




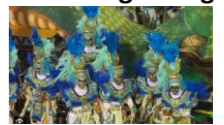














| Year 1               |  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|----------------------|--|--|--|---|---|--|--|
| Learning Exploration |  | <p><b>Being Me in My World</b></p>  <p>After welcoming the children back from the summer holidays and settling them back into the routine of school, our Learning Exploration will have a focus on PSHE (Personal, Social, Health and Economic education) as they learn new routines for their new year group. The children will be supported in recognising their feelings and communicating that effectively to work within a team. The focus of Being Me in My World encompasses recognising the changes in the children and their real-life experiences before opening to explore the world around them through geography and where they fit within it.</p> | <p><b>Changes</b></p>  <p>Children have already started to explore changes in the modern world through science and geography and will continue to focus on this as we observe the seasonal change of Autumn into Winter. We will extend our learning of seasonal changes with a key focus on plants, exploring their features through identification and classification. The children need hands on experience observing a variety of plants and will begin to recognise plants and trees that they regularly see. Children also need to understand that the features of plants may not always look the same due to the seasonal changes that we experience. To enhance the children's understanding of the wider world, they need to understand that changes are a natural part of life and have led to our present lives. Children should know about similarities and differences between a typical home over the time of their parents, grandparents and great grandparents, and understand that technology has changed the way houses are built and tasks are carried out. This links back to our ongoing geography learning, where we have been studying our local area using maps.</p> | <p><b>Britain's Brilliant Beasts</b></p>  <p>After looking at changes within living memory in the UK and exploring the immediate world around us, it is time to expand our horizons further. The children need to understand how to identify and classify groups of animals within UK; including humans and will focus on British animals in this half term to secure their understanding before moving into the wider world in Spring 2. With a focus on farming in North Devon, children also need to explore time before living memory and begin to find ways of discovering what life was like without being able to ask people who are still alive. In Spring 2 we will begin 'Wandering the World'. This will extend our animal classification and identification in science as we look at a wider range of habitats, visit the zoo and understand movement across regions through migration. Therefore, it is important for the children to have a secure understanding of the UK before moving on.</p> | <p><b>Wandering the World</b></p>  <p>The children will move on with their curriculum coverage by building on the geography and science enquiries they have previously covered in year 1 within their local area and British animals, by looking at UK coastlines. This will include learning about the historical figure Mary Anning and her fossil discoveries on the Dorset Coast. The children's learning will then migrate around the world as we look at how and why people have moved around the world. This will include building a knowledge of the names of the 7 continents. This will help the children to understand where they are in the world and create links to other places in preparation to their study of Brazil and comparing coastlines in the summer term. Our animal classification and identification in science will expand to look at a wider range of habitats, visit the zoo and secure the children's learning on animal classification with a more in depth look at mammals, including humans. We will also look at another way of grouping animals into herbivores and carnivores.</p> | <p><b>Ola, Brazil!</b></p>  <p>Now that the children have a good understanding of the UK, it is time to explore Brazil! The children still need to develop and secure their knowledge of local geography and will do this by comparing the familiar coast of North Devon with the Brazilian coast. As the key part of this Learning Exploration, children will have the opportunity to experience and explore Brazil. This will help them to understand that others in the world, as well as where they live, have both similarities and differences to themselves. Their PSHE theme of Relationships will allow pupils to build, strengthen and understand their peers, whoever they may be.</p> | <p><b>Celebrating Change</b></p>  <p>As children move toward Year 2, it is time to begin celebrating and preparing for changes as well as celebrating the growth and progress of the year. We will continue to embed our learning about Brazil by focusing on the history of carnival and the celebrations that take place in Rio. This will support us in creating our own celebrations. We will also be creating our own statues that represent celebration in DT, using the Christ the Redeemer statue in Rio as inspiration. This will embed our knowledge of Brazilian landmarks and encourage children to continue comparing the coast of North Devon with Rio as we keep Brazil fresh in our memories.</p> |
|                      |  | <p><b>Writing</b><br/>BookWrites</p> <p>Non-fiction: <i>How do you Feel?</i> by Patrick George</p> <p>Fiction (narrative): <i>Oi Frog!</i> by Kes Grey</p>   | <p>Non-Fiction (letter writing): <i>Dear Mother Goose</i> by Michael Rosen, Nick Sharratt</p> <p>Fiction (narrative with a repeating pattern): <i>Boa's Bad Birthday</i> by Jeanne Willis and Tony Ross</p>  | <p>Poetry: <i>I Love Bugs</i> by Emma Dodd</p> <p>Fiction (narrative – fairy tale): <i>The Three Little Pigs</i> by Mara Alperin and Ag Jatkowska</p>   | <p>Non-fiction (recount): <i>My Day at the Zoo</i> by Jay Dale</p> <p>Fiction (narrative with a repetitive pattern): <i>The Disgusting Sandwich</i> by Gareth Edwards</p>   | <p>Poetry: <i>Zim Zam Zoom</i> by James Carter</p> <p>Non-fiction: <i>This Is How We Do It</i> by Matt Lamothe</p>   | <p>Fiction (narrative): <i>Sylvia and Bird</i> by Catherine Rayner</p> <p>Non-fiction: <i>Reptiles</i> by Angela Royston</p>   |
| English              | <p><b>Reading</b><br/>Little Wandle Letters and Sounds</p> <p>Texts to be read to children from NCSA Reading Aloud Spine, including:<br/>The Owl Who Was Afraid of the Dark<br/>10 Minute Fairy Tales<br/>Otter Chaos<br/>Poetry: A Treasury of Nursery Rhymes / The Highway Rat<br/>Non-fiction: Creature Features<br/>Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.</p> | <p>Texts to be read to children from NCSA Reading Aloud Spine, including:<br/>Greatest Animal Stories<br/>The Tale of Peter Rabbit<br/>The Naughtiest Unicorn<br/>Poetry: A Great Big Cuddle<br/>Non- Fiction: Animals / Ocean / Forest<br/>Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.</p>   | <p>Texts to be read to children from NCSA Reading Aloud Spine, including:<br/>George's Marvellous Medicine<br/>Paddington<br/>Poetry: The Owl and The Pussy Cat / Poems Out Loud<br/>Non-fiction: Text to be chosen by pupils – new and current – follow book award.<br/>Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.</p>  |   |   |  |  |



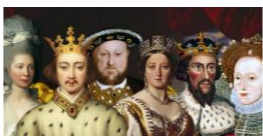



|   |   |   |  |   |   |  |
|---|---|---|--|---|---|--|
| <b>Maths</b><br>White Rose Maths<br>NCETM                               | Place value within 10<br>Addition and subtraction<br>Mastering number                           | Addition and subtraction within 10<br>Shape<br>Mastering number                   | Place value within 20<br>Addition and subtraction within 20<br>Mastering number                                      | Place value within 50<br>Length and height<br>Mass and volume<br>Mastering number | Multiplication and division<br>Fractions<br>Position and direction<br>Mastering number                      | Place value within 100<br>Money<br>Time<br>Mastering number                    |
| <b>Science</b><br>ASE Plan Science<br>Primary Science<br>Teaching Trust | Seasonal changes (ongoing through the year)<br>Observing and measuring<br>Observation over time | Plants<br>Asking questions<br>Evaluating<br>Identifying, grouping and classifying | Animals, including humans<br>Interpreting and communicating results<br>Recording data<br>Research<br>Pattern seeking |   | Everyday materials<br>Making predictions<br>Setting up tests<br>Problem solving<br>Comparative/fair testing |  |
| <b>Art</b>  | Drawing   |   | Painting   | Sculpture   |   |  |
| <b>Design Technology</b>  |   | Food  |  |   |   | Construction – Freestanding Structures   |
| <b>Geography</b>  | Local<br>UK   |   |  | World   | Similarities and Differences – North Devon and Brazil   |  |
| <b>History</b>  |   | Houses and Homes  | The Development of Farming in North Devon  | Who was Mary Anning?  |   | The Origins of Carnival in Brazil  |
| <b>IT and Computing</b><br>Teach Computing                              | E-safety<br>Technology around us  | Digital painting  | E-safety<br>Moving a robot   | Grouping data   | E-safety  | Programming animations   |
| <b>Music</b><br>Charanga  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing  |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing                       |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing              |  |
| <b>Primary Languages</b><br>Primary French Project                      |   | Speaking and listening<br>Cultural understanding                                  |  | Speaking and listening<br>Cultural understanding                                  |   | Speaking and listening<br>Cultural understanding                               |
| <b>PE</b><br>Dance in a Box and PPE                                     | <b>Indoor</b>   | Gymnastics  |  | Dance   |   | Tennis   |
|   | <b>Outdoor</b>  | Tag rugby   | Cross country  | Quicksticks hockey  | Basketball  | Cricket  |
| <b>PSHE</b><br>Jigsaw   | Being me in my world  | Celebrating difference  | Dreams and goals   | Healthy me  | Relationships   | Changing me  |
| <b>RE</b><br>Devon and Torbay<br>Agreed Syllabus                        | What do Christians believe God is like?   | Why does Christmas matter to Christians?  | What makes some places sacred to believers?  | How should we care for others and the world and why does it matter?               | Who is Jewish and how do they live?   |  |
| <b>Global Learning</b>  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding    | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                                       | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding    | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                              | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding |

| Year 2               |  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|----------------------|--|---|--|--|--|--|---|
| Learning Exploration |  | <b>Street Detectives</b><br><br>While we all still undertake shopping on a daily or weekly basis the processes involved in this activity have been transformed over the last fifty or so years. In Year Two, we will explore why these changes have happened and how our local high streets (in Barnstaple and Newport) have been shaped by national technological advances. What we buy and how we go about our shopping tells us about the sort of people we are and reflects the changing nature of our place. This Learning Exploration considers 'changes within living memory' and gives us the opportunity to share stories from within our families and the local community. | <b>Devon Detectives</b><br><br>This Learning Exploration will expand on the Geographical learning that children took part in in Year 1. Children need to be supported to develop a sense of place within our locality and the impact that we have as individuals upon this. It is important that pupils are given opportunities to think about their place as global citizens and develop the confidence to speak up about the things which they feel are important to them. | <b>Who was William Rock?</b><br><br>Children have expanded their Geographical knowledge and understanding of Barnstaple in the Autumn Term, and they now need to increase their knowledge of the history of Barnstaple. They need to 'hook' this learning onto a key historical figure, so that they can learn how we know about them and what effects they had on our community in the past and in the present day. Through this learning, it is important that children understand that history has an impact on their lives today. | <b>The Wonders of the World</b><br><br>Now that we have learnt a lot about our local geography and history, it's time to explore the World. This Learning Exploration will support children to learn about the world we live in, including being able to name and identify the continents and oceans. This will enable children to explore and appreciate the world beyond Barnstaple and find out about the natural and human-made "wonders". After finding out about these amazing places, we will learn more about how humans are having an impact on environments around the world and how as global citizens we have a duty of care to our planet. | <b>Aviation and Australia</b><br><br>This Learning Exploration will give Year Two pupils the opportunity to build on the knowledge of aviation they gained in the Spring Term when learning about Amelia Earhart. It will also give them opportunities to build on their learning about their local area from earlier in Year Two, as well as the continents of the world from the Spring Term, finding out more about the world around them, outside of Barnstaple and the UK. | <b>Rivers and Reformers</b><br><br>Rivers form a vital part of ecosystems and economic structures throughout the world. Having previously learnt about Australia, children will now pull this knowledge through into the Summer Term and use it to help them learn about an important Australian river, the River Darling. As part of this learning, they need to understand the importance of rivers to human life in terms of economics and trade, and this learning in Year 2 will form the basis of their understanding of trade and interdependence as they move up through the school. There is no doubt that children today benefit from the hard work and bravery of reformers through history, and Year 2 will move on to learn about two of the most famous women who have changed the lives of others by contributing to national and international achievements. This will hook back to their learning about the local philanthropist William Rock, as well as give them a strong basis for their learning in KS2 where they will further their learning of how to become a citizen who can contribute to their world. |
|                      |  | <b>Writing BookWrites</b><br>Fiction: <i>The High Street</i> by Alice Melvin<br>Poetry: <i>A First Poetry Book</i> by Pie Corbett and Gaby Morgan   | Non-fiction: <i>What Do You Do with a Tail Like This?</i> by Steve Jenkins and Robin Page<br>Poetry - 'Cold' from <i>Snow in the Garden</i> by Shirley Hughes  | Fiction : <i>Augustus and his Smile</i> by Catherine Rayner<br>Non-fiction (biography): <i>Amelia Earhart</i> by Izabel Sanchez Vegara   | Fiction: <i>Little Red Riding Hood</i> Nosy Crow and Ed Bryan<br>Non-fiction: <i>Creature Features Dinosaurs</i> by Natasha Durley   | Poetry: <i>Tell Me a Dragon</i> by Jackie Morris<br>Non-fiction: <i>Penguins</i> by Emily Bone   | Non-fiction (instructions): <i>Grow Your Own Lettuce</i> by Helen Lanz<br>Fiction: <i>Lord of the Forest</i> by Caroline Pitcher and Jackie Morris  |
| English              |  | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>Fantastic Mr Fox<br>The Hodgeheg<br>Poetry: Chocolate Cake<br>Non-fiction: The Big Book of the Blue<br>Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.   |  | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>Rudyard Kipling's Just So Stories<br>Small People, Big Dreams series<br>The Boy Who Grew Dragons<br>Poetry: Joseph Coelho - If All the World Were / Poems Out Loud<br>Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase where necessary. Gold – Copper Big Cat Reading Sets  |  | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>The Night Jar – Katya Balen<br>Text to be chosen by pupils – new and current – follow book award.<br>Non-fiction text: Australia – Travel for Kids<br>Stories from the Billabong<br>Fantastically Great Women who Changed the World<br>Poetry: The Works – KS1 Poetry<br>Non-fiction: A Street Through Time<br>Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase where necessary. Gold – Copper Big Cat Reading Sets                           |   |
| Maths                |  | Place value   | Addition and subtraction   | Money  | Multiplication and division  | Fractions  | Statistics  |

|   |  |   |   |  |  |  |
|---|--|---|---|--|--|--|
| <b>White Rose Maths</b><br>NCETM  | Addition and subtraction<br>Mastering number   | Shape<br>Mastering number   | Multiplication and division<br>Mastering number   | Length and height<br>Mass, capacity and temperature<br>Mastering number        | Time<br>Mastering number   | Position and direction<br>Mastering number                                     |
| <b>Science</b><br>ASE Plan Science<br>Primary Science<br>Teaching Trust | Uses of everyday materials<br>Making predictions<br>Setting up tests<br>Observation over time  | Animals, including humans<br>Evaluating<br>Interpreting and communicating<br>results<br>Research<br>Problem solving | Living things and their habitats<br>Interpreting and communicating<br>results<br>Asking questions<br>Identifying, grouping and classifying<br>Pattern seeking |  | Plants<br>Observing and measuring<br>Recording data<br>Comparative/fair testing                |  |
| <b>Art</b>  | Drawing  | Painting  | Printing  |  | Textiles   |  |
| <b>Design Technology</b>  |  |   |   | Mechanisms: wheels, axles, levers and<br>sliders                               |  | Textiles   |
| <b>Geography</b>  |  | Local   |   | World  | Similarities and Differences – a small<br>area of Devon and a small area of<br>Australia       |  |
| <b>History</b>  | Shops and shopping   |   | Who was William Rock?   |  | The development of aviation  | Social reformers: Rosa Parks and Emily<br>Davison                              |
| <b>IT and Computing</b><br>Teach Computing                              | E-safety<br>Information technology around us   | Digital photography   | E-safety<br>Robot algorithms  | Pictograms   | E-safety<br>Making music   | Programming quizzes  |
| <b>Music</b><br>Charanga  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing  |  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |  |
| <b>Primary Languages</b><br>Primary French Project                      |  | Speaking and listening<br>Cultural understanding  |   | Speaking and listening<br>Cultural understanding                               |  | Speaking and listening<br>Cultural understanding                               |
| <b>PE</b><br>Dance in<br>a Box and<br>PPE                               | <b>Indoor</b>  | Gymnastics  |   | Dance  |  | Dodgeball  |
|   | <b>Outdoor</b>   | High 5 netball  | Handball  | Orienteering   | Football   | Rounders   |
| <b>PSHE</b><br>Jigsaw   | Being me in my world   | Celebrating difference  | Dreams and goals  | Healthy me   | Relationships  | Changing me  |
| <b>RE</b><br>Devon and Torbay<br>Agreed Syllabus                        | Who do Christians say made the<br>world?   | What is the ‘good news’ Christians<br>believe Jesus brings?   | What does it mean to belong to a<br>faith community?  | Why does Easter matter to<br>Christians?                                       | Who is a Muslim and how do they live?  |  |
| <b>Global Learning</b>  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                 | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                                      | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                 | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding |







| Year 3               |  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|----------------------|--|---|---|---|---|--|---|
| Learning Exploration |  | <b>A Walk in Barnstaple - An Artist's Perspective</b><br> <p>This Learning Exploration will foster a sense of belonging and identity by building on children's prior knowledge of their local area and placing themselves within the context of the county, country and global community. Children will gain a sense of empathy by comparing how the town of Barnstaple is different to the regional capital, Exeter, and the capital city of London, and how it must be different for the people who live these contrasting locations. They will look at the landmarks and geographical features of Barnstaple and these other locations through the eyes of artists such as Lowry, which will develop their sense of creativity.</p> | <b>Stone Age to Iron Age Britain</b><br> <p>Children need to recognise the importance of community and how communities are formed, developed and maintained. Children will discover how communities, including communities in their local area, established themselves and made links with other communities, through trade and communication, to form wider civilisations. Whilst many children have some knowledge of dinosaurs and the Jurassic period and realise that it happened 'a long time ago', this will be an opportunity to look at prehistory and start to place periods onto a timeline.</p> | <b>Our World, Our Home</b><br> <p>We live in an area of relative geographical isolation but one where our children are unknowingly surrounded by products from our global community daily. This Learning Exploration will aim to deepen children's understanding of our world not just as a planet or a home but also a network of people working together, a global community. Through exploring similarities and differences across our global community and developing an understanding of how these communities can impact on each other, both positively and negatively, pupils will develop empathy for others around the globe.</p> | <b>Revolutionary Railways</b><br> <p>The children live in an area that is closely linked to the holiday trade and was once latticed by trainlines. The trainlines that helped link North Devon to the rest of the country have gone and, although the children walk, cycle and scoot along the routes daily, they are not aware of the history that surrounds them. Our cohort of children do not always look around the world they live in for clues to the past and so we aim that through this Learning Exploration, they will start to develop their inquisitive skills as growing historians.</p> | <b>A Tale of Two Rivers</b><br> <p>Having just explored the importance of travel, trade and tourism in our Spring Learning Explorations, this Learning Exploration will strengthen the children's knowledge of the geographical and economic significance of rivers by looking at the Nile, in Egypt, and the Taw in North Devon. Incorporating art and dance into the Learning Exploration will foster a deeper understanding of cultural and geographical differences and similarities between the two regions. For example, students will explore the different cultural traditions and practices associated with the two rivers, such as the importance of the Nile in ancient Egyptian culture, and the geographical significance of the Taw to the population of North Devon.</p> | <b>Who Were the Ancient Egyptians?</b><br> <p>Studying Ancient Egypt in Year 3 offers a valuable opportunity for students to expand their historical perspective and connect the dots between the Stone Age and subsequent ancient civilizations. It enables them to explore the lasting impact of Ancient Egypt on the world and engage in the intriguing mystery surrounding the construction of the pyramids. This Learning Exploration will give pupils will a deeper understanding of human history, critical thinking skills, and a sense of appreciation for the achievements of past civilisations, including investigating the lives of important historical people linked to ancient Egypt, such as Tutankhamun, Howard Carter, and Cleopatra. Moreover, the children need to build on their knowledge of the Nile by learning about the pyramids being built alongside the great river and how Egyptians developed irrigation to advance agriculture. This Learning Exploration provides a rich learning experience that not only connects with their existing knowledge of the Stone Age but also encourages them to explore the world beyond their immediate surroundings and builds a foundation for further study of ancient civilisation in following years.</p> |
|                      |  | <b>Writing</b><br>BookWrites  | Fiction: <i>The Beasties</i> by Jenny Nimmo<br><br>Non-fiction (dual voiced – recount style - told from child's perspective): <i>A Walk in London</i> by Salvatore Rubbino  | Non-fiction: <i>Rocks</i> by Georgia Amson-Bradshaw<br><br>Fiction: <i>Escape from Pompeii</i> by Christina Balit   | Fiction – <i>Journey from the Centre of the Earth: a planet full of secrets</i> by Antonis Papatheodoulou<br><br>Non-fiction (Letter Writing): <i>Ask Dr K Fisher about Planet Earth</i> by Claire Llewelyn   | Poetry: <i>Poetry Pie</i> by Roger McGough<br><br>Non-fiction (Biography): <i>Fantastically Great Women Who Changed The World</i> by Kate Pankhurst  | Poetry: <i>A River</i> by Marc Martin<br><br>Non-fiction – explanation texts: <i>Geographics Coasts or Geographics The Water Cycle</i> by Georgia Amson-Bradshaw  |
| <b>English</b>       | <b>Reading</b><br>Little Wandle Letters and Sounds | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>The Legend of Podkin One Ear by Kieran Larwood<br>Poetry – Stars with Flaming Tails by Valerie Bloom<br>Non-Fiction – The World Around Me   |   | Texts to be read to children:<br>Journey to the Centre of the Earth<br>The Firework Maker's Daughter<br>Allow opportunities for pupil choice – children to select text to shadow from those selected for Awards<br>Poetry – All the Wild Wonders  |   | Texts to be read to children:<br>The Iron Man<br>Charlotte's Web<br>Non-Fiction – See Inside My Body<br>Poetry / Shakespeare – A Mid Summer's night Dream  |   |

|   |  |   |  |   |  |   |                                 |
|---|--|---|--|---|--|---|---------------------------------|
|   |  | Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list. |  | Non-fiction – The Street Beneath My Feet<br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list. |  | Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list. |                                 |
| <b>Maths</b><br>White Rose Maths<br>NCETM                               | Place value<br>Addition and subtraction  | Addition and subtraction<br>Multiplication and division   | Multiplication and division<br>Length and perimeter  | Fractions<br>Mass and capacity  | Fractions<br>Money<br>Time   | Time<br>Shape<br>Statistics   |                                 |
| <b>Science</b><br>ASE Plan Science<br>Primary Science<br>Teaching Trust | Forces and magnets<br>Making predictions<br>Evaluating<br>Problem solving                      | Rocks<br>Setting up tests<br>Observing and measuring<br>Comparative/fair testing  | Light<br>Interpreting and communicating results<br>Asking questions<br>Pattern seeking         |   | Plants<br>Interpreting and communicating results<br>Recording data<br>Identifying, grouping and classifying<br>Observation over time | Animals, including humans<br>Asking questions<br>Research   |                                 |
| <b>Art</b>  | Drawing  |   | Painting   |   | Sculpture  |   |                                 |
| <b>Design Technology</b>  |  | Food  |  |   |  | Construction – shell structures   |                                 |
| <b>Geography</b>  | Local<br>UK  | Physical Features and Processes<br>(Science link)   | World  |   | Similarities and differences – the River Taw and the River Nile  |   |                                 |
| <b>History</b>  |  | Changes in Britain from the Stone Age to the Iron Age   |  | A study of the first railways as a significant turning point in British history   |  | A depth study of Ancient Egypt  |                                 |
| <b>IT and Computing</b><br>Teach Computing                              | E-safety<br>Connecting computers   | Stop-frame animation  | E-safety<br>Sequencing sounds  | Branching databases   | E-safety<br>Desktop publishing   | Events and actions in programs  |                                 |
| <b>Music</b><br>Charanga  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing                                       |   |                                 |
| <b>Primary Languages</b><br>Primary French Project                      |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding   |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding   |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding   |                                 |
| <b>PE</b><br>Dance in a Box and PPE                                     | <b>Indoor</b>  | Gymnastics  |  | Dance   |  | Tennis  | Fitness                         |
|   | <b>Outdoor</b>   | Tag rugby   | Cross country  | Quicksticks hockey  | Basketball   | Cricket   | Athletics<br>House competitions |
| <b>PSHE</b><br>Jigsaw   | Being me in my world   | Celebrating difference  | Dreams and goals   | Healthy me  | Relationships  | Changing me   |                                 |
| <b>RE</b><br>Devon and Torbay<br>Agreed Syllabus                        | 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?                                    | How do festivals and family life show what matters to Jewish people?  | What kind of world did Jesus want?   | How and why do people try to make the world a better place?   |                                 |
| <b>Global Learning</b>  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                 | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                 | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding  | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding   | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding  |                                 |

| Year 4               |  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|----------------------|--|--|--|---|--|--|--|
| Learning Exploration |  | <p><b>Feeling Settled</b></p>  <p>In Year 3, children learnt about the beginnings of society in Britain and how we changed from a nomadic people to settlers; building settlements that would eventually become towns and cities. This Learning Exploration aims to build on that foundational knowledge the children already possess to help them develop a greater understanding of what a settlement is and how and why they grow and change. To begin with, children will locate and identify settlements in Devon to ensure they have a working understanding of their own county. This will then support them when learning about the Romans in the next Learning Exploration and how they settled Britain, particularly areas of Devon. By examining how settlements begin and develop, this helps build children's geographical enquiry skill. They will also consider how individual choices impact their local area and people internationally such as the global waste trade (where the UK 'sells' waste to landfills abroad).</p> | <p><b>Roaming Romans</b></p>  <p>Teaching Year 4 students about Roman Britain is beneficial for several reasons. It builds upon their prior knowledge of Ancient Egypt in Year 3 in which they were introduced to the Romans, fostering critical thinking and historical comparisons. Living in Devon, an area with history relating to the Roman Era, and studying this period provides a rich the learning experience, connecting us to our community's history and building cultural capital. This Learning Exploration aims to equips pupils with research and analytical skills and providing insights into Roman governance and daily life to support their future history learning in Year 5 and 6.</p> | <p><b>Marvellous Monarchs</b></p>  <p>Throughout British history, the monarchy has remained a constant presence for the British public. Yet, in an ever-changing society, how impactful are the monarchy today? Over the past 1200 years, British monarchs have ruled our country and made decisions which have impacted their people. During this Learning Exploration, we will be examining different significant British monarchs throughout history, evaluating their impact (through the historical concepts of empire and democracy) and deciding how relevant their decisions are to our lives today.</p> | <p><b>Cracking Contraptions</b></p>  <p>Our 'Cracking Contraptions' Learning Exploration aims to develop children's understanding of the fundamental principle of design and technology and explicitly teach the skill necessary to complete the 'design, make, evaluate' cycle. Exploring levers, linkages, and pneumatic systems encourages creativity, critical thinking, and problem-solving. By designing and making contraptions, students apply theoretical knowledge to real-world scenarios, promoting practical skills development. This aligns with the school's value of innovation, encouraging students to think independently and develop inventive solutions. Overall, this Learning Exploration aims to cultivate a sense of curiosity and resilience—essential qualities for future innovators and problem solvers.</p> | <p><b>Coast to Coast</b></p>  <p>Island nations offer a unique lifestyle and climate for their inhabitants; however, they also face unique challenges. Living on an island ourselves, it is important to consider that children may think that all island inhabitants have similar lives to their own. By comparing the features, population, wildlife and culture of different islands, with a focus on Lundy Island off the coast of North Devon and an island of the Cyclades in Greece, children will gain a deeper understanding and respect for other cultures. During this Learning Exploration, children will enhance their geographical knowledge about both Lundy and Greece, using maps and atlases. Children will also have the opportunity to explore landscape features and how these have changed over time depending on location, climate and human factors, such as migration.</p> | <p><b>Groovy Greeks</b></p>  <p>There is no doubt that the discoveries of Ancient Greeks still affect the world today- even in the UK. Looking back at Ancient Greece explores the origins of democracy, philosophy, literature, and the arts. The Learning Exploration promotes cultural diversity, fostering respect for different customs and beliefs. It enhances language and literacy skills through exposure to ancient Greek vocabulary, myths, and literature. Ancient Greece connects with various subjects, encouraging interdisciplinary learning in history, geography, art, and mathematics. Additionally, it imparts life lessons on perseverance, heroism, courage, and democratic values. By delving into this fascinating civilisation, children develop curiosity, critical thinking, and an appreciation for their cultural heritage.</p> |
|                      |  | <p><b>Writing BookWrites</b></p> <p>Non-fiction:<br/>The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams and James Weston Lewis (Wayland)</p> <p>Fiction: <i>The King of The Birds</i> by Michael Scott (in Beyond the Stars.)</p>   | <p>Non-fiction: <i>Everything you need to know about SNAKES</i> by John Woodward</p> <p>Fiction: <i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers</p>  | <p>Non-fiction (persuasive letter): RSPB charity letter</p> <p>Fiction: <i>Leon and the Place Between</i> by Angela McAllister and Grahame Baker-Smith</p>  | <p>Poetry - <i>Earth Verse: Haiku from the Ground Up</i> by Sally M. Walker and William Grill</p> <p>Non-fiction (explanation): <i>Until I met Dudley</i> by Roger McGough and Chris Riddell</p>   | <p>Fiction: <i>Oliver and the Seawigs</i> by Philip Reeve and Sarah McIntyre</p> <p>Poetry: <i>Beachcomber</i> by George Mackay Brown</p>  | <p>Fiction: <i>Myth Atlas</i> by Thiago de Moraes</p> <p>Non-fiction: <i>An Anthology of Intriguing Animals</i> by Ben Hoare</p>   |
| English              |  | <p>Texts to be read to children from NCSA Reading Aloud Spine, including:<br/>The Krindlekrax<br/>Non-Fiction - How to Change the World<br/>Poetry – In Flanders Fields</p> <p>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list.</p>   |  | <p>Texts to be read to children:<br/>The Miraculous Journey of Edward Tulane / The Lion, The Witch and the Wardrobe<br/>If All the World Were a Village<br/>Poetry – An Emotional Menagerie</p> <p>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list.</p>  |  | <p>Texts to be read to children:<br/>Kensuke's Kingdom / Onyeka and the Academy of the Sun<br/>Non-fiction – The Lost Book of Adventure<br/>Poetry - Bright Bursts of Colour<br/>Text to be chosen by pupils – new and current – follow book award.</p> <p>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list.</p>   |  |
| Maths                |  | Place value  | Addition and subtraction   | Multiplication and division   | Fractions  | Decimals   | Shape  |

|  |         |   |  |  |  |  |   |
|--|---------|---|--|--|--|--|---|
| White Rose Maths<br>NCETM  |         | Addition and subtraction  | Measurement – area<br>Multiplication and division  | Length and perimeter<br>Fractions  | Decimals   | Money<br>Time  | Statistics<br>Position and direction  |
| Science<br>ASE Plan Science<br>Primary Science<br>Teaching Trust |         | States of matter<br>Observing and measuring<br>Evaluating<br>Observation over time<br>Pattern seeking | Living things and their habitats<br>Recording data<br>Identifying, grouping and classifying  | Setting up tests<br>Making predictions<br>Pattern seeking<br>Comparative/fair testing          |  | Electricity<br>Asking questions<br>Evaluating<br>Problem solving                               | Animals, including humans<br>Interpreting and communicating results<br>Recording data<br>Research |
| Art  |         | Drawing   | Painting   | Printing   |  | Textiles   |   |
| Design Technology  |         |   |  |  | Mechanisms: Levers and linkages  |  | Textiles  |
| Geography  |         | Local<br>UK   |  |  | World  | Similarities and differences - Lundy<br>Island and an island in the Cyclades                   |   |
| History  |         |   | The Roman Empire and its impact on<br>Britain  | The changing power of the monarchy   |  |  | Ancient Greek life and achievements,<br>including their influence on the<br>western world         |
| IT and Computing<br>Teach Computing                              |         | E-safety<br>The internet  | Audio production   | E-safety<br>Repetition in shapes   | Data logging   | E-safety<br>Photo editing  | Repetition in games   |
| Music<br>Charanga  |         | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing        |  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |   |
| Primary Languages<br>Primary French Project                      |         |   | Speaking and listening<br>Reading, writing, grammar and<br>phonics<br>Cultural understanding |  | Speaking and listening<br>Reading, writing, grammar and<br>phonics<br>Cultural understanding |  | Speaking and listening<br>Reading, writing, grammar and<br>phonics<br>Cultural understanding      |
| PE<br>Dance in<br>a Box and<br>PPE                               | Indoor  | Gymnastics  |  | Dance  |  | Dodgeball  | Indoor athletics  |
|  | Outdoor | High 5 netball  | Handball   | Orienteering   | Football   | Rounders   | Athletics<br>House competitions   |
| PSHE<br>Jigsaw   |         | Being me in my world  | Celebrating difference   | Dreams and goals   | Healthy me   | Relationships  | Changing me   |
| RE<br>Devon and Torbay<br>Agreed Syllabus                        |         | What is the 'Trinity' and why is it<br>important for Christians?                                      | What do Hindus believe God is like?  | What does it mean to be Hindu in<br>Britain today?   | Why do Christians call the day Jesus<br>died 'Good Friday'?                                  | For Christians, when Jesus left, what<br>was the impact of Pentecost?                          | How and why do people mark the<br>significant events of<br>life?                                  |
| Global Learning  |         | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                        | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding               | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                 | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding               | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                 | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding                    |








| Year 5                      | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|-----------------------------|---|--|---|---|---|--|
| <b>Learning Exploration</b> | <p style="text-align: center;"><b>Wild Wind and Waves</b></p>  <p>This Learning Exploration aims to develop children’s understanding of the natural resources in our local area as well as contrasting locations in the U.K. to enable them to deepen their understanding of how different locations are suited to particular energy sources. As Year Five are developing as independent global citizens, it is important for them to gain an understanding of where energy comes from and how they can actively support achieving the global goal of renewable and clean energy. Due to living in an area with a high concentration of wind energy (including proposed offshore wind farm developments) as well as large amounts of solar energy sources, this Learning Exploration allows children to evaluate the impact on the physical and human geography of our area in comparison to other locations. Investigating the impact of renewable energy sources will allow children to understand differing opinions, valuing and respecting these ideas but also developing confidence to forward their own views.</p> | <p style="text-align: center;"><b>Brilliant Barnstaple</b></p>  <p>Building on children’s understanding of our local area from last half-term’s geographical focus, as well as learning from previous years about our local area, children will develop an in-depth understanding of the history of our local area – in particular our town: Barnstaple!<br/>This will enable children to gain a sense of identity as well as community.</p> | <p style="text-align: center;"><b>Invaders and Settlers</b></p>  <p>Building on pupils' understanding of our local history from previous Learning Explorations, including how Barnstaple was influenced by the movements of groups of people, children now need to develop a wider understanding of British history, developing understanding of invasions and settlements by groups such as the Anglo-Saxons, Vikings and Scots. Studying how different groups of people settled in Britain throughout history will help children to build an understanding of how Britain has been shaped as we know it today, deepening understanding and celebrating the diversity that exists in Britain and the history behind this.</p> | <p style="text-align: center;"><b>Somewhere to Settle</b></p>  <p>It is important for our children to understand migration as this is a significant, global issue, frequently featured in the news and discussed in society. This will build on previous learning on migration and settlement and is particularly relevant for us as a school community, having many members who have recently migrated from various countries around the world to the UK. We aim to develop children's understanding of how population growth changes over time and impacts on local and global resources. By studying migration and its impact on population growth, the children will develop a deeper understanding of the relationship between people and the environment. This links to global learning, specifically the development of empathy towards others. By exploring the stories of migrants, including those affected by the Windrush scandal, children will develop a greater sense of empathy towards people from different backgrounds and cultures. Through our Global Learning, we will explore ways which migrants have been affected by prejudice and discrimination; this will lead children to develop a deeper understanding of the need for tolerance and respect for others. By exploring the range of different perspectives on migration, including those who support and those who oppose migration, children will develop the ability to listen to and understand different viewpoints. Finally, we aim to ensure that children know and understand the basics of how their own country is governed. This will assist in developing a deeper understanding of the democratic process and their own role as citizens.</p> | <p style="text-align: center;"><b>Go With the Flow</b></p>  <p>As a coastal community, we are surrounded by beautiful rivers, estuaries and oceans that are significant features in our local area and the South West; therefore, learning about the human and physical features of two contrasting rivers will give children an understanding of how rivers can impact on communities. This Learning Exploration follows on from our Spring Learning Explorations where children found out that settlements are often located close to rivers for various reasons such as transport links. Additionally, this Learning Exploration will give children a clear understanding of the geography behind the Yellow River Valley in China which will enable them to learn about the history of this area when studying The Shang Dynasty during our Summer 2 Learning Exploration.</p> | <p style="text-align: center;"><b>Dynamic Dynasty</b></p>  <p>Having learnt about the history of the UK during the Early Middle Ages earlier in Year 5, children will broaden their understanding of world history by continuing the exploration of the achievements of early civilisations and how these have shaped the world today. Following our recent geographical Learning Exploration, where the children learnt about one of China’s major rivers (The Yellow River), this Learning Exploration will build on their understanding of the river today and its importance to life in China which will allow us to journey back to its significance during the Shang Dynasty.</p> |

|  |  |  |   |   |  |  |   |
|--|--|--|---|---|--|--|---|
| English  | Writing<br>BookWrites  | Narrative: <i>The Tear Thief</i> by Carol Anne Duffy<br><br>Non-fiction: <i>The Everyday Journeys of Ordinary Things</i> by Libby Deutsch and Valpuri Kerttula.  | Non-fiction: Non-fiction - The Genius of The Ancients series by Izzi Howell and Sonya Newland<br><br>Poetry: <i>I am Cat</i> by Jackie Morris | Narrative: <i>The House with Chicken Legs</i> by Sophie Anderson<br><br>Non-fiction (scientific report): <i>Planetarium</i> by Raman Prinja   | Narrative: <i>Kensuke's Kingdom</i> by Michael Morpurgo<br><br>Non-fiction – biographical information text – Alastair Humphreys' Great Adventurers: The incredible expeditions of 20 explorers | Narrative: <i>Varjak Paw</i> by S.F. Said and Dave McKean<br><br>Poetry: <i>The Sea</i> by James Reeves  | Non-fiction - Our Planet by Matt Whyman and Richard Jones<br><br>Narrative – Straw into Gold: Fairy tales re-spun by Hilary McKay |
|  | Reading<br>Little Wandle Letters and Sounds  | Texts to be read to children from NCSPA Reading Aloud Spine, including:<br>The House with Chicken Legs<br>Poetry – The Same Inside<br>Biographies – Rise Up!<br><br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSPA AIR book list. |   | Texts to be read to children from NCSPA Reading Aloud Spine, including:<br>Children's Choice – Boy at the Back of the Class or The Other Side of Truth or Wind Rush Child<br>Poetry – Benjamin Zephaniah – Funky Chickens<br>Non-Fiction - Dr Maggie's Grand Tour of the Solar System<br><br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSPA AIR book list. |  | Texts to be read to children from NCSPA Reading Aloud Spine, including:<br>Varjak Paw / When the Sky Falls<br>Poetry – The Highway Man – Alfred Noyes<br>Non-fiction – Great Adventurers<br>Text to be chosen by pupils – new and current – follow book award.<br><br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSPA AIR book list. |   |
| Maths<br>White Rose Maths<br>NCETM                               | Place value<br>Addition and subtraction<br>Multiplication and division   | Multiplication and division<br>Fractions   | Multiplication and division<br>Fractions<br>Decimals and percentages  | Decimals and percentages<br>Perimeter and area<br>Statistics  | Shape<br>Position and direction<br>Decimals  | Decimals<br>Negative numbers<br>Converting units<br>Volume   |   |
| Science<br>ASE Plan Science<br>Primary Science<br>Teaching Trust | Properties and changes of materials<br>Setting up tests<br>Evaluating<br>Identifying, grouping and classifying<br>Comparative/fair testing |  | Earth and space<br>Recording data<br>Asking questions<br>Observation over time  | Living things and their habitats<br>Asking questions<br>Evaluating<br>Pattern seeking   | Forces<br>Making predictions<br>Observing and measuring<br>Pattern seeking<br>Problem solving  | Animals, including humans<br>Interpreting and communicating results<br>Research  |   |
| Art  | Drawing  |  | Painting  |   |  | Sculpture  |   |
| Design Technology  |  | Food   |   |   | Construction – frame structures  |  |   |
| Geography  | Local<br>UK  |  |   | World   | Similarities and differences – the Severn and the Yellow River valleys   |  |   |
| History  |  | Barnstaple – a local history study   | Britain's invasions and settlements by Vikings, Anglo-Saxons and Scots  |   |  | The Shang Dynasty  |   |
| IT and Computing<br>Teach Computing                              | E-safety<br>Sharing information  | Video production   | E-safety<br>Selection in physical computing   | Flat-file databases   | E-safety<br>Vector drawing   | Selection in quizzes   |   |
| Music<br>Charanga  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing   |  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing  |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing   |  |   |
| Primary Languages<br>Primary French Project                      |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding  |   | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding   |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding  |   |
| PE<br>Dance in a Box and PPE                                     | Indoor   | Gymnastics   |   | Dance   |  | Tennis   | Fitness   |
|  | Outdoor  | Tag rugby  | Cross Country   | Quicksticks hockey  | Basketball   | Cricket  | Athletics<br>House competitions   |
| PSHE<br>Jigsaw   | Being me in my world   | Celebrating difference   | Dreams and goals  | Healthy me  | Relationships  | Changing me  |   |
| RE   | What does it mean if   | What does it mean to be a Muslim in Britain today?   | Why do Christians believe Jesus was the Messiah?  | Why is the Torah so important to Jewish people?   | Christians and how to live: 'What would Jesus do?'   | What matters most to Humanists and Christians?   |   |

|                                     |  |  |  |  |  |  |
|-------------------------------------|--|--|--|--|--|--|
| Devon and Torbay<br>Agreed Syllabus | Christians believe God is holy and loving?                                     |  |  |  |  |  |
| <b>Global Learning</b>              | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding | Skills and capabilities<br>Values and attitudes<br>Knowledge and understanding |



| Year 6               |         | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|----------------------|---------|--|---|--|--|---|--|
| Learning Exploration |         | <p><b>WWII - The World at War</b></p>  <p>The study of <i>World War II - The Home Front</i> aligns with the aims of the national curriculum by providing students with a comprehensive understanding of this significant historical period. By teaching Year 6 students about World War II, we provide them with a comprehensive understanding of this pivotal period in history. It equips them with vital historical knowledge, fosters critical thinking skills, and promotes empathy and understanding, enabling them to engage with the complexities and consequences of the war and its impact on individuals, communities, and nations.</p> | <p><b>Revolutionary Rights</b></p>  <p><i>Revolutionary Rights</i> provides pupils with an insight into the growing inclusivity of the U.K. and the different legislation that protects the rights of groups of people by considering the question: <i>How have changes in civil rights impacted the lives of people in Britain?</i> By teaching about Civil Rights and building on previous Learning Explorations about reformers in Britain, we are providing pupils with an understanding of the catalysts for social change in British History. There are many significant turning points in British history which have resulted in the rights of others being protected. In the modern world, pupils often see in the media about how people around the world are fighting in some way for their rights or are protesting if the rights of individuals, groups and communities have been infringed in some way. Through 'Revolutionary Rights', we aim to keep children updated on current affairs around the world, but at the same time, enhancing their understanding of what civil rights are and how they are embedded within British history. In addition, Newport is promoting our school vision and values by developing empathy and understanding towards the treatment, in the past as well as in the present, of some individuals, groups and communities. We aim to enable pupils to have a voice and to stand up for the rights of themselves and others in their communities.</p> | <p><b>Revolutionary Rights – Climate Change</b></p>  <p>In the first half of the Spring Term, Year 6 pupils learnt about how changes in civil rights have affected the lives of people in Britain. Pupils will now use that learning to inform their new Learning Exploration: <i>Revolutionary Rights – Climate Change</i>. This Geography-led Learning Exploration will give Year 6 the opportunity to further expand their learning about the world and its variations in weather and climate. It will also allow pupils to form their own values and opinions in relation to climate change and give them the opportunity to think about ways they can make positive change and take positive action.</p> | <p><b>Mexico – The Yucatan Experience</b></p>  <p>The overall aim behind this Learning Exploration is to foster a sense of wonder and curiosity about the world we live in at a level wider than our local community and country. Comparing the area that we live in (The South West peninsula) to a contrasting peninsula in the world (The Yucatan) will enable children to deepen their understanding of and empathy towards people who share our global community. This will help children on their journey to becoming global citizens who respect the protected characteristics of all members of our global population; it will also prepare them for their future (wherever they may end up in the world). Understanding the physical geography of a contrasting area of the world as well as developing an understanding of the cultural differences which may exist will support children to build compassion for other, as well as prepare them for their Summer 2 Learning Exploration.</p> | <p><b>Mysteries of The Mayans</b></p>  <p>Following our previous Learning Exploration which focused on the Geography of Mexico (in particular the Yucatan), this Learning Exploration aims to develop children's historical understanding of the area as a contrasting study to British historical periods studied this year. This will enable children to deepen their chronological understanding as well as to understand the significance of cultural beliefs and practices. As Year Six are developing as independent global citizens, studying a culture in this way will help children to respect and empathise with others who share our global community. Throughout this Learning Exploration, children will be encouraged to question the actions of the Spanish conquistadors which will help to develop their understanding of human rights in society and enable them to be confident to stand up or speak out against prejudice in the future. Through studying this period in history, children will develop understanding of the diversity of societies and the relationships between different groups.</p> |  |
|                      | English | Writing BookWrites   | <p>Fiction: <i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> by C.S. Lewis</p> <p>Non-fiction (diary writing): <i>My Secret War Diary - Flossie Albright</i> by Marcia Williams</p>  | <p>Poetry: War poetry from a range of texts, including - <i>In Flanders Fields</i> by John Macree, <i>Dulce et Decorum est</i> by Wilfred Owen</p> <p>Non-fiction: <i>D-Day</i> by Michael Noble and Alexander Mostov</p>  | <p>Non-fiction (Speech Writing): <i>Talking History: 150 Years of Speakers and Speeches</i> by Joan Haig and Joan Lennon, and Andre Ducci (as well as studying particular speeches)</p> <p>Fiction: <i>Beowulf</i> by Kevin Crossley Holland</p>   | <p>Fiction: <i>The Ice Bear</i> by Jackie Morris</p> <p>Non-fiction (formal information text): <i>Animalium</i> by Jenny Broom</p>  | <p>During the summer term, Y6 writing may have shorter sequences to allow for more independent writing opportunities.</p> <p>Fiction – <i>The Blackberry Blue and other fairy tales</i> by Jamila Gavin</p> <p>Poetry – <i>Lost Words</i> by Robert McFarlan</p> |

|   |  |  |   |   |  |  |
|---|--|--|---|---|--|--|
|   |  |  |   |   |  | Non-fiction -persuasive leaflet/ brochure (range of persuasive leaflets to revise persuasive techniques)<br><br>Narrative (animated film): <i>Alma</i><br><br>Non-fiction (hybrid text non-chronological report style with description): <i>The Wonder Garden</i> by Jenny Broom |
|   | <b>Reading</b><br>Little Wandle Letters and Sounds   | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>Clockwork – Philip Pullman, Wonder - R.J Palacio<br>Poetry – Ted Hughes Collected Poems<br>Non-fiction – My Secret War Diary<br>A Christmas Carol – BBC audio version<br><br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list. | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>Holes – Louis Sachar<br>The Lost Words – poetry focus<br>Non-fiction – Talking History<br><br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list. | Texts to be read to children from NCSA Reading Aloud Spine, including:<br>Floodland – Marcus Sedgwick<br>Non-fiction – The Wonder Garden<br>Poetry – Overheard it in a Tower Block<br>Text to be chosen by pupils – new and current – follow book award.<br><br>Core Texts for reading instruction: Children still reading decodable books will continue to take part in Little Wandle Letters and Sounds Keep Up Phonics Sessions and will continue to read books matched to their phonics phase. Additional texts will be selected from NCSA AIR book list. |  |  |
| <b>Maths</b><br>White Rose Maths<br>NCETM                               | Place value<br>Addition, subtraction, multiplication and division                              | Addition, subtraction, multiplication and division<br>Fractions<br>Converting units  | Ratio<br>Algebra<br>Decimals  | Fractions, decimals and percentages<br>Area, perimeter and volume<br>Statistics   | Shape<br>Position and direction<br>Themed projects, consolidation and problem solving                                | Themed projects, consolidation and problem solving   |
| <b>Science</b><br>ASE Plan Science<br>Primary Science<br>Teaching Trust | Light<br>Making predictions<br>Recording data<br>Problem solving                               | Electricity<br>Setting up tests<br>Observing and measuring<br>Comparative/fair testing   | Living things and their habitats<br>Interpreting and communicating results<br>Identifying, grouping and classifying   |   | Animals, including humans<br>Asking questions<br>Observing and measuring<br>Observation over time<br>Problem solving | Evolution and inheritance<br>Interpreting and communicating results<br>Evaluating<br>Pattern seeking<br>Research   |
| <b>Art</b>  | Drawing  | Painting   | Printing  |   | Textiles   |  |
| <b>Design Technology</b>  |  |  |   | Mechanisms – Cams, pulleys and gears  |  | Textiles   |
| <b>Geography</b>  |  | Local<br>UK  |   | World   | Similarities and differences – the South West peninsula and the Yucatan Peninsula                                    |  |
| <b>History</b>  | World War II – The Home Front  |  | How have changes in civil rights impacted the lives of people in Britain?   |   |  | Mayan civilisation c. CE/AD 900  |
| <b>IT and Computing</b><br>Teach Computing                              | E-safety<br>Internet communication   | Webpage creation   | E-safety<br>Variables in games  | Introduction to spreadsheets  | E-safety<br>3D modelling   | Sensing  |
| <b>Music</b><br>Charanga  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing |  | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing  |   | Singing<br>Listening<br>Improvising and composing<br>Notation – reading and writing<br>Playing                       |  |
| <b>Primary Languages</b><br>Primary French Project                      |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding  |   | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding   |  | Speaking and listening<br>Reading, writing, grammar and phonics<br>Cultural understanding  |
| <b>PE</b><br>Dance in a Box and PPE                                     | <b>Indoor</b>  | Gymnastics   | Dance   |   | Dodgeball  | Indoor athletics   |
|   | <b>Outdoor</b>   | High 5 netball   | Handball  | Orienteering  | Football   | Rounders<br>Athletics<br>House competitions  |
| <b>PSHE</b><br>Jigsaw   | Being me in my world   | Celebrating difference   | Dreams and goals  | Healthy me  | Relationships  | Changing me  |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| <p><b>RE</b><br/>Devon and Torbay<br/>Agreed Syllabus</p> | <p>Creation and science:<br/>conflicting or complementary?</p>                          | <p>What does it mean to be a<br/>Humanist in Britain today?</p>                         | <p>Why do Hindus want to be good?</p>   | <p>What can be done to reduce racism?<br/>Can religion help?</p>                        | <p>For Christians, what kind of king is<br/>Jesus?</p>                                  | <p>How does faith help<br/>people when life gets hard?</p>                              |
| <p><b>Global Learning</b></p>                             | <p>Skills and capabilities<br/>Values and attitudes<br/>Knowledge and understanding</p> | <p>Skills and capabilities<br/>Values and attitudes<br/>Knowledge and understanding</p> | <p>Skills and capabilities<br/>Values and attitudes<br/>Knowledge and understanding</p> | <p>Skills and capabilities<br/>Values and attitudes<br/>Knowledge and understanding</p> | <p>Skills and capabilities<br/>Values and attitudes<br/>Knowledge and understanding</p> | <p>Skills and capabilities<br/>Values and attitudes<br/>Knowledge and understanding</p> |