation, competition and inclusion whilst teaching children the importance of fair play, respect and discipline through physical activity and sport.
- Children will learn life skills such as effective team work, communication and coaching/analysis (KS2) of their work in PE units.
- Pupils will develop resilience when faced with a range of challenges in a lesson. They will learn how to tackle new learning whilst applying previously taught technique and movement skills.
- Our children will be able to express their enjoyment for physical activity and understand the importance of leading a healthy lifestyle for both their physical and mental health.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of progressive drills and activities that become increasingly complex with regards to technique and tactics as the children progress through their physical journey at Exwick Heights.



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 2 x outdoor	Summer 2 2x outdoor
Pre-School	In Nursery, ga	ames will be created to sup	port children with core stre	ength, stability, balance, s	patial awareness, co-ordina	tion and agility.
Reception	Gymnastics 1 Dance 1	Body Management 1 Speed Agility 1	Manipulation Coordination 1 Cooperate and Solve 1	Gymnastics 2 Dance 2	Body Management 2 Speed Agility 2	Manipulation Coordination 2 Cooperate and Solve 2 Event: Sports Day
Year 1	Attack, Defend 1 <mark>Dance 1</mark>	Hit, Catch, Run 1 Gymnastics 1	Dance 2 Send and Return 1 Multi-skills event	Run, Jump, Throw 1 Gymnastics 2	Attack, Defend 2 Hit, Catch, Run 2	Send and Return 2 Run, Jump, Throw 2 Event: Sports Day
Year 2	Orienteering Gymnastics 1	Send & Return 1 Dance 1	Attack, Defend, Shoot 1 Gymnastics 2	Hit, Catch, Run 1 <mark>Dance 2</mark>	Run, Jump, Throw 1 Hit, Catch, Run 2 Striking and Fielding festival	Send & Return 2 Run, Jump, Throw 2 Event: Sports Day
Year 3	Orienteering Gymnastics 1	Football Dance 1 SEND Festival	Hockey <mark>Gymnastics 2</mark> Tag Rugby festival	Netball Dance 2	Athletics Tennis	Rounders Basketball Event: Sports Day
Year 4	Netball Dance 1	Quidditch Gymnastics 1 Cross Country SEND Festival	Tag Rugby Badminton Girls Football Tournament	Swimming (27 th Feb – 17 th March) (Hockey)	Rounders Athletics	Basketball Tennis Event: Sports Day
Year 5	Gymnastics 1 Orienteering	Hockey Dance 1 SEND Festival	Tennis Gymnastics 2 Handball Festival	(Top-up Swimming) Football Badminton	Basketball Athletics	Cricket <mark>Quidditch</mark> Event: Sports Day
Year 6	Orienteering Gymnastics 1	Dance 1 Quidditch Football League SEND Festival	Hockey Gymnastic 2 Netball League	Tag Rugby Badminton	Athletics Cricket	Basketball Tennis Event: Sports Day Softball Cricket League

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances.

Below is a high-level overview of the critical knowledge children will learn in PE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Physical Education journey at Exwick Heights.

Pre-School and Reception

TTC SCHOOL UII							
Pre-School	Gross Motor Skills	Children will: Continue to develop their movemer apparatus, using alternate feet. Skip to wave flags and streamers, paint a teams. Increasingly be able to use a their developing physical skills to ta depending on its length and width. small hole they dug with a trowel. C blocks.	, hop, stand on one nd make marks Star nd remember seque sks and activities in Choose the right re	leg and hold a pose fort taking part in some gences and patterns of methe setting. For example sources to carry out the	r a game like musical roup activities which novements which are e, they decide wheth eir own plan. For exar	statues. Use large-n they make up for th related to music and er to crawl, walk or r mple, choosing a spa	nuscle movements emselves, or in I rhythm. Match un across a plank, de to enlarge a
	Fine Motor Skills	Children will: Use one-handed tools and equipme holding pens and pencils. Show a prexample, putting coats on and doing	eference for a dom				



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Gymnastics 1 Dance 1	Body Management Speed Agility	Manipulation Coordination Cooperate and Solve	Gymnastics 2 Dance 2	Body Management Speed Agility	Manipulation Coordination Cooperate and Solve
Reception	Knowledge	Gymnastics Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus.	Explore balance and managing own body. Able to stretch, reach, extend. Control body and perform specific movements.	Manipulation & coordination: Send & receive a variety of objects with different body parts. Work with others to control objects in space.	Gymnastics: Develop confidence in basic movements. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.	Roll, slide and jump using a variety of take offs/landings, use hands and feet. Participate in a variety of small group cooperative activities.	Manipulation & coordination: Coordinate similar objects in a variety of ways. Skip in isolation and with a rope.
	and Skills introduced	Pance: Recognise actions can be performed to music. Copy, repeat and perform some basic actions to music	Speed Agility Travel: Travel with control and coordination. Change direction and speed by instruction.	Cooperate & Solve problems: Organise and match items, images, colours and symbols.	Dance: Count and move to beats of 8. Copy and repeat movement patterns (solo, pair)	Speed Agility Travel: Agility-based activities. Try moving, softly, quietly, powerfully, etc. Relate body movements to music.	Cooperate & Solve problems: Copy and repeat various patterns and actions. Solve more complex tasks.





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Attack, Defend 1 Dance 1	Hit, Catch, Run 1 Gymnastics 1	<u>Dance 2</u> <u>Send and Return 1</u>	Run, Jump, Throw 1 Gymnastics 2	Attack, Defend 2 Hit, Catch, Run 2	Send and Return 2 Run, Jump, Throw 2
Year 1	Knowledge introduced	Attack, Defend 1 To practise basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination.	Hit, Catch, Run 1 To hit objects with a hand or bat. To track and retrieve a rolling ball. To throw and catch a variety of balls and objects.	Dance 2 Build simple movement patterns. Compose and link actions to make simple movement phrases.	Run, Jump, Throw 1 Begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.	Attack and Defend 2 Recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games.	Send and Return 2 Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects such as balls and beanbags. Select and apply skills to beat an opposition
		Dance 1 Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds. Experiment creating actions and performing movements.	Gymnastics 1 Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches.	Send and Return 1 To send an object with increased. Move towards a moving ball to return in. Send and return a variety of balls.	Gymnastics 2 To perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll, and like these into patterns. Perform longer movement phrases.	Hit, Catch, Run 2 Develop sending and receiving skills to benefit fielding. Distinguish between the roles of batters and fielders. Introduce simple tactics.	Run, Jump, Throw 2 Increase stamina and core strength. Opportunities to extend strength, balance, agility and coordination.
	Knowledge revisited	All build upon basic pr operate and Solve	inciples of EYFS curriculun	n including Body Manag	•	Manipulation and Coordi	nation and Co-



1						ary s		
		<u>Topic</u>	Orienteering Gymnastics 1	Send and Return 1 Dance 1	Attack, Defend and Shoot 1 Gymnastics 2	Run, Jump and Throw 1 Hit, Catch and Run 1	Attack, Defend and Shoot 2 Hit, Catch and Run 2	Send and Return 2 Run, Jump and Throw 2
	Year 2	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
		Knowledge revisited	Orienteering: New learning Gymnastics: EYFS, Y1,	Send and Return Y1, Dance: EYFS, Y1,	Attack, Defend and shoot Y1 Hit, catch and run Y1	Run, jump and throw Y1 Gymnastics: EYFS, Y1	Hit, Catch, Run Y1 and Spring Attack, defend and shoot Y1 and Spring	Send and return Y1 and Autumn Run, jump and throw Y1 and Spring



Year 3 and Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Orienteering Gymnastics	<u>Football</u> <u>Dance</u>	<u>Hockey</u> <u>Gymnastics</u>	<u>Netball</u> <u>Dance</u>	<u>Athletics</u> <u>Tennis</u>	<u>Basketball</u> <u>Rounders</u>
ű.	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
Year	Knowledge revisited	Orienteering: Y2 Gymnastics: EYFS, Y1, Y2	Football Attack, Defend and Shoot Y1, Y2 Dance: EYFS, Y1, Y2	Hockey: Send and Return Y1, Y2 Gymnastics: EYFS, Y1, Y2, Year 3 Term 1	Netball: Send and Return Y1, Y2 Dance: EYFS, Y1, Y2, Y3 Term 1	Athletics: Run, Jump, Throw Y1, Y2 Tennis: Send and Return Yr 1, Y2 and Yr 3 Term 2	Basketball: Send and Return Y1, Y2, Y3 Spring term. Rounders: Hit, Catch, Run Y1, Y2
	<u>Topic</u>	<u>Netball</u> <u>Dance 1</u>	Quidditch Gymnastics 1	<u>Badminton</u> <u>Tag Rugby</u> <u>Swimming</u>	<u>Badminton</u> <u>Tag Rugby</u>	Rounders Athletics	<u>Basketball</u> <u>Tennis</u>
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
Year 4	Knowledge revisited	Dance: EYFS, Y1, Y2, Y3 Netball: Attack, Defend and Shoot Y1 and Y2	Quidditch: New learning Defend and Shoot Y2, Send and Return Y3. Gymnastics: EYFS, Y1, Y2, Y3	Badminton: Send and Return Y1, Y2 and Y3 Tag-Rugby: Attack, Defend and Shoot Y1, Y2 and Y3. Hit, Catch, Run Y1, Y2 & Y3 Swimming: new learning	Badminton: Send and Return Y1 and Y2, Y3 Tag rugby: Attack, Defend and Shoot Y1 and Y2, Y3	Rounders: Send and Return Y1, Y2 & Y3 Hit, Catch, Run Y1 and Y2 Athletics: Run, Jump, Throw Y1 and Y2, Y3	Basketball: Send and Return Y1 and Y2 & Y3 Run, Jump, Throw Y1, Y2,& Y3



Year 5 and Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Orienteering Gymnastics	<u>Hockey</u> <u>Dance</u>	<u>Tennis</u> <u>Gymnastics</u>	Football Badminton Top Up Swimming	Basketball Athletics	<u>Cricket</u> <u>Quidditch</u>
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
Year 5	Knowledge revisited	Orienteering: Y2, Y3 Gymnastics: EYFS, Y1, Y2, Y3, Y4	Hockey: Y3 Dance: EYFS, Y1, Y2, Y3, Y4, Y5	Tennis: Y3, Y4 Gymnastics: EYFS, Y1, Y2, Y3, Y4, Spring term Y5	Football: Y3& 4 Badminton: Y3 Swimming: non- competent swimmers from Y4	Basketball: Y3 Athletics: Y3, Y4	Cricket: Hit, Catch and Run Y1 & 2 Rounders Y3 Quidditch: Y4



Year 6	<u>Topic</u>	Orienteering Gymnastics 1	<u>Quidditch</u> <u>Dance 1</u>	<u>Hockey</u> <u>Gymnastics 2</u>	<u>Tag Rugby</u> <u>Badminton</u>	<u>Cricket</u> <u>Athletics</u>	<u>Basketball</u> <u>Tennis</u>
	Knowledge introduced	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.	See detailed schemes of work for objectives and skills.
	Knowledge revisited	Orienteering: Y2, Y3 & Y5 Gymnastics: EYFS – Y5	Quidditch: Y3, Y4 & Y5 Dance: EYFS – Y5	Hockey: Y3 &Y4 Gymnastics: EYFS – Y6	Tag rugby: Y4 Badminton: Y3 & 5	Cricket: Rounders Y3, Y4 & Cricket Y5 Athletics: Y3, Y4 & Y5	Basketball: Y3 & Y5 Tennis: Y3, Y4 & Y5

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Personal, Social, Health and Economic Education at Exwick Heights Primary School



Overview

At Exwick Heights, we fully believe that the study of PSHE should provide students with the knowledge and skills that they need to manage their lives, now and in the future. Our aspirational curriculum (JIGSAW) equips children with the tools and mindset needed to have happy and healthy lives, giving them agency to make their way in the world. We firmly believe that pupils' wellbeing and academic progress are linked and therefore we, through our PSHE curriculum, assemblies, experiences offered and high expectations, create a climate where pupils feel happy and can therefore flourish. We want our pupils to be kind, aspirational, respectful with a firm understanding of our British Values and their 10-a-Day to succeed within their futures and communities.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Understand and value how they fit into and contribute to the world, locally, nationally and globally.
- Have a ready willingness and ability to try new things, push themselves and persevere.
- Understand how to stay safe, healthy and develop good relationships.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Have a strong self-awareness, interlinked with compassion of others.

By the end of Early Years, pupils can...

Self-confidence and self-awareness: Children should be:

• confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour: Children should be able to:

• talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making Relationships: Children should be able to:

play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

By the end of KS1 and KS2, pupils can (PSHE education guidance Sept 2021):

- Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.
- PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we
 consider it unnecessary to provide new standardised frameworks or programmes of study.
 PSHE can encompass many areas of study. Teachers are best placed to understand the needs of
 their pupils and do not need additional central prescription.
- However, while we believe that it is for schools to tailor their local PSHE programme to reflect
 the needs of their pupils, we expect schools to use their PSHE education programme to equip
 pupils with a sound understanding of risk and with the knowledge and skills necessary to make
 safe and informed decisions.
- Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

In order to achieve a true understanding of PSHE, topics are sequenced based on the following rationale:

- At Exwick Heights, we follow the 'Jigsaw' programme for PSHE, including statutory Relationships and Health education. It is a spiral, progressive and fully planned scheme of work, giving relevant learning experiences to help children navigate their world and develop positive relationships with themselves and others.
- In practice, this means that students from Nursery to Year 6 will have weekly lessons, following the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.
- At the beginning of each unit, children complete an elicitation task for the teacher to find out what the children already know and any misconceptions that need to be addressed. Once the unit has been completed, the children revisit this task again and this is used an assessment piece.
- Jigsaw is a whole school approach, but additional PSHE sessions may also need to be taught if something needs to be addressed in an individual class – such as friendship issues.
- RSE and British Values is covered through the Jigsaw scheme. Year 6 is when the children are taught about Sex Education. In Year 5 the children are taught about changes in the body.

The PSHE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students with special educational needs or disabilities are given extra support. For example, students who have profound barriers to learning, can work alongside a TA where possible.
- Scaffolded sheets to record work to be used for children that need it or the use of ICT to record ideas.
- At the end of each Jigsaw Puzzle in every year group, there is a grid showing how the lesson's



learning can be differentiated.

- Visual aids to be used alongside the power point.
- At the beginning of each session, a 'Calm Me' so the learning environment is calm and relaxing so as to reduce anxiety and aid concentration.
- The children have the opportunity to take part in whole school activities, such as Anti Bullying day and Children's Mental Health day.

We fully believe PSHE can contribute to the personal development of students at Exwick Heights:

- By enabling them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
- Pupils will show tolerance of those with different faiths, beliefs and values.
- Through PSHE, our pupils will foster lifelong aspirations, goals and values.
- By helping pupils to deal with issues they face every day such as friendships, emotional wellbeing and change.
- Pupils will have the skills they need to grow up as healthy individuals who can make informed decisions about their lives.
- Children will be able to navigate, participate and stay safe in this world.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in PSHE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's PSHE journey at Exwick Heights.

Some areas of the PSHE curriculum are taught within other subjects: Computing, Science & PE.



Curriculum Overview including Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery							
Reception							
Year 1							
Year 2							
Year 3	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Year 4							
Year 5							
Year 6							
Enrichment	Event: School Council Elections	Event: Anti- Bullying Week Event: Children in Need	Event: Children's Mental Health Week	Event: Careers Week Event: Red Nose Day for Comic Relief	Refugee Week	Transition Events	



Nursery and Reception Year 1 and Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Being Me in My World	Celebrating Differences	Dreams and Goals	<u>Healthy Me</u>	Relationships	Changing Me
Nursery	Knowledge introduced	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
				T	T		_
Reception	Knowledge introduced	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	Knowledge revisited	The Jigsaw, spiral, p	rogressive and intellectu	ually-sequenced planning	ensures that all learning is	s embedded and built upor	ì.



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Being Me in My World	<u>Celebrating</u> <u>Differences</u>	Dreams and Goals	Healthy Me	<u>Relationships</u>	Changing Me
Year 1	Knowledge introduced	Feeling special and safe Being part of a class Rights and responsibilitie s Rewards ad feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life-cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition





	<u>Topic</u>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	<u>Relationships</u>	Changing Me
Year 2	Knowledge introduced	Hope and fears for the year Rights and responsibilitie s Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotype about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Boys' and Girls' Bodies Increasing independence Assertiveness Preparing for transition
	Knowledge revisited	The Jigsaw, spira	al, progressive and in	ntellectually-sequenced	d planning ensures that a	all learning is embedded and b	uilt upon.



Year 3 and Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	<u>Being Me in My</u> <u>World</u>	<u>Celebrating</u> <u>Differences</u>	Dreams and Goals	<u>Healthy Me</u>	<u>Relationships</u>	Changing Me
Year 3	Knowledge introduced	Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter	Families Family conflict Witnessing bullying - (Focus only on what bullying is) Witness and solutions Words that harm Giving and receiving compliments	Dreams and goals Dreams and ambitions New challenge Our new challenge Celebrating my learning	Being fit and healthy/Exercise Making healthy choices What do I know about drugs? Being safe Safe and unsafe My amazing body	Family roles and responsibilities Friendship Keeping myself safe online Being a global Celebrating my web	How babies grow (young to old) Family stereotypes Preparing for transition Preparing for transition (New Teacher)
	Knowledge revisited	The Jigsaw, spiral, prog	gressive and intellec	tually-sequenced planni	ng ensures that all learni	ng is embedded and built up	oon.





	<u>Topic</u>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	<u>Relationships</u>	Changing Me
Year 4	Knowledge introduced	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Our learning charter Owning our learning charter	Judging by appearance Understanding influences Understanding bullying Witnessing bullying and how to solve it Problem-solving Identifying how special and unique everyone is	Hopes and dreams Broken Dreams Overcoming disappointment Creating new, realistic dreams Achieving goals We did it!	My friends and me Group dynamics Smoking Alcohol Healthy Friendships / Peer pressure Celebrating inner strength /Assertiveness	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Celebrating my relationships with people and animals	Unique me Having a baby Girls and Puberty Circles of Change Accepting Change Looking Ahead
	Knowledge revisited	The Jigsaw, spiral, prog	ressive and intellec	tually-sequenced planniı	ng ensures that all learni	ng is embedded and built up	on.



Year 5 and Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Being Me in My World	<u>Celebrating</u> <u>Differences</u>	Dreams and Goals	<u>Healthy Me</u>	<u>Relationships</u>	Changing Me
Year 5	Knowledge introduced	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour effects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials, wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and ow to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol Alcohol and antisocial behaviour Emergency first aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception Growing responsibility Coping with change Preparing for transition
	Knowledge revisited	The Jigsaw, spiral, pro	ogressive and intelle	ectually-sequenced planr	ning ensures that all lear	ning is embedded and built u	pon.





	<u>Topic</u>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	<u>Relationships</u>	Changing Me
Year 6	Knowledge introduced	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusi on Differences as conflict, difference as celebration Empathy	Personal learning goals in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploration including 'county lines' and gang culture Emotional and mental; health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
	Knowledge revisited	The Jigsaw, spiral, pro	ogressive and intelle	ectually-sequenced plan	ning ensures that all lear	ning is embedded and built (upon.

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Religious Education at Exwick Heights Primary School

Overview

The principal aim of Religious Education (RE) at Exwick Heights is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills required to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

Curriculum Principles

Through our aspirational RE curriculum, by the end of their primary education, a pupil of Exwick Heights Primary School will:

- Have a grounded understanding of religious and non-religious worldviews, practices and ways
 of life.
- Recognise how and why sources of authority are used, expressed and interpreted in different ways by individuals and within communities.
- Have the knowledge, understanding and skills needed to handle questions raised by religious and non-religious worldviews, reflecting on their own ideas and ways of living.
- Be able to make connections between religious and non-religious worldviews, concepts, practices and ideas studied.
- Be able express their own critical responses and personal reflections with increasing clarity and understanding.
- Have gained knowledge and skills supported by limitless opportunities for outdoor learning and first hand experiences including visits to local places of worship and visits from members of faith communities.

By the end of Early Years, pupils can...

- Talk about the differences they notice between people, whilst also looking at similarities between different families and communities.
- Talk positively about different appearances, skin colours and hair types.
- Engage in celebrations and value cultural, religious and community events and experiences.
- Talk about other's families and ask questions
- Talk about people that they may have come across within their community
- Explore the purpose of places of worship and places of local importance to the community drawing on their own experiences where possible
- Visit places of worship and places of local importance to the community
- Listen to and ask questions of visitors from different religious and cultural communities
- Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Build a rich bank of vocabulary with which to describe their own lives and the lives of others.

By the end of KS1, pupils can...

• Identify core beliefs and concepts studied and give a simple description of what they mean.





guide their

- Give examples of how stories show what people believe.
- Give examples of how people use stories, texts and teachings to beliefs, actions and worldviews.
- Give examples of ways in which people put their beliefs into practice.
- Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.
- Give a good reason for the views they have and the connections they make.

By the end of lower KS2, pupils can...

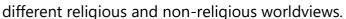
- Identify and describe the core beliefs and concepts studied.
- Make clear links between texts/sources of authority and the core concepts studied.
- Offer informed suggestions about what texts/sources of authority can mean and give examples
 of what these sources mean to religious and non-religious people.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.
- Describe how people show their worldviews in how they worship and in the way they live.
- Identify some differences in how people put their worldviews into practice.
- Make links between some of the worldviews studied and life in the world today, expressing some ideas of their own clearly.
- Raise important questions and suggest answers about how far the worldviews studied might make a difference to how they think and live.
- Give good reasons for the views they have and the connections they make.

By the end of upper KS2, pupils can...

- Identify and explain the core beliefs and concepts studied, using examples of texts/sources of authority in religions.
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
- Make clear connections between what religious and non-religious worldviews and how these people live, individually and in communities.
- Using evidence and examples, show how and why people put their worldviews into practice in different ways
- Make connections between the beliefs and concepts studied, evaluating and explaining their importance to different religious and non-religious people.
- Reflect on and articulate lessons people might gain from the worldviews studied, including their own responses, recognising that other may think differently.
- Consider and weigh up how worldviews studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

In order to achieve a true understanding of RE, topics are sequenced based on the following rationale:

• It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time (systematic units) and then including 'thematic units', which build on learning by comparing the beliefs and practices of







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- Depth is more important than overstretched breadth and so the different religions is restricted to 4 per key stage.
- Good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews.
- Understanding Christianity is a requirement in each key stage as this represents the highest proportion of religious believers in the country. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, and Judaism. Non-religious worldviews, including for example Humanism, will also be the focus for study.
- This sequence sets out a context for open exploration of religious and non-religious worldviews. It offers a structure through which pupils can encounter diverse religious worldviews alongside non-religious worldviews which reflect the backgrounds of many pupils in our school.
- It is a spiral curriculum so that pupils will revisit previously taught worldviews. Each lesson begins with a 'Flashback' task which reviews learning from previous lessons, units and years so that this knowledge is more easily embedded in pupils' long term memory.
- In EYFS, pupils are encouraged to develop positive attitudes about the differences between people through 'Understanding the World'. Resources reflect the diversity of life in modern Britain and pupils celebrate and value cultural, religious and community events and experiences.

The RE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged background do not always have same level of social/cultural competence and experiences as non-disadvantaged peers. Trips to places of worship and inviting visitors from faith communities improves the cultural capital of these pupils.
- The RE curriculum encourages exposure to different cultures, religions and ways of life.
- It encourages pupils to express their views through discussion and debates on a variety of key questions linked to religious and non-religious worldviews.
- Special educational needs/disabilities are given extra support through a wide range of resources to scaffold their learning. These scaffolds include, but are not limited to, dual coding symbols in lessons, visual representations, vocabulary supports and additional adult support.

We fully believe RE can contribute to the personal development of students at Exwick Heights:

- Pupils will have an improved understanding of the life choices of those who they may live amongst in the local community or in the wider area. Greater tolerance, respect and understanding will enhance the positive impact they have in the different communities they belong to.
- Pupils will become reflective learners, thinking about their own religious or non-religious worldviews and how these influence their behaviour and attitudes.
- Pupils will gain a greater appreciation of the differences between people.
- Pupils will develop debating and reasoning skills in order to express their viewpoints and consider those of other people with regards to 'Big Questions' explored as part of the curriculum.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview including Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Nursery	In Nursery, children will b	egin to Understand the Worl	d by exploring People, Cultu	re and Communities.				
Reception Visitor	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Chris	tians? What p	aces are special and why?		
			What times/stories a	ories are special and why?				
Year 1 Visitor	What does it mean to belong in a faith or belief community?	What do Christians believe God is like?	Who is Jewish a	and how do they live?	Who do Christians say made the world?	How should we care for the world and others, and why does it matter?		
Year 2 Visitor	Who is Muslim and how do they live? (1)	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (2) Trip: Mosque	What is the 'good news' that Christians believe Jesus brings?	Why does Easter matter to Christians?	What makes some places sacred to believers?		
Year 3 Visitor	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?		
Year 4 Visitor	What do Hindus believe God is like?	What is the Trinity and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died, 'Good Friday'?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?		
Year 5 Visitor	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	What does it if Christians believe God is holy and loving?	Why is the Torah so important to Jewish people? Trip: Synagogue	What does it mean to be a Humanist in Britain today?	What can be done to reduce racism? Can religion help?		
Year 6 Visitor	Why do Hindus want to be good?	Christians and how to live: What would Jesus do?	Creation and science: conflicting or complementary?	For Christians, what kind of king is Jesus?	What matters most to Humanists and Christians?	What do religious and non-religious worldviews teach about caring for the Earth?		

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Our Spiral Curriculum

All children are entitled to an aspirational curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in RE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's RE journey at Exwick Heights.

Nursery and Reception

Nursery		Understanding the Modern World	 We will: Ensure that resource Encourage children between different to any their quest and hair types. Celebrate and value 	 Ensure that resources reflect the diversity of modern Britain Encourage children to talk about the differences they notice between people whilst drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: Talk positively about difference appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. 							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summe	er 1 Summer 2				
	ills	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Chris	stians?	Which places are special and why?				
Reception	and SI	What times/stories are special and why?									
Rece	Knowledge and Skills	* Identify a sacred tex	igious words eir own feelings in the st	·							



	* Talk about people	* Talk about things	* Recognise and retell stories	Talk about somewhere that is special to
	who are special to	they find interesting,	connected with celebration of	themselves, saying why.
* Talk about the	them.	puzzling or wonderful	Easter.	* Recognise that some religious people
idea that each	* Say what makes	and also about their	* Say why Easter is a special	have places which have special meaning
	their family and	own experiences and	time for Christians.	for them.
person is unique and valuable.	friends special to	feelings about the	* Talk about ideas of new life	* Begin to recognise that for Christians,
	them.	world.	in nature.	Muslims of Jews, these special things link
* Introduce the idea	* Recall simply what	* Retell stories, talking	* Recognise some symbols	to beliefs about God.
that religions teach	happens at a	about what they say	Christians use during Holy	* Get to know and use appropriate
that each person is	traditional Christian	about the world, God,	Week and make connections	words to talk about their thoughts and
unique and	festival.	human beings.	with signs of new life in nature.	feelings when visiting a Church.
valuable.	* Begin to recognise	* Think about the	* Talk about some ways	*Express a personal response to the
* Explore Christian and Jewish views	the word	wonders of the natural	Christians remember these	natural world.
that God loves	'Incarnation' as	world, expressing	stories at Easter.	
	describing the belief	ideas and feelings.		
people even before they are born.	that God came to	* Say how and when		
* Consider signs	Earth as Jesus.	Christians like to thank		
and symbols used in	* Retell religious	their Creator.		
the welcoming of	stories, making	* Talk about what		
children into the	connections with	people do to mess up		
faith community.	personal experiences.	the world and what		
* Talk about how		they do to look after it.		
children are		* Say how and when		
welcomed into		Christians like to thank		
another faith or		their Creator.		
		* Talk about what		
belief community.		people do to mess up		
		the world and what		
		they do to look after it.		





Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewisl they		Who do Christians say made the world?	How should we care for the world and for others and why does it matter?
Year 1	Knowledge introduced	* Loving others in communities. * What Jesus and another leader taught about love. * What happens at a traditional Christian, Jewish or Muslim welcome ceremony. * Ways people show their love and belong to each other (e.g marriage). * Expressions of identity and belonging in faith communities and other communities. * What is good about being in a community/ faith community/ themselves.	* Parables. * Lost Son from the Bible – making links with Christian idea of God as a forgiving father. * Examples of ways in which Christians show their belief in God as loving and forgiving. * Examples of how Christians put beliefs into practice in worship. * Thoughts about whether something can be learnt from the story for themselves.	* Recognise the Shema as a Jev Shema as a Jev Retell simple in Jewish celeb Examples of People celebratimes. * Examples of Pewish people remember Goodways.	vish prayer. stories used brations. now Jewish te special now some might	* Story of Creation (Genesis 1:1 – 2:3) * Creation is the beginning of the 'big story' of the Bible. * What the story tells Christians about God, *Creation and the world. *Examples of what Christians do to say 'thank you' to God for Creation. * What they personally have to be thankful for.	* Stories that say something about each person being unique and valuable. * Examples of key beliefs some people find in one of these stories. * Examples of how people show that they care for others. * Examples of how Christians and Jews show care for the earth. * Why Christians and Jews show care for the earth. * Why Christians and Jews might look after the world. * Reasons why everyone should care for others and look after the natural world. * What difference believing in God makes to how people treat each other and the natural world.



				"ary	36.
Skills introduced	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.	Think, talk and ask questions about whether they can learn anything from the story for themselves exploring different ideas. Give a reason for ideas and connections they make.	Relate and give examples of how stories relate to Jewish thoughts about God. Making links between Jewish stories and how believers live.	N/A	
Knowled <u>c</u> revisited		Learning about celebrations and religious holidays in EYFS.	Learning about differences in people and appearances in EYFS.	Key stories about creation in EYFS. Christianity What do Christians believe God is like? (Y1)	Natural world in EYFS. Previous religions studied: Christianity Judaism Non-religious views
Skills revisited	N/A	N/A	Giving good reasons for their ideas about whether reflecting, thanking and praising and remembering have something to say to them too. Talking about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.	Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Think, talk and ask questions about living in an amazing world. Give reasons for ideas they and connections they make between the Jewish/Christian Creation story and the world they live in. Give good reasons why everyone (religious and non-religious) should care for others and the world.



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Who is Muslim and	Why does Christmas	Who is a Muslim	What is the 'good	Why does Easter matter	What makes some
	<u>Topic</u>	how do they live?	matter to	and how do they	news' that Christians	to Christians?	places sacred to
			Christians?	live? Pt2	believe Jesus brings?		believers?
Year 2	Knowledge introduced	* Words of the Shahadah and it's important to Muslims. * Key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. * Examples of how Muslims use the Shahadah to show what matters to them. * Stories about the Prophet Muhammed and how these show what Muslims believe. * How stories about the Prophet guide Muslims beliefs and actions. * How Muslims put beliefs about prayer into action.	* Stories of Jesus' life from the Gospels. * Story of Jesus' birth. * Why Jesus is important for Christians. * Examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. * What people have to be thankful for.	* Words of the Shahadah and it's important to Muslims. * Key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. * Examples of how Muslims use the Shahadah to show what matters to them. * Stories about the Prophet Muhammed and how these show what Muslims believe. * How stories about the Prophet guide Muslims beliefs and actions. * How Muslims put beliefs about prayer into action.	* Stories from the Bible that link with the concept of 'Gospel' or 'Good News'. * What Bible texts mean to Christians. * That Jesus gives instructions to people about how to behave. * Examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. * Examples of how Christians put these beliefs into practice in the Church community and their own lives.	* Incarnation and Salvation. * How these are part of a 'Big Story' of the Bible. * Stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. * Examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	* Special places where people go to worship. * What people do in the special places. * Objects used in worship in two religions and accounts of how they are used and what they mean. * Beliefs about worship and beliefs about God and connections between these and places of worship. * Examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. * Examples of how people belong to a sacred building or a community.



Skills	N/A	Decide and reflect on what they personally have to be thankful for, giving a reason for their ideas.	N/A	N/A	N/A	N/A
Knowledge revisited	N/A	Christianity What do Christians believe God is like? (Y1) Who do Christians say made the world? (Y1)	Islam Who is a Muslim and how do they live? (Y2)	Christianity What do Christians believe God is like? (Y1) Who do Christians say made the world? (Y1) Why does Christmas matter to Christians? (Y2) Why does Easter matter to Christians? (Y2)	Christianity What do Christians believe God is like? (Y1) Who do Christians say made the world? (Y1) Why does Christmas matter to Christians? (Y2)	Previous religions studied: Christianity Judaism Islam Non-religious views





	Think, talk and ask	Think, talk and ask	Think, talk and ask	Think, talk and ask	Think, talk and ask	Think, talk and ask
	questions about	questions about	questions about	questions about	questions about whether	good questions
	Muslim beliefs and	Christmas for people	Muslim beliefs and	whether Jesus' 'good	the story of Easter only has	about what happens
	ways of living.	who are Christians	ways of living.	news' is only good news	something to say to	in a church,
	Talk about what they	and for people who	Talk about what they	for Christians, or if there	Christians, or if it has	synagogue or
	think is good for	are not.	think is good for	are things for anyone to	anything to say to pupils	mosque, saying what
	Muslims about prayer,	Decide what they	Muslims about	learn about how to live,	about sadness, hope or	they think about
	respect, celebration	personally have to be	prayer, respect,	giving a good reason	heaven, exploring different	these questions,
D	and self-control,	thankful for, giving a	celebration and self-	for their ideas.	ideas and giving a good	giving good reasons
Skills revisited	giving a good reason	reason for their	control, giving a		reason for their ideas.	for their ideas.
evi	for their ideas.	belief.	good reason for			Talk about what
S	Give a good reason		their ideas.			makes some places
Ē	for their ideas about		Give a good reason			special to people,
S	whether prayer,		for their ideas about			and what the
	respect, celebration		whether prayer,			difference is between
	and self-control have		respect, celebration			religious and non-
	something to say for		and self-control have			religious special
	them too.		something to say for			places.
			them too.			



Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	What do Christians learn from the Creation Story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?
Year 3	Knowledge introduced	* Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. * Links between Genesis 1 and what Christians believe about God and Creation. * That the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. * What Christians do because they believe that God is the Creator. * How Christians pray to God, say sorry and ask for forgiveness and why.	* Links between the story of Noah and the idea of covenant. * Links between promises in the story of Noah and promises that Christians make at a wedding ceremony. * Links between the story of Noah and how we live in school and the wider world.	* Beliefs about God in Islam expressed in Surah 1. * Links between beliefs about God and ibadah. Examples of how ibadah in Islam and describe what they involve. * Links between Muslim beliefs about God and a range of ways in which Muslims worship.	* Texts that come from a Gospel which tells the story of the life and teaching of Jesus. * Links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. * What Jesus' actions towards outcasts mean for a Christian. * Examples of how Christians try to follow Jesus' teaching in different ways.	* Jewish beliefs about God, sin and forgiveness and what they mean. * Links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people. * Links between Jewish beliefs about God and His people and how Jews live. * How Jews show their beliefs through worship in festivals, both at home and in wider communities.	* Beliefs about why the world is not always a good place. * Links between religious beliefs and teachings and why people try to live and make the world a better place. * Links between teachings about how to live and ways in which people try to make the world a better place. * Examples of how people try to live. * Differences between how people put their beliefs into action.



	Raise questions and	Make links between	N/A	N/A	Offer informed	Express their own
þ	suggest answers	the story of Noah	13/4	13/6	suggestions about the	ideas about the best
Skills introduced	about what might be	and how we live in			meaning of the Exodus	ways to make the
ро.	important in the	school and the wider			story for Jews today.	world a better place,
ntr	Creation story for	world.			story for sews today.	making links with
ls i	Christians and for	World.				religious ideas studied.
kil	non-Christians living					rengious ideas stadica.
V)	today.					
	Christianity	Christianity	Islam	Christianity	Judaism	Previous religions
	What do Christians	What do Christians	Who is a Muslim and	What do Christians	Who is Jewish and how	studied:
	believe God is like?	believe God is like?	how do they live? (Y2)	believe God is like? (Y1)	do they live? (Y1)	Christianity
	(Y1)	(Y1)		Who do Christians say		Judaism
Р	Who do Christians	Who do Christians		made the world? (Y1)		Islam
Knowledge revisited	say made the world?	say made the world?		Why does Christmas		& Non-religious
evis	(Y1)	(Y1)		matter to Christians?		views.
e re	Why does Christmas	Why does Christmas		(Y2)		
ф	matter to Christians?	matter to Christians?		Why does Easter matter		
wle	(Y2)	(Y2)		to Christians? (Y2)		
lo u	Why does Easter	Why does Easter		What do Christians learn		
¥	matter to Christians?	matter to Christians?		from the Creation Story?		
	(Y2)	(Y2)		(Y3/4)		
		What do Christians		What is it like for		
		learn from the		someone to follow God?		
		Creation Story? (Y3/4)		(Y3/4)		



	N/A	N/A	Raise questions and	Make links between the	Raise questions and	Raise questions and
			suggest answers	importance of love in	suggest answers	suggest answers
			about the value of	the Bible stories studied	about whether it is	about why the world is
			submission and self-	and life in the world	good for Jews and	not always a good
			control to Muslims,	today, giving a good	everyone else to	place, and what are the
			and whether there are	reason for their ideas.	remember the past	best ways of making it
pə			benefits for people		and look forward to	better.
sit			who are not Muslims.		the future.	Make links between
revisited			Make links between		Make links with the	some commands for
			the Muslim idea of		value of personal	living from religious
Skills			living in harmony with		reflection, saying sorry,	traditions, non-
Sk			the Creator and the		being forgiven, being	religious worldviews
			need for all people to		grateful, seeking	and pupils' own ideas.
			live in harmony with		freedom and justice in	
			each other in the world		the world today,	
			today, giving good		including pupils' own	
			reasons for their		lives, and giving good	
			ideas.		reasons for their ideas.	





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic</u>	What do Hindus believe God is like?	What is the 'Trinity' and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died, 'Good Friday'?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?
Year 4 Knowledge introduced	* Hindu deities and how they help Hindus describe God. * Links between some stories and what Hindus believe about God. * Links between beliefs about God and how Hindus live. * Different ways in which Hindus worship.	* What a Gospel is and examples of the kinds of stories it contains. * What texts about baptism and Trinity mean. * Examples of what these texts mean to some Christians today. * How Christians show their beliefs about God the Trinity in worship in different ways.	* How Hindus show their faith within their families in Britain today. * How Hindus show their faith within their faith communities in Britain today. * Different ways in which Hindus show their faith. * Terms and definitions: Dharma, Sanatan Dharma, Hinduism * Links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	* Definition of the term 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people. * What the events of Holy Week mean to Christians. * Examples of what Christians say about the importance of the events of Holy Week. * Links between the Gospel accounts and how Christians mark the Easter events in their communities. * How Christians how their beliefs about Jesus in worship in different ways.	* Find out about how, why and by whom celebrations are done, making connections to religious and non-religious world views. * Look at information about diversity within how festivals are celebrated. * Ask a variety of people from different religious and non-religious worldviews and analyse the results. * Explore the benefits of celebration to religious communities.	* Beliefs about love, commitment and promises in two religious traditions and what they mean. * Meaning and importance of ceremonies of commitment for religious and non-religious people today. * What happens in ceremonies of commitment and what these rituals mean. * Links between beliefs about love and commitment and how people in at least two religious traditions live. * Differences in how people celebrate commitment.



Skills introduced	N/A	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	N/A	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Identify some differences in how people within and between different religious and non- religious worldviews celebrate festivals (e.g. different approaches	N/A
Knowledge revisited	N/A	Christianity What do Christians believe God is like? (Y1) Who do Christians say made the world? (Y1) Why does Christmas matter to Christians? (Y2) Why does Easter matter to Christians? (Y2) What do Christians learn from the Creation Story? (Y3) What is it like for someone to follow God? (Y3) What kind of world did Jesus want? (Y3)	Hinduism What do Hindus believe God is like? (Y3)	Christianity Why does Easter matter to Christians? (Y2) What is it like for someone to follow God? (Y3) What kind of world did Jesus want? (Y3) What is the 'Trinity' and why is it important to Christians? (Y3)	to celebrating Christmas). Christianity Why does Christmas matter to Christians? (Y2) Why does Easter matter to Christians? (Y2) Previous religions studied: Christianity Judaism Islam & Non-religious views.	Previous religions studied: Christianity Judaism Islam & Non-religious views.



					mary Sch	
	Raise questions and	Make links between	Raise questions and	Make simple links	Raise questions and	Raise questions and
	suggest answers	some Bible texts	suggest answers	between the Gospel	suggest answers	suggest answers
	about whether it is	studied and the idea	about what is good	accounts and how	about how far beliefs	about whether it is
	good to think about	of God in Christianity,	about being a Hindu in	Christians mark the	and different practices	good for everyone to
	the cycle of	expressing clearly	Britain today, and	Easter events in their	studied might make a	see life as a journey,
	create/preserve/destr	some ideas of their	whether taking part in	communities.	difference to how	and to reach the
0	oy in the world	own about what	family and community	Describe how Christians	pupils think and live.	milestones. Make links
visited	today. Make links	Christians believe	rituals is a good thing	show their beliefs about	Make simple links	between ideas of love,
, svis	between the Hindu	God is like.	for individuals and	Jesus in worship in	between stories,	commitment and
5 r	idea of everyone		society, giving good	different ways	teachings and values	promises in religious
Skills	having a 'spark' of		reasons for their		behind festivals and	and non-religious
S	God in them and		ideas.		how people remember	ceremonies. Give
	ideas about the value		Make links between		these when	good reasons why
	of people in the		Hindu practices and		celebrating. Describe	they think ceremonies
	world today, giving		the idea that Hinduism		how people show what	of commitment are or
	good reasons for		is a whole 'way of life'		is important to them at	are not valuable today.
	their ideas.		(dharma)		a festival in how they	
	!				mark it.	





Year 5

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	What does it mean for Christians to believe that God is holy and loving?	Why is the Torah so important to Jewish people?	What does it mean to be a Humanist in Britain today?	What can be done to reduce racism? Can religion help?
Year 5	Knowledge introduced	* Explain Muslim beliefs about God, the Prophet and the Holy Qur'an (Tawhid; Muhammed as the Messenger, Qur'an as the message). * Ways in which Muslim sources of authority guide Muslim living. * Connections between Muslim beliefs and ibadah.	* The place of Incarnation and Messiah within the 'big story' of the Bible. * How to identify Gospel and Prophecy texts using technical terms. * How Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.	* Different types of biblical texts. * Connections between biblical texts and Christian ideas of God using theological terms. * Connections between Bible texts studied and what Christians believe about God. * How Christians put their beliefs into practice in worship.	* Explain Jewish beliefs about God. * Examples of some texts that say what God is like and explain how Jewish people interpret them. * Connections between Jewish beliefs about the Torah and how they use and treat it. * Connections between Jewish commandments and how Jews live.	* Study Census 2021 data. * Explore Humanists beliefs about life's origins, linking this to science. * The humanist rejection the idea of knowledge being 'revealed' by a supernatural being. * The humanist belief that we only have one life and how we should live it. * Connections between value similarities and differences.	* People who have given their lives to reducing prejudice and hatred. *The statues of Colston and Wesley in Bristol. *Art, prayer and other forms of expression have been used to tackle racism. * Christian stories about human unity. * Prophet Muhammad's teachings to set racial differences aside.



					mary Sch	
	Give evidence and	How to explain	Weigh up how	N/A	Think, talk and ask	Raise important
	examples to show how	connections	biblical ideas and		questions about what	questions and
	Muslims put their	between biblical	teachings about God		motivates Humanists	suggest answers
	beliefs into practice in	texts, Incarnation and	as holy and loving		to do good in the	about how to reduce
	different ways.	Messiah using	might make a		world, in the absence	racism.
	Make connections	theological terms.	difference in the		of religious teachings	Interpret case
	between Muslim	Comment on how	world today,		or rules, and without	studies of how people
	beliefs studied and	the idea that Jesus is	developing insights		belief in a higher	holding both religious
	Muslim ways of living	the Messiah makes	of their own.		power or an afterlife.	and non-religious
	in Britain/Devon and	sense in the wider				worldviews have
ъ	Torbay today.	world.				approached racism,
Skills introduced	Consider and weigh					reflecting on and
ρqι	up the value of e.g.					articulating lessons
ıtr	submission, obedience,					people might gain
i.	generosity, self-control					from these.
三	and worship in the lives					Offer a reasoned
S	of Muslims today and					response to the unit
	articulate responses on					question , with
	how far they are					evidence and
	valuable to people who					examples, expressing
	are not Muslims.					insights of their own.
	Reflect on and					
	articulate what it is					
	like to be a Muslim in					
	Britain today, giving					
	good reasons for views.					



Islam Who is a Muslim and	Christianity What do Christians	Christianity What do Christians	Judaism Who is lewish and how	Previous religions	Previous religions
Who is a Muslim and how do they live? (Y2) How do festivals and worship show what matters to a Muslim? (Y3)	What do Christians believe God is like? (Y1) Why does Christmas matter to Christians? (Y2) Why does Easter matter to Christians? (Y2) What do Christians learn from the Creation Story? (Y3)) What is it like for someone to follow God? (Y3) What is the 'Trinity' and why is it important to Christians? (Y4) Why do Christians call the day Jesus died, 'Good Friday'? (Y4)	What do Christians believe God is like? (Y1) What is it like for someone to follow God? (Y3/4) What kind of world did Jesus want? (Y3) What is the 'Trinity' and why is it important to Christians? (Y4)	Who is Jewish and how do they live? (Y1) How do festivals and family life show what matter to Jewish people? (Y3)	studied: Christianity Non-religious views	studied: Christianity Humanism Non-religious views.



 					"ary ser	
	N/A	Weigh up how far	Make clear	Give evidence and	Make connections	Make clear
		the idea of Jesus as	connections	examples to show	between belief and	connections between
		the Messiah – a	between Bible texts	how Jewish people put	behaviour in their own	the challenges racism
		saviour from God – is	studied and what	their beliefs into	lives, in the light of	presents and how
		important in the	Christians believe	practice in different	their learning.	people of religious and
		world today and, if it	about God; for	ways. Make		non-religious
		is true, what	example, through	connections between		worldviews respond to
		difference that might	how cathedrals are	Jewish beliefs studied		these, both within and
		make in peoples'	designed	and explain how and		beyond their own
jed		lives, giving good		why they are		communities.
Skills revisited		reasons for their		important to Jewish		
rev		answers.		people today.		
<u>s</u>				Consider and weigh		
Ski				up the value of e.g.		
				tradition, ritual,		
				community, study and		
				worship in the lives of		
				Jews today, and		
				articulate responses on		
				how far they are		
				valuable to people		
				who are not Jewish.		





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Why do Hindus want to be good?	Christians and how to live: What would Jesus do?	Creation and Science: conflicting or complementary?	For Christians, what kind of king is Jesus?	What matters most to Humanists and Christians?	What do religious and non-religious worldviews teach about caring for the Earth?
Year 6	Knowledge introduced	* Using technical terms to identify and explain Hindu beliefs e.g. dharma, karma, samsara, moksha. * The story of the man in the well and what this means and how it relates to Hindu beliefs about samsara, moksha etc. * Connections between Hindu beliefs about dharma, karma and samsara and moksha and ways in which Hindus live. * The connections between the four Hindu aims of life and the four stages of life.	* Examine: Foundations for living: the wise and foolish builders: Matthew 7:24 – 27 The Sermon on the Mount: Matthew 5 – 7. A healing miracle: The Centurion's Servant: Luke 7:1–10 *Explore ways in which Christians try to use Jesus' words as their 'foundations for living: prayer, justice, illness and healing, turning enemies into friends. * How people show generosity to those in need.	* What type of text Genesis 1 is and its purpose. * Connections between Genesis 1 and Christian belief about God as Creator. * Why many Christians find science and faith go together. * Scientific account of cosmology. * Christian scientists	* Connections between biblical texts and the concept of the kingdom of God. * Different possible meanings for the biblical texts studied and awareness of different interpretations. * Connections between belief in the kingdom of God and how Christians put their belief into practice. * The different ways Christians put their beliefs into action.	* Explore the notion of good and bad, making links to what Christians and Humanists may believe. * The Humanist 'Code for Living' * Moral concepts such as freedom, truth, peace etc. * The Christian Code for Living linked to Jesus' teachings. * Similarities and differences between Christian and Humanist values.	* Explore Greta Thunberg and the issue of climate justice. *The key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu Dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth. * The work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree- planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah. * Examples of creative expressions of green spirituality
	Skills introduce d	N/A	Articulate their own responses to the issues studied, recognising different points of view.	Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians	Relate the Christian kingdom of God model to issues, problems and opportunities in the world today.	N/A	N/A



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			interpret it, showing awareness of different interpretations. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.			
Knowledge revisited	Hinduism What do Hindus believe God is like? (Y4) What does it mean to be a Hindu in Britain today? (Y4)	Christianity What do Christians believe God is like? (Y1) What is the 'good news' that Christians believe Jesus brings? (Y2) What kind of world did Jesus want? (Y3) What is the 'Trinity' and why is it important to Christians? (Y4) Why do Christians call the day that Jesus died, 'Good Friday'? (Y4) Why do Christians believe that Jesus was the Messiah? (Y5)	Christianity What do Christians believe God is like? (Y1) What do Christians learn from the Creation Story? (Y3)	Christianity What do Christians believe God is like? (Y1) What do Christians learn from Creation Story? (Y3) What is it like for someone to follow God? (Y3) What is the 'Trinity' and why is it important to Christians? (Y4) What does it mean for Christians to believe that God is holy and loving? (Y5) Why do Christians believe that Jesus was the Messiah? (Y5)	Previous religions studied: Christians Non-religious views including What does it mean to be a Humanist in Britain today? (Y5)	Previous religions studied: Christianity Judaism Islam Hinduism & Non-religious views.



					"ary s	,
	Give evidence and	Make connections	Weigh up how far	Articulate their own	Raise important	Reflect on and
	examples to show how	between Christian	the Genesis 1	responses to the idea	questions and	articulate lessons people
	Hindus put their beliefs	teachings (e.g. about	creation narrative is	of the importance of	suggest answers	might gain from beliefs
	into practice in different	peace, forgiveness,	in conflict, or is	love and sacrifice and	about how and why	about the environment
	ways. Make	healing) and the	complementary, with	service in the world	people should be	and people's responses
	connections between	issues, problems and	a scientific account,	today.	good	to environmental issues
7	Hindu beliefs studied.	opportunities in the	giving good reasons		*Make connections	they have studied,
Povicited	Explain how and why	world today,	for their views.		between the values	recognising that people
j.	they are important to	including their own			studied and their	may think differently
		lives			own lives, and their	about these.
Skills	articulate what impact				importance in the	Consider and weigh
V	belief in Karma and				world today, giving	up different ideas about
	dharma might have on				good reasons for	and responses to
	individuals and the				their views.	environmental issues
	world, recognising					and use this reasoning
	different points of					to help articulate
	view.					personal responses on
						caring for the world.

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Reading at **Exwick Heights Primary School**

Reading is at the heart of everything we do at Exwick Heights Primary School. We value not only the huge role that reading plays across our curriculum on a daily basis in raising standards of achievement, but also the social and emotional gains it brings to every reader. As a school with the highest aspirations for all of our children, we recognise that we need to foster a positive reading environment from the earliest opportunities. Thus, we promote a reading culture that inspires children to find passion in reading, makes them keen to read and helps them to develop into ardent, avid readers and life-long learners.

"Once you learn to read, you will be forever free."

- Frederick Douglass

Our library is a place of wonder and discovery. Weekly sessions include input from adults about different authors, discussing and listening to stories or children can scan out a book to take home and share with their family. Staff support children in using the Library effectively and along with our Reading Ambassadors, help to keep it organised, updated and accessible to all.

Children in Y2-3 continue to use our Little Wandle scheme, moving forward to reading fluency practice. Their fluency will be assessed against national words-per-minute reading norms and then children will be grouped based on these assessments to ensure they are reading books which match their current fluency skill. These books are written by popular, celebrated authors, who have written these texts specifically for the programme. They are especially enjoyable to read, helping to make this first experience of extended reading as positive as it can be. Each group will complete three sessions of fluency practice per week, with adults supporting development of vocabulary, prosody and comprehension. These sessions will also introduce children to different ways of practising and honing their reading skill, using techniques such as echo, choral and emotive reading. This will ensure that children are best prepared for the jump in reading content in UKS2.

Children from Y4-6 engage in whole-class reading lessons, where the week's extracts fall under a theme that complements learning in different curriculum areas. Our children love the ambitious and broad topics covered in these sessions, which help to give them a wider awareness and understanding of their termly topics, as well as the wider world.

Children who are not yet accessing whole-class teaching progress through banded books – these are Phase and Set specific (in keeping with Little Wandle Letters and Sounds) books from Collins Big Cat, which match the children's attainment in Phonics. Some children in Year 2-6 may be part of our daily 'Rapid Catch Up' intervention, to ensure they secure their phonetic knowledge as soon as possible. We expect families to regularly read with their children at home and make comments in their child's reading record.



We make sure that all children from Y2-6 are accessing books that are appropriate to their current fluency and comprehension attainment. To ensure this, we use Accelerated Reader, an online platform where children complete STAR tests to determine their Zone of Proximal Development (ZPD). When children know their ZPD, they can borrow any book from within their level from the library. Once they've finished their books, they can complete comprehension quizzes on books they have read from the library or at home, earning points towards reading prizes in our assembly - our children often aim to be a word millionaire!

We work closely with our local Schools' Library Service to keep our book stock current and to ensure that we have something for everyone, particularly gaining quality fiction and non-fiction texts that provide further context for our current learning. Each classroom will have a selection of books in their classroom which are directly linked with the class topic. This offers opportunities for the children to apply their reading skills across the curriculum and further develop their understanding and knowledge of their current topic.

All year groups have Shared Reading time every day, where the class teacher will read a specifically-chosen, high-quality text that is challenging in language, plot or theme, to help children be immersed in a world that they may not yet be able to enter by themselves. All staff agree that this time together as a class is sacred and protected - it is often commented as both staff and children's favourite time of day! There are also opportunities for children to read simply for pleasure during the week with our Drop Everything and Read sessions, where all work ceases and the joy of reading begins! Learning is never limited to the classroom at Exwick Heights, and outdoor reading is a particular highlight during the sunnier months of our summer term - children will often request to read in our outdoor classroom or bird hide for a peaceful, calming experience.

Children are encouraged to recommend books to each other and to make suggestions to staff of any books that they'd like to see in the school Library. Our reading ambassadors do a fantastic job creating book reviews for every school newsletter.

Children record regularly in their reading journals; if there are three comments about their reading, as well as one adult signature, per week, a ticket into our termly Read to Succeed draw will be given, where the children could win a brand-new book selected from the Recommended Reads list used by teaching staff. In addition, our extra-curricular reading offer continues to grow, including book clubs run in the Early Years and KS2, as well as opportunities for children to meet and work with awesome authors during World Book Day.

In every area of our Reading curriculum, we have the highest expectations and aspirations for our children. We know that Exwick Heights children are kind, curious and determined, and our Reading offer only helps to solidify and further this.

Reading has, and always will, be the highest priority at Exwick Heights Primary School!



Overview

At Exwick Heights Primary, we endeavour to create a love for reading. We want every child to leave the school with the skills of an excellent reader who:

- Has the ability to discuss their reading with confidence and clarity, recognising their own authorial voice;
- Thinks about the impact reading has on their life and how the best authors communicate different ideas and emotions.
- Has a sophisticated bank of vocabulary and an excellent knowledge of authorly techniques to extend details or description within their written and verbal descriptions of reading texts
- Can structure and organise their thoughts to identify their understanding of a variety of texts
- Displays excellent decoding and fluency that ensure their reading communicates the appropriate meaning and tone of a variety of texts
- Re-reads, edits and improves their expression so every text they read is to the best of their ability and better than the last.

Throughout their time at Exwick Heights Primary, children develop their reading skills by exploring a whole range of different genres. We expect the highest standards of reading discussion and analysis every time a child reads in any subject, not just in English lessons, and place great importance on self-checking, re-reading and providing answers in full sentences when discussing a text.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

By the end of Early Years, pupils will be able to:

Communication and Interaction:

Maintain attention, concentrates and sits quietly during appropriate English activities; responds to instructions involving a two-part sequence; understands humour (e.g. nonsense rhymes); extends vocabulary, especially by grouping and naming; exploring the meaning and sounds of new words; two-channelled attention, listening for a short span; able to follow a story without pictures and prompts; uses language to imagine and recreate roles and experiences in play situations; listens and responds to ideas expressed by others in conversation or discussion; links statements and sticks to a main theme or intention.



EYFS - Reading:

Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet; Begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read; Continues a rhyming string; Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together and knows which letters represent some of them; Links sounds to letters, naming and sounding the letters of the alphabet; begins to read words and simple sentences; Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Enjoys an increasing range of books; Knows that information can be retrieved from books and computers; Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words; They demonstrate understanding when talking with others about what they have read.

Reading By the end of KS1 and KS2, pupils can...

п	Word Reading			Comprehension		
	Decoding	By year end	Reading for Pleasure	Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and Convention
Y2	Read age- appropriate books: -sounding out unfamiliar words - beginning to self- correct E TI Ex Read accurately, automatically and without undue hesitation including: • Words of 2 or more syllables • Words containing common suffixes • Most common exception words E TI Ex Read most words quickly and accurately without blending out loud, e.g over 90 words per minute E TI Ex Begin to read silently with understanding. E TI Ex GD	AR level 1.9+ Book bands: gold+ Readin g age 7.0+	Read independently, demonstrating increasing stamina. E TI Ex GD Show developing preferences through book choice. E TI Ex GD	Infer - Make inferences from texts that they read themselves, on the basis of - what's being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher). E TI Ex GD	Identify simple literary language in stories and poetry. E TI EX GD Discuss favourite words and phrases and their impact on the meaning. E TI EX GD	Identify key aspects of texts, e.gfiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary E TI Ex GD



	Word Reading			Comprehension		
_	Decoding	Ву	Reading for Pleasure	Inference, Prediction, Clarifying, Questioning, Summarising	Language for Effect	Themes and
		year	"			Convention
		end				
Y	Read age-appropriate	Year	Read a broader range of	Infer - Make inferences drawn from across and between texts and justify	Discuss how the	Identify the themes and
5/ 6	books with confidence	5	texts including those from	with evidence.	structural and	conventions of a range
6	and fluency, including	40	literary heritage and more	Use PEE (Point, Evidence, and Explanation) to support inferences.	presentational choices	of texts.
	whole novels	AR 4.9+	challenging texts.	[E TI Ex GD]	impact on meaning, theme and purpose.	E TI Ex GD
	E TI Ex GD	4.9*	E TI Ex GD		tneme and purpose.	E III EX GD
	E 11 Ex 35	RA	E III EX GD	Predict - Predict what might happen from details stated and implied based on:	E TI Ex GD	Discuss/comment on
		10+	Recommend books they	- themes	L 111 Lx 10D	themes and
	Use a range of reading		have read to their peers.	- conventions	Discuss and evaluate	conventions in different
	strategies to work out		giving reasons for their	- knowledge about the author	texts, commenting on	genres and forms.
	any unfamiliar word.	Year	choices.	- genres	writers' use of words,	
		6			phrases and language	E TI Ex GD
	E TI Ex GD		E TI Ex GD	E TI Ex GD	features including	
		AR		Clarify - Give the meaning of words in context.	figurative language.	Make comparisons and
		5.9+	Demonstrate continuing	E TI Ex GD		contrasts within and
	Read aloud and to	RA	engagement with reading:		E TI Ex GD	across texts.
	perform, showing	11+	 reading for sustained 	Explore and explain the meaning of words in context.		
	understanding through intonation, tone and	11+	periods of time complete a wider	E TI Ex GD		E TI Ex GD
	volume so that		 complete a wider range of more 			Discuss viewpoints
	meaning is clear to an		challenging and	Distinguish between feet and enjains		(both of the author and
	audience.		lengthier books	Distinguish between fact and opinion.		fictional characters),
			engage actively in	E III EX GD		within a text and across
	E TI Ex GD		book discussions with			more than one text.
			and without adult	Clarify concepts and ideas at sentence, paragraph and whole text level.		
			support.	E TI Ex GD		E TI Ex GD
			 Respond to reading in 	Question - Ask and answer questions to improve understanding of		
			a written form,	themes and authorial intent.		Provide reasoned
			beginning to develop a			justifications for
			critical stance.	E TI Ex GD		opinions about a book.
			E TI Ex GD			E TI Ex GD
			E III EX I GD			2 11 22 32
				Summarise - Identify and summarise main ideas from across a text.		
				E TI Ex GD		
				Identify key details that support main ideas using quotation for illustration E TI Ex GD		
				E 111 EX 10D		
				Retrieve, record and present key information from non-fiction.		
				E TI Ex GD		



In order to achieve a true understanding of English, topics are sequenced based on the following rationale:

- At EHPS, we believe that a quality Reading curriculum should develop children's love of reading, writing and discussion, allowing children to access texts from across the curriculum.
- Our aim is to inspire an appreciation of our rich and varied literary heritage and promote a habit of reading widely and often.
- We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning.
- Our topics are sequenced to build on prior knowledge and skills and to build on and deepen previous learning.
- Our pupils benefit from a text-rich, intelligently-sequenced collection of planning and resources.
- Our teachers use clear assessment English and Whole-class Reading books alongside formative and summative assessment (NFER/Little Wandle/Accelerated Reader) to monitor/assess understanding and progress throughout the year.
- At EHPS, we follow and use Little Wandle Letters and Sounds Revised program of phonics study to underpin the teaching of reading from Nursery through to Year 6. It is a fully comprehensive systematic and synthetic phonics program which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school. Pupils at all phases are assessed to ensure that phonic knowledge is secure. Keep Up intervention is used for any pupils requiring phonic intervention.
- In practice, students from Nursery to Year 6 are exposed to comprehensively planned, daily English lessons (covering speaking, listening, reading and writing). Teachers ensure full coverage of the NC whilst building on pupils' understanding and skills as they move through the school.

The Reading curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged backgrounds do not always have the same level of social/cultural
 competence, capital and experiences as non-disadvantaged peers. At EHPS, we aim to improve
 the cultural capital of these pupils through: high quality selection of texts; daily exposure to high
 quality texts through reading; ensuring all pupils have access to these texts in and out of school;
 celebrations such as World Book Day and author visits; always holding the highest aspirations
 for our disadvantaged pupils; hearing disadvantaged pupils read daily in lessons; aiming for every
 child to leave EHPS as a fluent and avid reader and writer to enable them to access further
 education successfully.
- The Reading curriculum encourages exposure to different cultures and ways of life through a variety of texts in both reading and writing.
- It encourages pupils to express their views through speaking, listening, discussion and written responses.
- We ensure that all children, irrespective of Special Educational Needs/Disabilities, have access to their current year group's learning. Consideration has been given to the extra support that may needed to make this happen. This can include aspects such as pre-teaching, use of Wigit Maps to support dual-coded vocabulary and use of IT software such as Clicker to support written responses.



Little Wandle Keep Up program and Little Wandle Rapid Catch Up is utilised to support children
requiring phonic intervention. Some pupils who are working significantly below the expected
standard in reading may be part of our SEND Rapid Catch Up interventions, which has been
adapted to add in additional opportunities to practise and secure Phase 2 and 3 phonemes, to
ensure that these children have the best chance to progress consistently.

We fully believe Reading can contribute to the personal development of students at Exwick Heights:

- Reading has a pre-eminent place in education and in society. A high-quality education in English
 will teach pupils to speak and write fluently so that they can communicate their ideas and
 emotions to others and through their reading and listening, others can communicate with them.
- Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; and it is therefore central to pupil's personal development to learning to speak, read and write fluently and confidently.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. At Exwick Heights, we encourage reading to be part of every child's daily routine at school and at home. This knowledge gained is recalled and applied through activities such as Accelerated Reader quizzing.





Year 2: Autumn term onwards								
Follow Little Wandle Letters and Sounds reading practice sessions until Phase 5 phonics programme is finished. See flowchart below								
Continue to teach reading practice sessions three times a week. Ensure children read Phase 5 Set 5 books for	Carry out the Phase 5 Set 5 fluency assessment	Are they reading at 60-70wpm with 90%+ accuracy?	YES Start reading L Wandle Fluence all books in each before moving next level.	c y 1 . Read ch level	Assess after 12 weeks using the Fluency ongoing assessment that matches the level the child is reading.	Continue to read every book at each level before moving on to the next level.	Assess every to measure p	
at least five weeks.			NO Continue	Assess using the Phase 5	Start reading Little Wandle	Assess after 12 weeks using	Continue to read every	Assess every 12 weeks

Fluency 1.

onto the

next level

Read all books

before moving

in each level

the Fluency

matches the

is reading.

level the child

ongoing

book at each

the next level.

level before

assessment that moving onto

to measure

progress.

Set 5 fluency

assessment

to see if they

are ready for

Fluency 1.

reading

5 books

until YES.

Phase 5 Set

If children have completed Phase 5, set 5 reading practice, begin LW reading fluency sessions, beginning at Fluency 1.

Fluency 1 texts	'Poetry is not for me' by Joshua	'Talk to the Tail' by Jeanne Wills	'Blaise and the Flint' by Abie	'Cycling in Summer' by Joseph	
Fluency Ltexts	Siegal	Talk to the fall by Jeanne Wills	Longstaff	Coelho	
Fluency 2 texts	'It Could Be Worse' by Anne Fine	'Whodunnit?' by Paula Zorite	'The Friendship Handbook' by	'Ash's Garden' by Joesph Coelho	
Tideficy 2 texts	it Could be Worse by Affile Fifte	Willoddillillt: by Fadia Zonte	Poppy O'Neill	Asirs darder by Joespir Coeiric	
Fluoricy 2 toyto	'Born in a Fire' by Liz Miles	'Hakari and the Great Secret' by	'Phantom Castle' by Charlotte	'Bed Races and Cheese Chases' by	
Fluency 3 texts		Tony Bradman	Middleton	Teresa Heapy	
Fluency 4 texts	'Diary of a Big Bad (Good) Dingo'	'Sun Gods, Serpents and Slippers'	'The Brilliant Barber Bus' by Richard	"Futrama Cuminal" by Abbia Buchton	
	by Inbali Iserles	by Jamila Gavin	O'Neill	'Extreme Survival' by Abbie Rushton	



Fluency 5 texts	'A Secret History of Words' by Emily Hooton	'Magnificent Minnie Hero' by Claire Baker	'Red Planet Rescue' by Lindsay Galvin	'Insect Maths' by Rachel Davis
Fluency 6 texts	'Yasuke' by Chris Bradford	'The Wolf who cried boy' by Bali Rai	Lily Parr Scores' by Chiara Fedele	'Secrets Unearthed' by Rob Alcraft
Fluency 7 texts	'Moonbows and Alligator Rain' by Isabel Thomas	'The Fairy of Gossamer River' by Zohra Nabi	'The Lost Bark' by Poppy O'Neill	'Spectacular Space' by Inbali Iseries
Fluency 8 texts	'The Mona Lisa Mystery' by Timothy Knapman	'Women Who Ruled the Seas' by Chris Bradford	'The Big Five' by Shiko Nguru	'The Royal Spy' by Ayesha Braganza
Fluency 9 texts	'Animal Takeover' by Ben Hubbard	'The Wedding Shoes' by Sufiya Ahmed	'Pie Fortune and the Evil Wizard' by Gareth P Jones	'Clues from Poos' by Isabel Thomas
Fluency 10 texts	'Astrid's Adventures' by Hawys Morgan	'Three Winter Tales' by Aisha Bushby	'Stories of the Sea' by Jonny Walker	'Game Changers' by Mio Debnam

Year 3: Summer 1

For children who have completed the Little Wandle Fluency programme, they may begin lessons in the style of our whole-class reading curriculum. For the first time, children will work in larger groups with greater independence, studying the same text (often linked to other curriculum areas).

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Earth Day (Famous figures)	David Attenborough Greta Thunberg	Geography - natural world	Twinkl resources
Week 2	Forces	'Sir Isaac Newton and the Apple Story' 'Magnes the Shepherd and the Discovery of Magnets'	Science - Forces topic	
Week 3	Mountains	'Everest' by Sangma Francis	Geography - Mountains and volcanoes topic (review of previous learning)	High lexile level - challenging read
Week 4	Ancient Greece	'The Role of Women in Ancient Greece' 'Thesus and the Minotaur'	History - Ancient Greeks topic	
Week 5	Monsters	'The Nothing to See Here Hotel' by Steven Lenton 'Amelia Fang and the Unicorn Lords' by Laura Ellen Anderson	English - narrative writing	Core Y3 texts - Reading for pleasure





Week 6 STAR testing

Year 3: Summer term 2							
	Weekly theme	Linked extracts	Curriculum links	Notes			
Week 1	Poetry	'Walking with My Iguana' by Brian Moses 'Be Glad Your Nose Is on Your Face' by Jack Prelutsky	English - poetry	Resistant texts			
Week 2	Weather	'How Are Rainbows Formed?' 'Cloudy with A Chance of Meatballs' by Judi Barrett	Geography - weather and climate topic	Picture book curriculum			
Week 3		NFER TESTING					
Week 4	Light and Shadow	'The Dark' by Lemony Snicket 'Smoot: A Rebellious Shadow' by Michelle Cuevas	Science - light and shadow topic				
Week 5	STAR testing						
Week 6	Graphic Novels	'Dog Man' by Dav Pilkey 'Hilda and the Mountain King' by Luke Pearson	Art week	Reading for pleasure - Y3 selected texts			





Year 4: Autumn 1

	Weekly theme	Linked extracts	Curriculum links	Notes	
Week 1	Awesome Authors: Jennifer Killick	'Alex Sparrow and the Really Big Stink' 'Mo, Lottie and the Junkers'	Reading for pleasure - knowledge of authors		
Week 2	Romans	'Ancient Rome' (BBC text) 'Romulus and Remus' by Rudyard Kipling	History - Romans		
Week 3	Sensational Sports Stars!	'Muhammad Ali' (Ducksters article) Simone Biles: Gold Medal Gymnast and Advocate for Healthy Living'	National Fitness Day 20 th Sep Black History - inspirational figures	GetEpic resources (Simone Biles)	
Week 4	Rabbits	'The Legend of Podkin One-Ear' by Kieran Larwood 'The Velveteen Rabbit' by Margery Williams		Complexity of the narrator	
Week 5	Inspirational Individuals	'Dr. Barnado' 'Frida Kahlo'	Future links to learning in Y5-6 (artists, Industrial Revolution) Links to PSHCE work - empathy and differences	SMSC	
Week 6	Classic Poetry	'Life Doesn't Frighten Me At All' by Maya Angelou 'Oh the Places You'll Go' by Dr Seuss	Angelou - class name (Y3) PSHCE - mindset	Resistant texts Oracy and performance week KS2	
Week 7	CTAD.				

Year 4: Autumn 2

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Ballads (Disney Songs)	'Reflection' from Mulan 'Let it Go' from Frozen	Music - ballads	
Week 2	Armistice Day	'Why do people wear poppies?" (BBC article) 'Tail-end Charlie' by Mick Manning	History British Values	Picture Book (Tail-End Charlie)
Week 3	Electricity	'The History of Electricity' 'Thomas Edison' biography	Science - electricity	Twinkl resource
Week 4	Rivers	'A River' by Marc Martin 'Just Around the Bend' from Pocahontas	Geography - Rivers Music - ballads	Picture book (A River)



We	ek 5	NFER testing
We	ek 6	STAR testing

		Year 4: Spring 1					
	Weekly theme	Linked extracts	Curriculum links	Notes			
Week 1	Witches and Wizards	'The Witches' by Roald Dahl 'Harry Potter and the Philosopher's Stone' by JK Rowling	Reading for pleasure				
Week 2	Y4 Classics	'The Demon Headmaster' by Gillian Cross 'The Animals of Farthing Wood' by Colin Dann	English - vocabulary				
Week 3	National Storytelling Week	Naddi the Sea Monster		Oracy and performance focus			
Week 4	Chinese New Year (10 th Feb)	'Chinese New Year' 'The Story of the Chinese Zodiac'	Y3- Shang Dynasty Link to Autumn 1 class book (Firework Maker's Daughter)	Twinkl resource			
Week 5		STAR testing	-				
		Year 4: Spring 2					
	Weekly theme	Linked extracts	Curriculum links	Notes			
Week 1	Mental Health (Mental Health Day)	'Life with ADHD'	British Values PSHCE - celebrating difference	GetEpic resource			
Week 2	International Women's Day	'Emmeline Pankhurst' 'Rosa Parks'	History - links to Y6 learning (Civil Rights, Suffragetes)	Twinkl resource			
Week 3	Spies and Crime	'Agent Asha: Mission Bites' by Sophie Deen 'Framed' by Frank Cottrell Boyce	Careers Week				
Week 4	Vikings	National Geographic Kids - Everything Vikings		GetEpic resource			
	NFER testing/STAR testing						

Reach For The Heights



	Year 4: Summer 1						
	Weekly theme	Linked extracts	Curriculum links	Notes			
Week 1	Songs	'Who's Laughing Now?' by Jessie J 'Read All About It' by Emeli Sande	PSHCE - dreams and goals British Values - individual liberty	Resistant texts			
Week 2	Habitats	Unusual Adaptations to Habitats Dolphins in the River Mersey	Science - living things topic				
Week 3	Y4 Novels	'Little Badman and the Invasion of the Killer Aunties' by Humza Arshad 'Fizzlebert Stump' byy AF Harrold	English - quality authors Links with Y5 writing (Little Badman as stimulus)				
Week 4	Money	'What is Money?' by Katie Marsico 'It's a No-Money-Day' by Kate Milner	Maths - Money topic in WR sequence	Picture book curriculum			
Week 5	Anglo-Saxons	'Explore Anglo Saxons' by Jane Bingham	History topic				
Week 6		STAR testing					
		Year 4: Summer 2					
	Weekly theme	Linked extracts	Curriculum links	Notes			
Week 1	Natural Resources	'Explore Natural Resources'	Geography - Natural Resources in Chile unit	GetEpic resource			
Week 2	Poetry	'If' by Rudyard Kipling 'Mister Mistoffelees' by TS Elliot		Resistant texts Oracy and performance focus			
Week 3		NFER TESTING	ì				
Week 4	Y4 Classics	'Pippi Longstocking' by Astrid Lindgren 'The Battle of Bubble and Squeak' by Phillipa Pearce	English - archaic fiction	Archaic texts			



Week 5		STAR testing		
Week 6	Graphic Novels	'Alcatoe and the Turnip Child' by Isaac Lenkiewicz 'Super Side Kicks: No Adults Allowed' by Gavin Aung Than	British Values - tolerance and respect	

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Poetry: Disney Songs	'Out There' from 'The Hunchback of Notre Dame' 'Surface Pressure' from 'Encanto'	British Values - tolerance and respect, individual liberty	Complexity of the plot/symbolism
Week 2	Suspenseful fiction	'Cogheart' by Peter Bunzl 'The Boy in the Tower' by Polly Ho-Yen	English - supporting writing unit	Literacy Shed+ question banks used Complexity of plot
Week 3	Mental health in fiction	'The Goldfish Boy' by Lisa Thompson 'The Mystery of the Colour Thief' by Ewa Jozefkowicz	PSHCE - World Mental Health Day 10-a-day Links to current class novel ('The Light Jar')	Books from Y5 recommended reading lists Complexity of the narrator
Week 4	Black History Month	'Brilliant Black British History' by Atinuke 'The Black Curriculum' - Newsround article	PSHCE	Links in with SMSC assembly -
Week 5	Black History World	'Race to the Frozen North' by Catherine Johnson 'Walter Tull's Scrapbook' by Michaela Morgan	British Values Little-known History	Black History Month Oct 2023
Week 6	Archaic Poetry	'The Charge of the Light Brigade' by Alfred, Lord Tennyson		Oracy and performance week KS2
Week 7		STAR testing		

Reach For The Heights



Mary School	Wraggin Williams

	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Picture books in Y5	'The Wolves in the Walls' by Neil Gaiman	PSHCE	Resistant text
Week 2	Anti-bullying Week	'Wonder' by RJ Palacio 'There's a Boy in the Girls' Bathroom' by Louis Sachar	PSHCE British Values - mutual respect	Louis Sachar - author of class reader in Y6 Wonder text used in some PSHCE lessons across the school Complexity of the narrator
Week 3	Nigeria	'Explore Nigeria' by Rosie Nanz	Geography - slums PSHCE - life around the world	GetEpic resource
Week 4	Great Openings	'The Clockwork Crow' by Catherine Fisher 'Amari and the Night Brothers' by BB Alston	Black History Month English - suspense features	Diverse, female leads Recommended UKS2 books Complexity of the plot
Week 5		NFER TESTING	G .	
Week 6		STAR testing		

	Year 5: Spring 1				
	Weekly theme	Linked extracts	Curriculum links	Notes	
Week 1	Classic poetry	'The Walrus and the Carpenter' 'We Refugees' by Benjamin Zephaniah	English - poetry unit PSHCE - refugees	Resistant texts	
Week 2	Children's classics	'The Wind in the Willows' by Kenneth Grahame 'The Secret Garden' by Frances Hodgson Burnett	SATS - archaic language use	Archaic texts	
Week 3	Kings of England	Henry II Henry V	History - Medieval Monarchs British Values - rule of law	Literacy Shed+ resources	
Week 4	National Storytelling Week	Fairy Tales - The Blinded Giant	English - oracy	Oracy and performance focus	





Week 5	STAR testing							
	Year 5: Spring 2							
	Weekly theme	Linked extracts	Curriculum links	Notes				
Week 1	Poetry and lyrics: Sia	'Alive' 'Elastic Heart'	English - Titanium	Resistant texts				
Week 2	Historical fiction	'Black Powder' by Allie Sherrick 'The Silver Sword' by Ian Serrailer	History (Y5) - progression from Tudors to Stuarts History (Y6) - WW2					
Week 3	Space	'Ada Lovelace' 'Mae Jemison'	Science - Earth and Space	Timed to Y5 Space Dome visit				
Week 4	Rainforest novels	'Running Wild' by Michael Morpurgo 'The Explorer' by Katherine Rundell	Geography - Biomes English - setting descriptions	Y5 recommended texts				
Week 5	NFER testing/STAR testing							

	Year 5: Summer 1					
	Weekly theme	Linked extracts	Curriculum links	Notes		
Week 1	Beetles	'Beetle Boy' by M.G. Leonard Beetle Facts	Science - life cycles			
Week 2	Fact-finding	'Ripley's Mighty Machines' by Ian Graham	English - non-chronological reports	Literacy Shed+ resources		
Week 3	Challenging novels	'The Gauntlet' 'Floodland'		High Lexile level		
Week 4	Life-cycles	'Cicada' by Shaun Tan Butterfly Life Cycle	Science	Cicada - resistant text		
Week 5	Devon-set texts	'The Dragonfly Pool' by Eva Ibbotson 'War Horse' by Michael Morpurgo	History - local history			
Week 6		STAR testing				



	Year 5: Summer 2					
	Weekly theme	Linked extracts	Curriculum links	Notes		
Week 1	Pride Month	Jake Daniels - Newsround Lil Nas X biography	PSHCE - LGBTQ+			
Week 2	Juneteenth	Slave Trade The Emancipation Proclamation	Black History			
Week 3		NFER testing				
Week 4	Unmissable Poetry	'Jabberwocky' by Lewis Carroll	English - oracy	Resistant text LBQ resource Oracy and performance focus		
Week 5	STAR testing					
Week 5	Powerful Graphic Novels	'When Stars are Scattered' by Victoria Jamieson	PSHCE - refugees	Literacy Shed+ resources		

	Year 6: Autumn 1					
	Weekly theme	Linked extracts	Curriculum links	Notes		
Week 1	Awesome Authors: Katherine Rundell	'Rooftoppers' 'The Good Thieves'	English - celebrating authors			
Week 2	Industrial Revolution	Thomas Edison Mary Walton	Science - Electricity topic History - IR			
Week 3	Inspirational Women	Michelle Obama Amna Al-Haddad and Mary Kom	English - Herstory unit	Both texts from 'Goodnight Stories for Rebel Girls '- Michelle Obama - class name		
Week 4	Veek 4 SATs mocks					
Week 5	Black History Month	'Freedom' by Catherine Johnson 'Windrush Child' by Benjamin Zephaniah	Black History Month (British Values)			



Week 6	Archaic Poetry	'The Highwayman' by Alfred Noyes		Oracy and performance focus
Week 7		STAR testing		
		Year 6: Autumn 2		
	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Poetry	'The Moment' by Margaret Atwood 'Tyger' by William Blake	English - poetry	Resistant texts
Week 2	Population and Trade	Russian Population and Population Sparsity Crowding and Dense Populations (Monaco)	Geography topic	
Week 3	Notable People	Malala Yousafzai Claudette Colvin	PSHCE	
Week 4	Classic Fiction	'The Graveyard Book' by Neil Gaiman 'Northern Lights' by Philip Pullman		
Week 5/6		NFER/SATs mocks		

Year 6: Spring 1					
	Weekly theme	Linked extracts	Curriculum links	Notes	
Week 1	Y6 Novels	'Mortal Engines' by Phillip Reeve 'The Star-Spun Web' by Sinead O'Hart	Reading for Pleasure		
Week 2	Twentieth Century Conflict	'Letters from the Lighthouse' by Emma Carroll 'Goodnight Mister Tom' by Michelle Magorian	History - World Wars	Local setting	
Week 3		SATs mocks			
Week 4	Critiquing the Media (discussion-focused texts)	'Representations of Diego Maradona and Mia Hamm' 'Media Representations of Kate Middleton and Meghan Markle'	PSHCE Online safety British Values Racism and discrimination	GetEpic resource	
Week 5	Residential/STAR testing				



		Year 6: Spring 2		-,
	Weekly theme	Linked extracts	Curriculum links	Notes
Week 1	Archaic fiction	'Swallows and Amazons' by Arthur Rans 'Oliver Twist' by Charles Dickens	ome	Archaic texts
Week 2	Evolution	Charles Darwin biography	Science topic	
Week 3		SATs Reading test technique - focus week		
Week 4	SATs mocks			
Week 5	Autism Awareness	'Can You See Me?' by Libby Scott 'The London Eye Mystery' by Siobhan Dowd	PSHCE British Values - tolerance and respect	Can You See Me - written by ASC author

	Year 6: Summer 1										
	Weekly theme Linked extracts Curriculum links Notes										
Week 1	SATs revision										
Week 2											
Week 3		SATs WEEK 20	24								
Week 4	Songs from Musicals	'Defying Gravity' from Wicked 'Waving Through a Window' from Dear Evan Hansen	Y6 production								
Week 5	Week 5 STAR testing										
	Year 6: Summer 2										



	Weekly theme	Linked extracts	Curriculum links	Notes	
Week 1	Week 1 Shakespeare 'Stories from Shakespeare' McCaughrean		Preparing for Y7 English		
Week 2	Transition	'Everything All At Once' by Stephen Camden 'Go Big: The Secondary School Survival Guide' by Matthew Burton	PSHCE - moving on		
Week 3	STAR testing				





Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FINANCE CONTROL OF THE PARTY OF	288 pages AR: 4.3	208 pages AR: 4.9	NARNIA WITCH WARDROBE CSLEWS AR: 5.7	THE WILD ROBOT PETER BROWN 288 pages AR: 5.1	OWEN SOLDIER 96 pages AR: 4.3
	Complexity of the narrator		Archaic text	Complexity of the plot	Non-linear narrative
Comedy	Adventure	STEM	Fantasy - rich vocabulary	Mystery	Dyslexia friendly
Great read-aloud	International - France (children begin French in Y3)	Female lead, diversity		British Values - tolerance and respect	WW1/2 (linking to future learning) Children could explore WW2 poems as a complimentary text
British Values - individual liberty, tolerance and respect, rule of law	Female lead	Complimentary non- fiction text		Futuristic	Grief/loss - linking to Y4 PSHCE

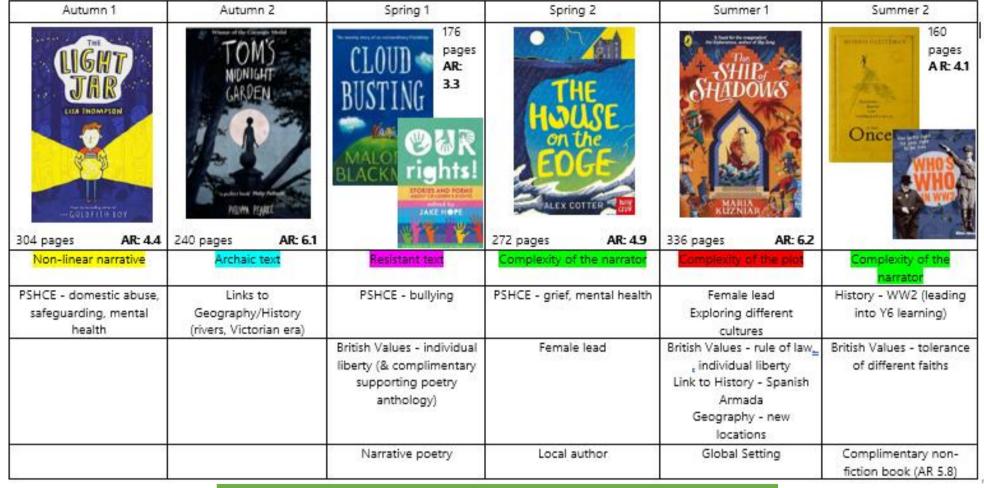




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHILIP PULLMAN Du freenth Miker's Dirighters ENAME RYNASTIV CHINA	A Bear Called Paddington Michael Bond Michael Bond AR: 4.7	THE GIRL WHO STOLE ELEPHANT AVYRAMA FARBOR 272 pages AR: 4.3	FIREFOX LEE NEWBERN 304 pages AR: 4.6	208 pages AR: 4.4 Maihart Ramai SAD BOOK	320 pages AR: 5.4
Non-linear narrative	Archaic text	Complexity of the plot	Complexity of the narrator	Complexity of the narrator	Complexity of the plot
Shang Dynasty (previous learning in History from Y3)	British Values - tolerance and respect	Global setting - India	PSHCE- LGBTQ+	PSHCE - loss and grief	PSHCE - refugees (linking into Y5 learning)
Female lead	Refugees (PSHCE)	Female lead	PSHCE - adoption	Complimentary picture book (AR 2.3)	British Values - tolerance, respect, rule of law
Complimentary short non-fiction text (AR 7.2)			British Values - tolerance and respect; individual liberty		Complimentary poem to recite (Refugees by Brian Bilston)











Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WIRDER WINDER WINLADYLIKE S2 pages AR: 5.8	240 pages AR: 4. 6	private 208 pages AR: 5.2	Chris Priestley UNCLE MONTACUES TALES OF TERROR 256 pages AR: 6.0	THE FINAL YEAR 288 pages AR: 5.4	GRANDPA FRANKS GREAT BIG BUCKET LIST JENNY PEARSON 336 pages AR: 5.8
Complexity of the plot	Non-linear sequence	Non-linear sequence	Archaic-style text	Complexity of the narrator	Complexity of the
Female lead	British Values - Rule of Law	History - World Wars	English - spooky stories	PSHCE -empathy	Dementia (school link to Silver Stories)
Puzzle-solving	English - writing	Local setting		Transition - moving on to secondary school	Challenging stereotypes
Archaic setting	Complimentary non- fiction text	English - writing		Narrative poetry	
		Complimentary non- fiction text			

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Science at

Exwick Heights Primary School

Overview

We aspire to give our children an understanding of the world around them from the moment they join our community. Children are natural scientists and so we have adopted a curriculum (PLAN and TAPS) which ensures that scientific enquiry skills are embedded in each unit. This helps children to ask and answer questions about the world around them and recognise how and why Science plays an important part in our world.

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Develop scientific knowledge (substantive knowledge) and conceptual understanding through the specific disciplines of biology, chemistry and physics that will provide a foundation for understanding the world.
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiries (disciplinary knowledge) that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future, providing each child with science capital.

By the end of Early Years, pupils can...

- Talk about the lives of the people around them and their roles in society;
- Understand the past through settings, characters and events in books read in class and storytelling.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.
- Explore the natural world, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

By the end of KS1, pupils can...

- observe and experience phenomena
- be curious and ask questions
- use simple scientific language
- communicate their ideas in different ways
- have practical first-hand experiences

Pupils will also develop the following scientific process, methods and skills:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment



- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

By the end of lower KS2, pupils can...

- broaden their scientific view of the world around them through talking about, testing and developing ideas
- ask their own questions about what they observe
- make some decisions about which type of scientific enquires are best to answer them
- draw simple conclusions
- use some scientific language to talk and write about what they found out

Pupils will also develop the following scientific process, methods and skills:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

By the end of upper KS2, pupils can...

- explore and talk about their ideas; ask their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.
- encounter more abstract ideas and begin to recognise how these help them to understand and predict how the world operates
- recognise that scientific ideas change and develop over time
- select the most appropriate ways to answer scientific questions using different types of scientific enquiry
- draw their own conclusions based on data and observations
- use evidence to justify their ideas and use their scientific knowledge and understanding to explain their findings

Pupils will also develop the following scientific process, methods and skills:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate



- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or argument

In order to achieve a true understanding of Science, topics are sequenced based on the following rationale:

- Science is taught weekly in carefully planned and arranged topic blocks by the class teacher. This
 is a strategy to enable the achievement of a greater depth of knowledge, which supports longterm memory through regular looping and building on prior knowledge. Topics are revisited and
 knowledge developed across each phase.
- Existing knowledge is checked at the beginning of each topic. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.
- Through our planning, we involve problem-solving opportunities that allow children to apply their knowledge, and find out answers for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess pupils regularly to identify those children with gaps in learning, so that all pupils keep up. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion.
- We build upon the knowledge and skill development of the previous years. As the children's knowledge and understanding increases, they become more proficient in selecting and using scientific equipment as well as collating and interpreting results. The children become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Working Scientifically skills (disciplinary knowledge) are embedded into lessons to ensure that skills are systematically developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Teachers demonstrate how to use scientific equipment in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.
- Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.
- Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in science.



The Science curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- At Exwick, we provide relevant CPD to ensure that <u>all</u> staff are able to give the students the best quality first teaching.
- Staff have access to Reach Out CPD online.
- Students are tracked against core assessment standards and expectations three times per year using DCPRO. Students who are identified as needing additional support to meet objectives will be given support through adult led small group work, feedback and other appropriate support e.g. widget to support scientific vocabulary.
- Special educational needs/disabilities are given extra support. E.g. EAL students receive preteaching of vocabulary, support for writing in the form of a scaffolded structure (pictures/questions), the use of widget maps and differentiated tasks.
- The Education Endowment Foundation published a major report in 2017 examining the disadvantaged attainment gap in science. The strongest factor affecting pupils' learning in science is their literacy skills. We encourage and model sentence starters verbally, give thinking time and allow partner talk time. We support children with sentence starters, keywords and lessons use Explorify to promote discussion and higher order thinking skills.
- Following the publication of 'The 10 Key Issues with Children's Learning in Primary Science in England' (March 2021), in staff meetings, we will regularly promote to staff the potential to use pre-teaching in science and for home learning links in science to be made. We need to ensure that assumptions are not made about the science capital that children bring to lessons as this can lead to the needs to disadvantaged children not being met.

We fully believe Science can contribute to the personal development of students at Exwick Heights:

- Children will learn how to develop their social competence, learn how to work with others and articulate ideas to justify their opinions.
- Develop an understanding of how different scientific discoveries have had an impact on their lives.
- Science lessons provide opportunities to explore personal development relating to physical and mental health. For example, learning about what humans need to stay healthy, learning about teeth, the digestive system and sex and relationship education.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.



Curriculum Overview including Enrichment Opportunities

Year	Term 1	Term 2	Term 3		Term 4	Term 5	Term 6						
Nursery	In Nursery, children will h	n Nursery, children will have scientific opportunities of learning through Understanding of the World.											
Reception	In Reception, children will	n Reception, children will continue to have scientific opportunities of learning through Understanding of the World. Drakes Farm											
Year 1	Seasonal Changes	Trees Killerton	Seasonal Changes		Everyday Materials	Animals Including Humans	Plants Paignton Zoo						
Year 2	Materials	Animals including Humans Animals2u	Uses of Everyday Materials		Plants	Living Things and their Habitats	Plants						
Year 3	Animals including Humans – Skeleton	Rocks and Soils	Plants	Week	Animals including Humans – Nutrition	Forces and Magnets	Light						
Year 4	Animals including Humans - Digestion	Electricity	Sound	British Science W	States of Matter	Living Things and their Habitats Plymouth Aquarium	Living Things and their Habitats						
Year 5	Properties and Changes of Materials	Properties and Changes of Materials	Forces	Br	Earth and Space Space Dome Ted Wragg: Innovation Project	Living Things and their Habitats	Animals Including Humans – Changing Bodies						
Year 6	Electricity	Living Things and their Habitats – Classification	Light		Evolution and Inheritance	Animals Including Humans – The Heart Paramedic Visit	Animals Including Humans – Changing Bodies						

Wragowall Wragowall

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Science at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Science journey at Exwick Heights.

Nursery and Reception

Alongside the Early Years Foundation Stage Statutory Framework and the Development Matters guidance, PLAN primary science resources are integrated into EHPS's Specific planning for teaching and learning in Understanding of the World. The overview of learning throughout the year is as follows:

		Autumn	Spring	Summer
uo	Area of learning	Understanding of the World	Understanding of the World	Understanding of the World
Nursery and Receptic	Opportunities for science	 Humans Sound Living things and their habitats Materials Light Electricity Earth and Space Seasonal changes 	 Forces Materials Plants Animals Living things and their habitats Seasonal changes 	 Materials Living things and their habitats Forces Seasonal changes



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic</u>	Seasonal Changes	<u>Trees</u>	Seasonal Changes	Everyday Materials	Animals Including Humans	<u>Plants</u>
Knowledge introduced	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees

Skills introduced		ons and recognising that the classifying; Using their obs	•						
Knowledge	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World	The Natural World			
revisited	(EYFS)	(EYFS)	(EYFS)	(EYFS)	(EYFS)	(EYFS)			
Skills	See Nursery and Rece	See Nursery and Reception							
revisited	·								



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	<u>Materials</u>	Animals including Humans	Uses of Everyday Materials	<u>Plants</u>	Living Things and their Habitats	<u>Plants</u>
Year 2	Knowledge introduced	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Explore and compare the differences between living, dead, and things never alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for different kinds of animals and plants, and Identify and name plants and animals in their habitats & microhabitats. Describe how animals obtain food from plants and animals, using the idea of a simple food chain, and identify and name sources of food.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	Toolstone Toolstone
Skills introduced	Asking simple questions and recognising that they can be answered in different ways; Observing closely, using simple equipment; Performing simple tests; Identifying and classifying; Using their observations and ideas to suggest answers to questions; Gathering and recording data to help in answering questions
Knowledge revisited	Everyday Materials (Y1) The Natural World (EYFS)
Skills revisited	See Nursery, Reception and Year 1



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Animals including Humans – Skeleton	Rocks and Soils	<u>Plants</u>	Animals including Humans – Nutrition	Forces and Magnets	<u>Light</u>
Year 3	Knowledge	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.	Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles.	Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.



Skills introduced	Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions						
for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to sin processes; Using straightforward scientific evidence to answer questions or to support their findings.						ple scientific ideas and	
16 I I	The Natural	World	Plants (Y2) The Natural	Animals Including		The Natural World	
Knowledge revisited	(EYFS) Everyo	day	World (EYFS)	Humans (Y2)		(EYFS)	
	Materials (Y1	1 & Y2)	Seasonal Changes (Y1)				
Skills revisited	See Nursery, Reception, Year 1 and Year 2						



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Animals Including Humans - Digestion	<u>Electricity</u>	<u>Sound</u>	States of Matter	Living Things and their Habitats	
Year 4	Knowledge introduced	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey	Identify common electrical appliances. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Recognise that living grouped in a variest Explore and use classed help group, identification variety of living this and wider environs. Recognise that environment change and that the pose dangers to living the pose dangers that the pose dangers dan	ty of ways. assification keys to by and name a ngs in their local ment. vironments can nis can sometimes



Skills introduced	Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings.					
Knowledge revisited	Animals Including Humans (Y2 and Y3)		The Natural World (EYFS)	Everyday Materials (Y1 & Y2) The Natural World (EYFS)	The Natural World (EYFS) Living Things and their Habitats (Y2)	
Skills See Nursery, Reception, Year 1, Year 2 and Year 3 revisited						



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	Properties and Changes of Materials		<u>Forces</u>	Earth and Space	Living Things and their Habitats	Animals Including Humans – Changing Bodies
Year 5	Knowledge	Compare and group everyday basis of their properties (hardr transparency, conductivity, res magnets). Know that some materials will to form a solution, and describe a substance from a solution. Use knowledge of solids, liquid decide how mixtures might be including through filtering, sie evaporating. Give reasons, based on eviden comparative and fair tests, for uses of everyday materials, included and plastic. Demonstrate that dissolving, rechanges of state are reversible explain that some changes resformation of new materials, and change is not usually reversible changes associated with burning of acid on bicarbonate of sodal	dissolve in liquid to how to recover ds and gases to e separated, ving and the particular cluding metals, mixing and e changes. Bult in the and that this kind of e, including ng and the action	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals	Describe the changes as humans develop to old age.

				4,0	k Heigh Tools	
	Planning different types of scientific enquiries t	o answer questions, includ	ing recognising and cont	rolling variables where nece	ssary; Taking	
	measurements, using a range of scientific equip	oment, with increasing accu	uracy and precision, takin	g repeat readings when app	ropriate; Recording dat	
Skills and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Using to					graphs; Using test	
introduced	results to make predictions to set up further comparative and fair tests; Reporting and presenting findings from enquiries, including conclusions, causa					
	relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations; Identifying					
scientific evidence that has been used to support or refute ideas or arguments.						
Vnovilodno	States of Matter (Y4) Everyday Materials (Y2)	Forces and Magnets	The Natural World	Living Things and their	Animals including	
Knowledge	Everyday Materials (Y1) The Natural World	(Y3)	(EYFS) Seasonal	Habitats (EYFS-Y4)	Humans (Y2)	
revisited	(EYFS)		Changes (Y1)			
Skills	See Nursery, Reception, Year 1, Year 2, Year 3 and Year 4					
revisited						



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Topic</u>	<u>Electricity</u>	Living Things and their Habitats – Classification	<u>Light</u>	<u>Evolution and</u> <u>Inheritance</u>	Animals Including Humans – The Heart	Animals Including Humans – The Heart
Year 6	Knowledge introduced	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Recognise that living things have changed over time and that fossils provide information about living things that lived millennia ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.	Identify and name the macirculatory system, and of the heart, blood vessels. Recognise the impact of and lifestyle on the way. Describe the ways in what are transported within an humans.	describe the functions of and blood. diet, exercise, drugs their bodies function. ich nutrients and water



Skills	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; Recording dat and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; Using test							
introduced								
V. and adva	Electricity (Y4)	Living Things and	Light (Y3)	Rocks (Y3)	Animals including	Animals including		
Knowledge revisited		Habitats (Y4)			Humans (Y1) Nutrition (Y3) Digestion (Y4)	Humans (Y2) Animals including Humans: Changing Bodies (Y5)		
Skills See Nursery, Reception, Year 1, Year 2, Year 3, Year 4 and Year 5 revisited						Changing bodies (19)		

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Emotional Literacy and Wellbeing Long Term Curriculum Map



At Exwick Heights Primary School, our vision is for every child to develop the emotional literacy, self-awareness, and mental wellbeing necessary to thrive. Through a carefully structured curriculum, we blend academic and emotional support to ensure every pupil has the social and emotional skills to reach their full potential.

At the heart of our approach is the belief that all children deserve the emotional vocabulary, time, and space to reflect on their feelings and experiences. When children can name their emotions, be it sadness, frustration, anger, loneliness, or grief, they are better equipped to articulate their needs, regulate their emotions, and empathise with others.

Our Wellbeing curriculum helps children build emotional intelligence by recognising, understanding, and managing their emotions while also supporting those around them. Each week, through focused Wellbeing lessons, children develop the following core skills:

- Recognise: Be aware of one's own emotions and the emotions of others.
- Understand: Comprehend the causes and consequences of emotions.
- Label: Use a nuanced vocabulary to describe emotions.
- Express: Communicate emotions in a way that is culturally appropriate and mindful of social context.
- Regulate: Manage emotions, especially when they become overwhelming, and transition between emotional states.

The RULER Approach

Our curriculum is underpinned by RULER, a systemic approach to Social and Emotional Learning developed by the Yale Center for Emotional Intelligence. RULER integrates emotional literacy into all aspects of school life. Research shows that emotions impact attention, memory, decision-making, creativity, wellbeing, relationships, and academic success. As such, our wellbeing curriculum focuses on the five key RULER competencies:

Throughout children's wellbeing development at Exwick Heights Primary School, they focus on the following 5 strands of RULER:

- 1. Recognising emotions in oneself and others. This refers to identifying emotions by interpreting our own thoughts and physiology (heart rate, body temperature, etc.) and cues in ourselves and others, including facial expressions, vocal tones, body language, words and behaviour.
- 2. Understanding the causes and consequences of emotions. This skill involves understanding both the causes and consequences of emotions, including their effects on: Thinking, learning, decisions and behaviour.

3. Labelling emotions with a nuanced vocabulary. Finding the precise word for an emotion helps us express our emotional needs more clearly—and deepens our understanding of the emotions and needs of others.



- 4. Expressing emotions in ways that align with cultural norms and the social context essentially focusing on how and when emotions are appropriately conveyed.
- 5. Regulating emotions with helpful strategies. Our emotional goals generally fall into the following areas: Prevent an unwanted emotion—like anxiety before a test, reduce an unwanted emotion—like anger when we are interacting with others, initiate a new emotion—like inspiration to be creative, maintain an existing emotion—like remaining calm in a stressful situation and enhance or increase a desirable emotion—like joy while playing with our friends. Once we have selected a goal, we can choose strategies that will help us reach that goal.

Alongside these 5 strands, children will also be taught to use the following tools:

- The Charter: Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.
- Mood Meter: Enhances self and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.
- Meta Moment: Provides a process for responding to emotional situations with strategies that align with one's *best self* and that support healthy relationships and personal well-being.
- Blueprint: Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

Our curriculum is designed to build year on year, with each lesson deepening and reinforcing emotional literacy. While the skills are progressive, key themes, such as empathy, conflict resolution, and use of the Mood Meter, are intentionally revisited regularly to allow children to practise and master these essential life skills.



Recpetion Can show how different feelings look in my face and body. Lan describe my feelings to trusted adults and peers. Lan use my listening skills to identify the feelings of others. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings of others. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings. Lan use my listening skills to identify the feelings like to be patient. Lan use my listening skills to identify the feelings like. Lan use my listening skills to identify the feelings like to be afraid Lan use the feeling skills. Lan use the feeling skills to identify the feels like. Lan use the feeling skills to identify the feels like. Lan use the feeling skills to identify the feels like. Lan use the feeling skills to identify the feels like to be patient. Lan use feels like. Lan use the feels like to be brave. Lan use the feeling what takes people happy in both myself and others. Lan use the feeling wheel to identify how Lan feeling. Lan use the feeling skills to identify how and the feel skills. Lan use the feelings wheel to identify how you are feeling. Lan use the feelings wheel to identify how you are feeling. Lan use the feelings wheel to identify how you are feeling. Lan use the feelings wheel to identify how you are feeling. Lan use the feelings wheel to identify how you are feeling. Lan use the feelings wheel to identify how you are feeling. Lan use the feeling wheel to identify how you are feeling. Lan use the feeling wheel to identify how you are feeling. Lan use the feel in school. Lan use the feels li			mary sch	
Recpetion Can show how different feelings look in my face and body. Can say how I want to feel and how I want others to feel in school. I understand what it feels like to be hurt. I understand what it feels like to be patient. I understand what it feels like to be patient. I understand what curious feels like. I understand what safe feels like. I understand what it feels like to be afraid I understand what it feels like to be brave. I understand what it feels like to be brave. I understand what it feels like to be brave. I understand what it feels like. I understand what left-out feels like. I understand what I have emotions and that they can be pleasant or unpleasant, high energy or low energy. I can use the feelings wheel to identify how you are feeling. I recognise what makes us happy and work on strategies to increase happiness. I know what empathy is. I know what empathy is.	Year	Term 1/2	Term 3/4	Term 5/6
Recpetion		I can use the Mood Meter to identify how I feel.		I understand what it feels like to be confused
Recpetion Can use my listening skills to identify the feelings of others. Lunderstand what it feels like to be patient. Lunderstand what it feels like to be afraid Lunderstand what it feels like to be brave. Lunderstand what it feels like to be brave. Lunderstand what it feels like to be brave. Lunderstand what it feels like. Lunderstand what it feels like. Lunderstand what it feels like. Lunderstand what it feels like to be annoyed. Lunderstand what left-out feels like. Lunderstand what I have emotions and that they can be pleasant or unpleasant, high energy or low energy. Loan use and understand the Feelings Wheel. Loan use the feelings wheel to identify how you are feeling. Loan use the feelings wheel to identify how you are feeling. Loan use the feelings wheel to identify how you are feeling. Loan use the feelings wheel to identify how you are feeling. Loan use the feelings wheel to identify how you are feeling. Loan use the feelings. Loan use the feelings. Loan use the feelings. Loan use journaling to capture my thoughts are feelings. Loan use the feelings. Loan use the feelings. Loan use the feelings. Loan use journaling to capture my thoughts are feelings. Loan use the feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journaling to capture my thoughts are feelings. Loan use journali			I can say how I want to feel and how I want others to feel in school.	
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Recpetion I can use my listening skills to identify the feelings of others. I know that everyone has feelings. I understand what it feels like to be afraid I understand what it feels like to be brave. I understand what it feels like to be brave. I understand what it feels like. I understand what it feels like to be annoyed. I understand what left-out feels like. I can use the feeling wheel to identify how I at feeling. I recognise that happy is a pleasant emotion with high energy levels. I recognise what makes us happy and work on strategies to increase happiness. I can use the feelings wheel to identify how you are feelings. I know what empathy is.			I understand what sad feels like.	
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		real use the recings wheel to identify flow you are recing.	I use the feeling wheel to identify how you are feeling.	r know what empathy is.
		I recognise the feeling of Cheerfulness and can identify what	r about the recirring wheel to lateriary from you are recirring.	I can identify what makes me feel blue on
	Year 1	y y	I recognise that the feeling of surprise is an emotion that can feel both	the feelings wheel and what strategies I can use to
pleasant and unpleasant depending on the context. change my mood.			pleasant and unpleasant depending on the context.	change my mood.
I understand why you may feel glum and how to regulate my		I understand why you may feel glum and how to regulate my		
		mood.	I recognise why you may feel startled and to regulate your mood.	I know what makes me and others feel
green on the feelings wheel.				green on the feelings wheel.
I understand what it is like to feel angry. I understand what it is like to feel disappointed.		I understand what it is like to feel angry.	I understand what it is like to feel disappointed.	I know what makes me and others feel yellow on
I can learn the STOP strategy for self-regulation. I can use the visualisation and positive self-talk strategies for regulation. the feelings wheel.		I can learn the STOP strategy for self-regulation	I can use the visualisation and positive self-talk strategies for regulation	•
the leelings wheel.		rearried in the 3101 strategy for self-regulation.	rearrase the visualisation and positive sentalk strategies for regulation.	the recilings wheel.
I can identify the feeling of calmness. I understand what it is like to feel comfortable. I can identify how some else is feeling.		I can identify the feeling of calmness.	I understand what it is like to feel comfortable.	I can identify how some else is feeling.



			"ary SC"
	I know that you can regulate your emotions and what you do effects how you feel.	I can identify things, people and places that bring me (and others) comfort.	I know what empathy is.
	I can reflect upon how I have changed.	I recognise the different parts of the feelings wheel.	I can identify how I feel when I am in each section of the feelings wheel.
	I know what makes me unique.	I can identify how I am feeling and what triggers pleasant and unpleasant emotions.	I can identify what someone else is feeling and
	I know that everyone shows emotions differently.	I can recognise triggers and identify that they are often linked	empathise with them.
	I understand the feeling of excitement and know how to regulate it.	to unpleasant emotions.	I can use empathy to solve a problem.
Year 2	I understand the feeling frustration and know how to regulate it.	I can identify synonyms for anger and I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings. I understand that stopping and recognising my current emotion is the	I can use empathy to understand how someone else is feeling.
	I understand the feeling of boredom.	first step to regulation.	
	I understand feeling peaceful.	I can identify environmental and personal factors that affect my mood.	
		I can identify what influences my emotions.	
	I understand that everyone is different.	I can revisit what emotions are pleasant and unpleasant.	I can use empathy to solve a problem.
	I understand that emotions change throughout the day and this is healthy.	I can identify how I am feeling and what triggers pleasant and unpleasant emotions.	I can use say it, script it and solve it as a method to solve conflict.
Year 3	I understand the feeling of Joy.	I can recognise triggers and identify that they are often liked to unpleasant emotions.	I can use say, script it and solve it as a method to solve conflict.
	I understand the emotion of fury.	I can identify synonyms for anger.	
	I can use scaling to regulate my emotions.	real facility syrionyms for angel.	



_				Mary SC
		I understand the emotion of jealousy.	I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings.	
		I can build my self-esteem so that I am able to regulate the		
		feeling of jealousy.	I can identify what makes me feel red on the feelings wheel. I can identify the power of a pause.	
		l understand feeling relaxed.	I can identify environmental and personal factors that affect my mood.	
		I know how to regulate my emotions to get to green on the feelings wheel. I can reflect on the strategies I have to regulate my emotions.	I can identify what influences my emotions.	
		I understand what makes me unique and can celebrate this.	I can revisit what emotions are pleasant and unpleasant.	I can recognise how I am feeling.
		I understand that we all experience a wide range of emotions and these emotions effect how pleasant I feel and how much	I understand that we all experience a wide range of emotions and these emotions effect how pleasant I feel and how much energy I have.	I can tell you how I think someone else is feeling.
		energy I have.	I can recognise triggers and identify that they are often liked to unpleasant emotions.	I can use say it, script it and solve it as a method to solve conflict.
		I understand the feeling of motivation and can identify what motivates me.	I can identify synonyms for panic.	I can use empathy to solve a problem.
	Year 4	I understand fear and anxiety.	I can recognise that different words reflect a strength of feeling and that there are different levels of strength to feelings.	I can help others to regulate anger.
		I understand what worrying is and what makes me feel worried.	I can identify the power of a pause.	I can use empathy to understand someone I disagree with.
		I can use a scale to put worries into perspective.	I can begin to recognise my best self.	
		I understand the feeling of satisfaction and can identify when I feel satisfied.	I can identify positive aspects of my character and personality.	
		I can reflect on my self-regulation strategies.		



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		I know that celebrating what makes me unique can help with		I can recognise how I am feeling.
		my sense of self.		I can identify the emotions of others and the
		I can use the feelings wheel.		causes for their emotions.
		I understand what it feels like to feel aspirational.		I can use say it, script it, solve it to solve someone else's problem.
		I recognise the motivating power of aspiration.		Loop use active listopine
		I understand anxiety and what makes me anxious.		I can use active listening.
	Year 5	,		I can name the strategies I have to regulate my
	icai 5	I can consider ways to manage and regulate anxiety.		emotions.
		I understand why I feel embarrassment.		
		I can learn to manage my embarrassment.		
		I understand the feeling of gratitude.		
		I can think about what you feel grateful for.		
		I understand how happiness is created in the brain.		
		I can reflect on how I have grown and changed.	I can identify a range of pleasant and unpleasant emotions.	I can reflect on my feelings and the strategies I
		I can create a class feeling charter.	I can think of ways to manage my emotions depending on my context.	have for managing them.
		I understand the feeling of optimism and know how to feel	I can recognise different triggers in myself and others.	I can understand how someone else is feeling
	Year 6	optimistic.	r can recognise different triggers in myself and others.	using empathy.
			I can identify synonyms for betrayed.	l can actively listen.
		I can recognise the feeling of apprehension.	I can identify the things that are and aren't in my control.	I can identify who helps me with my feelings.
		I can think about how to regulate feelings of apprehension.	. carriachary are amigs and are and aren't in my control.	I can give advice to others.



I recognise the feeling of stress and can consider ways to manage stress.	
I understand the importance of finding balance in life.	
I understand how the people in my life support me.	

These words are to be taught as part of the Well-being lessons.

Year Group	Red	Blue	Yellow	Green
R	annoyed	sad	proud	patient
	afraid	left out	brave	kind
	confused	hurt	curious	Safe
1	angry	glum	surprised	calm
	startled	lonely	cheerful	comfortable
	nervous	disappointed	happy	relaxed
2	frustrated	bored	excited	peaceful
	irritable	distracted	focused	included
	tense	down	energetic	thoughtful
3	furious	hopeless	joyful	relaxed
	jealous	rejected	hopeful	accepted
	repulsed	timid	interested	forgiving
4	fearful	discouraged	motivated	satisfied
	worried	empathic	courageous	respected
	anxious	isolated	enthusiastic	supported
5	embarrassed	ashamed	aspirational	grateful
	envious	defeated	determined	serene
	insulted	regretful	elated	satisfied
6	betrayed	despair	optimistic	balanced
	apprehensive	offended	committed	understood
	stressed	pessimistic	inspired	valued

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ENRICHING OUR CURRICULUM TRIPS & VISITORS

At Exwick Heights Primary School, as well as the day-to-day taught curriculum, we believe that by offering children enriched and creative learning experiences they are provided with a wealth of opportunity and experiences that will help shape them.

These experiences may be trips to local areas of interest such as the RAM Museum, visits from experts such as specialists from the University of Exeter or even trips further afield such as Paris. All help to widen our pupils' experiences of the world, enabling them to see more, know more and understand more.



School Trips and Visitors



	Autumn Spring		ing	Summer		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception		Barnfield Theatre The Elves and the Shoemaker Curriculum Links: English		<u>Drakes Farm</u> Curriculum Links: Science		<u>Bear Trail</u> Curriculum Links:
Year 1		<u>Killerton House</u> Curriculum Links: Geography, RE, Science	Multi-Skills Festival Curriculum Links: P.E.	Royal Albert Memorial <u>Museum</u> Curriculum Links: History		<u>Paignton Zoo</u> Curriculum Links: Science
Year 2	<u>Powderham Castle</u> Curriculum Links: History	<u>Animals 2 U</u> Curriculum Links: Science	Okehampton Forest School Curriculum Links: Geography	<u>Exeter Mosque</u> Curriculum Links: R.E.	Exeter Library Curriculum Links: Reading Striking & Fielding Event Curriculum Links: P.E.	
Year 3	<u>Kents Cavern</u> Curriculum Links: History	SEND Sports Festival Curriculum Links: P.E.	Bicton Gardens Curriculum Links: Geography Tag Rugby Tournament Curriculum Links: P.E.		Royal Albert Memorial <u>Museum</u> Curriculum Links: History	
Year 4		Paddington in Peru (Vue Cinema) Curriculum Links: English River Exe Fieldwork Curriculum Links: Geography SEND Sports Festival Curriculum Links: P.E. Cross Country Festival Curriculum Links: P.E.	Escot Curriculum Links: History Girls Football Tournament Curriculum Links: P.E.	French Food Tasting Curriculum Links: French	<u>Plymouth Aquarium</u> Curriculum Links: Science	



Year 5	French Penpals 1 Curriculum Links: French SEND Sports Festival Curriculum Links: P.E.	Eden Project Curriculum Links: Geography Handball Tournament Curriculum Links: P.E.	Exeter Synagogue Curriculum Links: R.E Space Dome Curriculum Links: Science	<u>St Nicholas Priory</u> Curriculum Links: R.E	Grenville House Curriculum Links: PSHE Exeter Quay Fieldwork Curriculum Links: Geography
Year 6	Exwick Parks Fieldwork Curriculum Links: Geography Football League Curriculum Links: P.E.	WW2 Day Curriculum Links: History Paris, France Curriculum Links: French Netball Tournament Curriculum Links: P.E.			Exmouth Beach Curriculum Links: PSHE Softball Cricket Tournament Curriculum Links: P.E.

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