




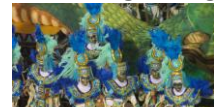














Year 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Learning Exploration		<div>Being Me in My World</div> <div></div> <div>After welcoming the children back from the summer holidays and settling them back into the routine of school, our Learning Exploration will have a focus on PSHE (Personal, 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.</div>	<div>Changes</div> <div></div> <div>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.</div>	<div>Britain’s Brilliant Beasts</div> <div></div> <div>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.</div>	<div>Wandering the World</div> <div></div> <div>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.</div>	<div>Ola, Brazil!</div> <div></div> <div>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.</div>	<div>Celebrating Change</div> <div></div> <div>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.</div>	
		<div>English</div> <div>Writing BookWrites</div>	<div>Non-fiction: <i>How do you Feel?</i> by Patrick George</div> <div>Fiction (narrative): <i>Oi Frog!</i> by Kes Grey</div>	<div>Non-Fiction (letter writing): <i>Dear Mother Goose</i> by Michael Rosen, Nick Sharratt</div> <div>Fiction (narrative with a repeating pattern): <i>Boa’s Bad Birthday</i> by Jeanne Willis and Tony Ross</div>	<div>Poetry: <i>I Love Bugs</i> by Emma Dodd</div> <div>Fiction (narrative – fairy tale): <i>The Three Little Pigs</i> by Mara Alperin and Ag Jatkowska</div>	<div>Non-fiction (recount): <i>My Day at the Zoo</i> by Jay Dale</div> <div>Fiction (narrative with a repetitive pattern): <i>The Disgusting Sandwich</i> by Gareth Edwards</div>	<div>Poetry: <i>Zim Zam Zoom</i> by James Carter</div> <div>Non-fiction: <i>This Is How We Do It</i> by Matt Lamothe</div>	<div>Fiction (narrative): <i>Sylvia and Bird</i> by Catherine Rayner</div> <div>Non-fiction: <i>Reptiles</i> by Angela Royston</div>
		<div>Reading Little Wandle Letters and Sounds</div>	Texts to be read to children from NCSPA Reading Aloud Spine, including: The Owl Who Was Afraid of the Dark 10 Minute Fairy Tales Otter Chaos Poetry: A Treasury of Nursery Rhymes / The Highway Rat Non-fiction: Creature Features Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.		Texts to be read to children from NCSPA Reading Aloud Spine, including: Greatest Animal Stories The Tale of Peter Rabbit The Naughtiest Unicorn Poetry: A Great Big Cuddle Non- Fiction: Animals / Ocean / Forest Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.		Texts to be read to children from NCSPA Reading Aloud Spine, including: George’s Marvellous Medicine Paddington Poetry: The Owl and The Pussy Cat / Poems Out Loud Non-fiction: Text to be chosen by pupils – new and current – follow book award. Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.	

<b>Maths</b> White Rose Maths NCETM		Place value within 10 Addition and subtraction Mastering number	Addition and subtraction within 10 Shape Mastering number	Place value within 20 Addition and subtraction within 20 Mastering number	Place value within 50 Length and height Mass and volume Mastering number	Multiplication and division Fractions Position and direction Mastering number	Place value within 100 Money Time Mastering number
<b>Science</b> ASE Plan Science Primary Science Teaching Trust		Seasonal changes (ongoing through the year) Observing and measuring Observation over time	Plants Asking questions Evaluating Identifying, grouping and classifying	Animals, including humans Interpreting and communicating results Recording data Research Pattern seeking		Everyday materials Making predictions Setting up tests Problem solving Comparative/fair testing	
<b>Art</b>		Drawing		Painting	Sculpture		
<b>Design Technology</b>			Food				Construction – Freestanding Structures
<b>Geography</b>		Local UK			World	Similarities and Differences – North Devon and Brazil	
<b>History</b>			Houses and Homes	Mary Seacole and Florence Nightingale	Who was Mary Anning?		The Origins of Carnival in Brazil
<b>IT and Computing</b> Teach Computing		E-safety Technology around us	Digital painting	E-safety Moving a robot	Grouping data	E-safety	Programming animations
<b>Music</b> Charanga		My Musical Heartbeat		Dance, Sing and Play Or Ocarina Unit		Rhythm in the way we walk and Banana Rap Or Whole Class Instrument Teaching of loan instruments from Devon Music Hub	
<b>Primary Languages</b> Primary French Project			Speaking and listening Cultural understanding		Speaking and listening Cultural understanding		Speaking and listening Cultural understanding
<b>PE</b> 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 House competitions
<b>PSHE</b> Jigsaw		Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>RE</b> Devon and Torbay 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 Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding

Year 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Exploration</b>		<b>Street Detectives</b>  <p>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.</p>	<b>Devon Detectives</b>  <p>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.</p>	<b>The Great Fire of London</b>  <p>Children have expanded their Geographical knowledge of Barnstaple and Devon in the Autumn Term, and are now moving to increasing their knowledge of the history of other significant locations and how it has helped to shape Britain today. Our Spring 1 Learning Exploration introduces us to a pivotal event in British history: The Great Fire of London. This event helps children understand how past events have shaped the present, including advancements in fire safety, urban planning, and community resilience. Through this learning, it is important that children understand that history has an impact on their lives today.</p>	<b>The Wonders of the World</b>  <p>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.</p>	<b>Aviation and Australia</b>  <p>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.</p>	<b>Rivers and Reformers</b>  <p>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.</p>
		<b>Writing BookWrites</b> Fiction: <i>The High Street</i> by Alice Melvin 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 Poetry - ' <i>Cold</i> ' from <i>Snow in the Garden</i> by Shirley Hughes	Fiction : <i>Augustus and his Smile</i> by Catherine Rayner Non-fiction (biography): <i>Amelia Earhart</i> by Izabel Sanchez Vegara	Fiction: <i>Little Red Riding Hood</i> Nosy Crow and Ed Bryan Non-fiction: <i>Creature Features Dinosaurs</i> by Natasha Durley	Poetry: <i>Tell Me a Dragon</i> by Jackie Morris Non-fiction: <i>Penguins</i> by Emily Bone	Non-fiction (instructions): <i>Grow Your Own Lettuce</i> by Helen Lanz Fiction: <i>Lord of the Forest</i> by Caroline Pitcher and Jackie Morris
<b>English</b>		<b>Reading Little Wandle Letters and Sounds</b> Texts to be read to children from NCSPA Reading Aloud Spine, including: Fantastic Mr Fox The Hodgeheg Poetry: Chocolate Cake Non-fiction: The Big Book of the Blue Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase.		Texts to be read to children from NCSPA Reading Aloud Spine, including: Rudyard Kipling's Just So Stories Small People, Big Dreams series The Boy Who Grew Dragons Poetry: Joseph Coelho - If All the World Were / Poems Out Loud 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 NCSPA Reading Aloud Spine, including: The Night Jar – Katya Balen Text to be chosen by pupils – new and current – follow book award. Non-fiction text: Australia – Travel for Kids Stories from the Billabong Fantastically Great Women who Changed the World Poetry: The Works – KS1 Poetry Non-fiction: A Street Through Time Core Texts for Reading Instruction: Little Wandle Letters and Sounds books matched to phase where necessary. Gold – Copper Big Cat Reading Sets	
<b>Maths</b>		Place value	Addition and subtraction	Money	Multiplication and division	Fractions	Statistics









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

Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Exploration</b>		<b>A Walk in Barnstaple - An Artist's Perspective</b>  <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>  <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>  <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>  <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>  <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>  <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 BookWrites</b> Fiction: <i>The Beasties</i> by Jenny Nimmo 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 Fiction: <i>Escape from Pompeii</i> by Christina Balit	Fiction – Journey from the Centre of the Earth: a planet full of secrets by Antonis Papatheodoulou Non-fiction (Letter Writing): <i>Ask Dr K Fisher about Planet Earth</i> by Claire Llewelyn	Poetry: <i>Poetry Pie</i> by Roger McGough Non-fiction (Biography): <i>Fantastically Great Women Who Changed The World</i> by Kate Pankhurst	Poetry: <i>A River</i> by Marc Martin Non-fiction – explanation texts: <i>Geographics Coasts or Geographics The Water Cycle</i> by Georgia Amson-Bradshaw	Fiction: <i>Arthur and the Golden Rope</i> by Joe Todd-Stanton (used alongside <i>Marcy and The Riddle Sphinx</i> ) Non-fiction: <i>A Question of History Series (What happened to the Pharaoh's brain and other questions about Ancient Egypt?)</i> by Tim Cooke
<b>English</b>		<b>Reading Little Wandle Letters and Sounds</b> Texts to be read to children from NCSA Reading Aloud Spine, including: The Legend of Podkin One Ear by Kieran Larwood Poetry – Stars with Flaming Tails by Valerie Bloom Non-Fiction – The World Around Me		Texts to be read to children: Journey to the Centre of the Earth The Firework Maker's Daughter Allow opportunities for pupil choice – children to select text to shadow from those selected for Awards Poetry – All the Wild Wonders		Texts to be read to children: The Iron Man Charlotte's Web Non-Fiction – See Inside My Body 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 NCSPA AIR book list.		Non-fiction – The Street Beneath My Feet  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.		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.	
<b>Maths</b> White Rose Maths NCETM		Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter	Fractions Mass and capacity	Fractions Money Time	Time Shape Statistics
<b>Science</b> ASE Plan Science Primary Science Teaching Trust		Forces and magnets Making predictions Evaluating Problem solving	Rocks Setting up tests Observing and measuring Comparative/fair testing	Light Interpreting and communicating results Asking questions Pattern seeking		Plants Interpreting and communicating results Recording data Identifying, grouping and classifying Observation over time	Animals, including humans Asking questions Research
<b>Art</b>		Drawing		Painting		Sculpture	
<b>Design Technology</b>			Food				Construction – shell structures
<b>Geography</b>		Local UK	Physical Features and Processes (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> Teach Computing		E-safety Connecting computers	Stop-frame animation	E-safety Sequencing sounds	Branching databases	E-safety Desktop publishing	Events and actions in programs
<b>Music</b> Charanga		Three Little Birds		More Musical Styles or Ukulele Suggested Pathway		Playing in a Band Or Whole Class Instrument Teaching of loan instruments from Devon Music Hub	
<b>Primary Languages</b> Primary French Project			Speaking and listening Reading, writing, grammar and phonics Cultural understanding		Speaking and listening Reading, writing, grammar and phonics Cultural understanding		Speaking and listening Reading, writing, grammar and phonics Cultural understanding
<b>PE</b> 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 House competitions
<b>PSHE</b> Jigsaw		Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>RE</b> Devon and Torbay 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 Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding



Year 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Exploration		<b>Feeling Settled</b>  <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>	<b>Roaming Romans</b>  <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>	<b>Marvellous Monarchs</b>  <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>	<b>Cracking Contraptions</b>  <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>	<b>Coast to Coast</b>  <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>	<b>Groovy Greeks</b>  <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>
		<b>Writing BookWrites</b> <p>Non-fiction: 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		Texts to be read to children from NCSA Reading Aloud Spine, including: The Krindlekrax Non-Fiction - How to Change the World Poetry – In Flanders Fields  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: The Miraculous Journey of Edward Tulane / The Lion, The Witch and the Wardrobe If All the World Were a Village Poetry – An Emotional Menagerie  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: Kensuke's Kingdom / Onyeka and the Academy of the Sun Non-fiction – The Lost Book of Adventure Poetry - Bright Bursts of Colour Text to be chosen by pupils – new and current – follow book award.  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.	
Maths		Place value	Addition and subtraction	Multiplication and division	Fractions	Decimals	Shape

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



Year 5 <small>Note: Changes made commencing 2025/26. Order is altered temporarily 2024/25 to ensure a smooth transition and continued development of historical skills for pupils during this transitional year</small>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Exploration</b>	<b>Wild Wind and Waves</b>  <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>	<b>Britain's settlements (Anglo-Saxons and Scots)</b>  <p>Children will explore the fascinating world of the Anglo-Saxons and Scots, building on their prior historical knowledge by placing this period on a timeline. They will learn about events happening in different parts of the world at the time and discover how we know about the Anglo-Saxons through historical sources. Pupils will also investigate how Britain was divided into multiple kingdoms, some of which still influence modern county boundaries. Additionally, they will explore how the Anglo-Saxons attempted to establish law and order, gaining insight into the power structures that shaped their civilisation.</p>	<b>Britain's invasions (Vikings)</b>  <p>Building on last term's exploration of Britain's settlements, children will develop a wider understanding of British history, developing understanding of invasions by groups such as the Vikings and Picts whilst linking back to earlier invasions covered in previous years such as the Romans. 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>	<b>Somewhere to Settle</b>  <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.</p>	<b>Go With the Flow</b>  <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>	<b>Brilliant Barnstaple</b>  <p>Building on children's understanding of our local area from our previous geographical foci, 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! Children will be given the opportunity to make links between previously explored historical settlements and invasions which have impacted the development of modern day Barnstaple. This will enable children to gain a sense of identity as well as community.</p>

					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.		
<b>English</b>	<b>Writing</b> BookWrites	Narrative: <i>The Tear Thief</i> by Carol Anne Duffy  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  Poetry: <i>I am Cat</i> by Jackie Morris	Narrative: <i>The House with Chicken Legs</i> by Sophie Anderson  Non-fiction (scientific report): <i>Planetarium</i> by Raman Prinja	Narrative: <i>Kensuke's Kingdom</i> by Michael Morpurgo  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  Poetry: <i>The Sea</i> by James Reeves	Non-fiction - Our Planet by Matt Whyman and Richard Jones  Narrative – Straw into Gold: Fairy tales re-spun by Hilary McKay
	<b>Reading</b> Little Wandle Letters and Sounds	Texts to be read to children from NCSPA Reading Aloud Spine, including: The House with Chicken Legs Poetry – The Same Inside Biographies – Rise Up!  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: Children's Choice – Boy at the Back of the Class or The Other Side of Truth or Wind Rush Child Poetry – Benjamin Zephaniah – Funky Chickens Non-Fiction - Dr Maggie's Grand Tour of the Solar System  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: Varjak Paw / When the Sky Falls Poetry – The Highway Man – Alfred Noyes Non-fiction – Great Adventurers Text to be chosen by pupils – new and current – follow book award.  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.	
<b>Maths</b> White Rose Maths NCETM		Place value Addition and subtraction Multiplication and division	Multiplication and division Fractions	Multiplication and division Fractions Decimals and percentages	Decimals and percentages Perimeter and area Statistics	Shape Position and direction Decimals	Decimals Negative numbers Converting units Volume
<b>Science</b> ASE Plan Science Primary Science Teaching Trust		Properties and changes of materials Setting up tests Evaluating Identifying, grouping and classifying Comparative/fair testing		Earth and space Recording data Asking questions Observation over time	Living things and their habitats Asking questions Evaluating Pattern seeking	Forces Making predictions Observing and measuring Pattern seeking Problem solving	Animals, including humans Interpreting and communicating results Research
<b>Art</b>		Drawing		Painting			Sculpture
<b>Design Technology</b>			Food			Construction – frame structures	
<b>Geography</b>		Local UK			World	Similarities and differences – the Severn and the Yellow River valleys	
<b>History</b>			Settlements by Anglo-Saxons and Scots	Britain's invasions by Vikings			Barnstaple – a local history study
<b>IT and Computing</b> Teach Computing		E-safety Sharing information	Video production	E-safety Selection in physical computing	Flat-file databases	E-safety Vector drawing	Selection in quizzes
<b>Music</b> Charanga		Livin' on a prayer		Composing and Chords Or Ukulele suggested Pathway		Freedom to Improvise Or Whole Class Instrument Teaching of loan instruments from Devon Music Hub	
<b>Primary Languages</b> Primary French Project			Speaking and listening Reading, writing, grammar and phonics Cultural understanding		Speaking and listening Reading, writing, grammar and phonics Cultural understanding		Speaking and listening Reading, writing, grammar and phonics Cultural understanding
<b>PE</b>	<b>Indoor</b>	Gymnastics		Dance		Tennis	Fitness

Dance in a Box and PPE	<b>Outdoor</b>	Tag rugby	Cross Country	Quicksticks hockey	Basketball	Cricket	Athletics House competitions
<b>PSHE</b> Jigsaw		Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>RE</b> Devon and Torbay Agreed Syllabus		What does it mean if Christians believe God is holy and loving?	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?
<b>Global Learning</b>		Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding	Skills and capabilities Values and attitudes Knowledge and understanding





NCSPA Curriculum Map








RESPECT

CONFIDENCE

COLLABORATION

INNOVATION

Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Exploration		<b>WWII - The World at War</b>  <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>		<b>Revolutionary Rights</b>  <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>	<b>Revolutionary Rights – Climate Change</b>  <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>	<b>Mexico – The Yucatan Experience</b>  <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>	<b>Mysteries of The Mayans</b>  <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	Fiction: <i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> by C.S. Lewis  Non-fiction (diary writing): <i>My Secret War Diary - Flossie Albright</i> by Marcia Williams		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  Non-fiction: <i>D-Day</i> by Michael Noble and Alexander Mostov	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)  Fiction: <i>Beowulf</i> by Kevin Crossley Holland	Fiction: <i>The Ice Bear</i> by Jackie Morris  Non-fiction (formal information text): <i>Animalium</i> by Jenny Broom	During the summer term, Y6 writing may have shorter sequences to allow for more independent writing opportunities.  Fiction – <i>The Blackberry Blue and other fairy tales</i> by Jamila Gavin  Poetry – <i>Lost Words</i> by Robert McFarlan

						Non-fiction -persuasive leaflet/ brochure (range of persuasive leaflets to revise persuasive techniques)  Narrative (animated film): <i>Alma</i>  Non-fiction (hybrid text non-chronological report style with description): <i>The Wonder Garden</i> by Jenny Broom	
	Reading Little Wandle Letters and Sounds	Texts to be read to children from NCSPA Reading Aloud Spine, including: Clockwork – Philip Pullman, Wonder - R.J Palacio Poetry – Ted Hughes Collected Poems Non-fiction – My Secret War Diary A Christmas Carol – BBC audio version  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: Holes – Louis Sachar The Lost Words – poetry focus Non-fiction – Talking History  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: Floodland – Marcus Sedgwick Non-fiction – The Wonder Garden Poetry – Overheard it in a Tower Block Text to be chosen by pupils – new and current – follow book award.  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 White Rose Maths NCETM		Place value Addition, subtraction, multiplication and division	Addition, subtraction, multiplication and division Fractions Converting units	Ratio Algebra Decimals	Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction Themed projects, consolidation and problem solving	Themed projects, consolidation and problem solving
Science ASE Plan Science Primary Science Teaching Trust		Light Making predictions Recording data Problem solving	Electricity Setting up tests Observing and measuring Comparative/fair testing	Living things and their habitats Interpreting and communicating results Identifying, grouping and classifying		Animals, including humans Asking questions Observing and measuring Observation over time Problem solving	Evolution and inheritance Interpreting and communicating results Evaluating Pattern seeking Research
Art		Drawing	Painting	Printing		Textiles	
Design Technology					Mechanisms – Cams, pulleys and gears		Textiles
Geography			Local UK		World	Similarities and differences – the South West peninsula and the Yucatan Peninsula	
History		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
IT and Computing Teach Computing		E-safety Internet communication	Webpage creation	E-safety Variables in games	Introduction to spreadsheets	E-safety 3D modelling	Sensing
Music Charanga		Happy		Creative Composition Or Ukulele Pathway		Improvising with Confidence Or Whole Class Instrument Teaching of loan instruments from Devon Music Hub	
Primary Languages Primary French Project			Speaking and listening Reading, writing, grammar and phonics Cultural understanding		Speaking and listening Reading, writing, grammar and phonics Cultural understanding		Speaking and listening Reading, writing, grammar and phonics Cultural understanding
PE Dance in a Box and PPE	Indoor	Gymnastics		Dance		Dodgeball	Indoor athletics
	Outdoor	High 5 netball	Handball	Orienteering	Football	Rounders	Athletics House competitions
PSHE Jigsaw		Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me



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