

Shillingstone CE Primary School
Two year rolling cycle – NEW CURRICULUM starting September 2014 (Reviewed June 2018)

Jungle Class Year R/1

Cycle 1		Cycle 2		EYFS Early Learning Goals
Literacy EYFS – Literacy Communication and Language	AUTUMN 1 *Narrative *Setting description *Recount AUTUMN 2 *Retell *Narrative – different ending SPRING *Setting description *Narrative *Recount SUMMER 1 *Recount *Narrative SUMMER 2 *Retell *Narrative	Literacy	AUTUMN 1 *Narrative *Recount AUTUMN 2 *Retell SPRING *Narrative *Setting Description *Recount SUMMER 1 *Narrative SUMMER 2 *Narrative *Recount	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why'</p>

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				<p>questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
<p>Numeracy</p> <p>EYFS - Maths</p>	<p>Follow school's long term planning</p>	<p>Numeracy</p>	<p>Follow school's long term planning</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Science</p> <p>EYFS – Understanding</p>	<p>Year 1 Plants Year 2 Plants Year 1 Seasonal Changes Year 2 Living things and habitats</p>	<p>Science</p>	<p>Year 1 Animals including humans Year 2 Animals including humans Year 1 Everyday materials Year 2 Uses of everyday materials</p>	<p>The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might</p>

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<p>the world – The world</p>				<p>vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<p>Computing EYFS – Understanding the world – Technology</p>	<p>Follow Twinkl computing planning: Presentational Skills (2) Computer Art (2) Programming with Scratch Jnr (1) Programming Toys (1) Using the internet (2) Using and Applying (2)</p>	<p>Computing</p>	<p>Follow Twinkl computing planning: Computer Skills (1) Painting (1) Preparing for Turtle Logo (2) Programming Turtle Logo and Scratch (2) Word Processing Skills (1) Using and Applying (1)</p>	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Quest To cover history, geography, art & design and design technology. EYFS – Understanding</p>	<p>Great Fire of London <i>History:</i> *Learn about events beyond living memory that are significant nationally *Know where the people and events fit within a chronological framework *Identify similarities and differences between ways of life in different periods. *Ask and answer questions <i>Geography:</i> *Name, locate and identify the 4 countries and capital cities of the UK *Use world maps, atlases and globes <i>Art:</i></p>	<p>Quest To cover history, geography, art & design and design technology.</p>	<p>What do Aliens think of Life on Earth? <i>Art:</i> *Sculpture – *use night time colours to paint backgrounds – shade and tone *Create silhouette buildings Happy Healthy Me <i>Geography:</i> *Research which fruits grow where and set out on a map <i>Art:</i> *Recreate posters by famous artists <i>Design and Technology:</i> *Create moving picture - levers and sliders *Healthy Fruit Salad</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>

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<p>the world – People</p> <p>Expressive Arts and Design</p>	<p>*Create a model of London *Tudor House picture *Collage using warm colours *Artist Paul Klee <i>Design and Technology:</i> *Mechanisms – wheels and axles (Fire Engines)</p> <p>Toys <i>History:</i> *Changes within living memory</p> <p>*Develop an awareness of the past and use appropriate vocabulary *Begin to understand chronology *Identify similarities and differences between ways of life in different eras *Ask and answer historical questions <i>Art:</i> *Split pin toys *Andy Warhol toy prints <i>Design and Technology:</i> *Textiles (Puppets)</p> <p>Dinosaurs <i>History:</i> *Significant people in own locality (Mary Anning) <i>Geography:</i> *Use world maps, atlases and globes <i>Art:</i> *To use a range of materials – salt dough fossils</p>	<p>Explorers and Inventors <i>History:</i> *Learn about the lives of significant individuals (Christopher Columbus and Neil Armstrong, Leonardo da Vinci and The Wright Brothers). *Compare aspects of life, identifying similarities and differences between different periods *Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. <i>Art:</i> *Use Da Vinci’s design to make own parachute *Make and test paper airplanes <i>Design and Technology:</i> *Design and make own mode of transport using rubber band mechanism</p> <p>Africa <i>Geography:</i> *Use world maps, atlases and globes *Use basic geographical vocabulary *Name and locate the world’s seven continents and five oceans *Understand geographical similarities and differences between Shillingstone and a village in Africa *Location of hot and cold areas of the world in relation to the Equator and Poles <i>Art:</i> *African patterns using acrylic paint *Colour wash - sunset picture</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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	<p>*Pastels to create landscape pictures *Sculpture – dinosaur *Collage dinosaur</p> <p>Plants <i>Art:</i> *Artists – Van Gogh Sunflowers *Artists – Monet Lily Pond</p> <p>Own Locality <i>History:</i> *Significant historical events, people and places in own locality <i>Geography:</i> *Use basic geographical vocabulary *Use simple compass directions *Use aerial photographs *Use simple fieldwork and observational skills to study geography of school and grounds <i>Art:</i> *Make leaf man *Leaf rubbing *Watercolour painting – local buildings <i>Design and Technology:</i> *Design and create a playground *Bug hotel</p>		<p>*Collage - create savannah habitat *Clay thumb pot *Artists – Martin Bulinya</p>	
<p>Music EYFS- Expressive Arts and Design</p>	<p>Follow Music Express units for Year 1 & 2: Pitch – Seasons Exploring Sounds – Weather Beat - Machines/Toys</p>	<p>Music</p>	<p>Follow Music Express units for Year 1 & 2: Exploring Sounds – Ourselves Beat – Our Bodies Performance – Travel</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music, dance and stories.</p>

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	Beat – Pattern Pitch - Water Exploring Sounds – Our School/Our Land		Beat – Number Pitch – Animals Exploring Sounds - Story time	
RE EYFS – Understanding the world – People	<u>AUTUMN TERM 1</u> –Christianity Theme: Gospel <i>Key Question: What is the good news Jesus brings?</i> <u>AUTUMN TERM 2</u> Theme: Islam <i>Key Question: Does completing Hajj make a person a better Muslim?</i> <u>SPRING TERM</u> –Christianity Theme: Salvation <i>Key Question: Why does Easter matter?</i> <u>SUMMER TERM</u> Theme: Islam <i>Key Question: Does going to a Mosque gives Muslims a sense of belonging?</i>	RE <u>AUTUMN TERM 1</u> – Christianity Theme: Creation <i>Key Question: Who made the world?</i> <u>AUTUMN TERM 2</u> – Christianity Theme: Incarnation <i>Key Question: Why does Christmas matter to Christians?</i> <u>SPRING TERM 1</u> Theme: Judaism <i>Key Question: Is Shabbat important to Jewish children?</i> <u>SUMMER TERM 1</u> – Christianity Theme: God <i>Key Question: What do Christians believe God is like?</i> <u>SUMMER TERM 2</u> Theme: Judaism <i>Key Question: Are Rosh Hashanah and Yom Kippur important toJewish children?</i>		Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
PE EYFS – Physical development	Follow Val Sabin schemes of work <u>AUTUMN TERM 1</u> Games Year 1 Unit 1 Ball skills & games Gymnastics Led by PH Sports coach <u>AUTUMN TERM 2</u> Basketball Led by South Coast Basketball coach	PE Follow Val Sabin schemes of work <u>AUTUMN TERM 1</u> Games Year 1 Unit 1 Ball skills & games Gymnastics Led by PH Sports <u>AUTUMN TERM 2</u> Basketball Led by Basketball coach		Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and

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	<p>Dance Year 1 Unit 1 <u>SPRING TERM 1</u> Ball Skills Led by PH Sports coach Gymnastics Led by Primary Sports coach <u>SPRING TERM 2</u> Football Led by PH Sports coach Dance Led by Primary Sports coach <u>SUMMER TERM 1</u> Rounders Led by PH Sports coach Cricket Led by Chance2Shince Cricket coach <u>SUMMER TERM 2</u> Athletics Led by PH Sports coach Games Year 1 Unit 4 Developing partnerwork</p>		<p>Dance Year 1 Unit 4 <u>SPRING TERM 1</u> Street Dance Led by PH Sports Circuits - fitness building Led by Premier Sports <u>SPRING TERM 2</u> Games Year 1 Unit 3 Bat/ball skills & games Ball Skills Led by Premier Sports <u>SUMMER TERM 1</u> Rounders Led by PH Sports Outdoor competitive games Led by Premier Sports <u>SUMMER TERM 2</u> Athletics Led by Premier Sports Games Year 1 Unit 4 Developing partnerwork</p>	<p>personal needs successfully, including dressing and going to the toilet independently.</p>
<p>SEAL EYFS – Personal, Social and Emotional Development</p>	<p>Year 1 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes ‘Say No To Bullying’ unit is taught as a block through Anti-Bullying week.</p>	<p>SEAL</p>	<p>Year 2 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes ‘Say No To Bullying’ unit is taught as a block through Anti-Bullying week.</p>	<p>Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know</p>

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			<p>that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
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Woodland Class Year 1/2

Cycle 1		Cycle 2	
Literacy	<p>AUTUMN 1 <u>Animation: Owl Babies</u> *Narrative *Setting description <u>Great Fire of London</u> *Recount</p> <p>AUTUMN 2 <u>Text: I love you Blue Kangaroo</u> *Report *Retell</p>	Literacy	<p>AUTUMN 1 <u>Animation: The Way back home</u> *Narrative</p> <p><u>Text: Beegu</u> *Narrative *Recount</p> <p><u>Text: Man on the Moon</u> *Dialogue *Recount</p>

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	<p>*Narrative – different ending *Letter – Thank you</p> <p>SPRING <u>Animation: Adventures are the pits</u> *Setting description *Narrative *Recount</p> <p><u>Text: Tyrannosaurus Drip</u> *Narrative *Information Text - Dinosaur *Recount - Trip</p> <p>SUMMER 1</p> <p><u>Text: The Flower</u> *Explanation – life cycle *Instructions *Recount *Narrative</p> <p>SUMMER 2 <u>Text: Jack and the Beanstalk/Jim and the Beanstalk</u> *Retell</p> <p><u>Text: Leaf Man</u> *Narrative – We're going on a leaf hunt *Instructions</p>		<p>AUTUMN 2 <u>Text: Little Red Riding Hood</u> *Retell</p> <p>SPRING <u>Text: The Story Machine</u> *Narrative *Setting Description *Instructions *Letter</p> <p><u>Animation: Ugly Sharkling</u> *Character Description *Recount</p> <p>SUMMER 1 <u>Text: Lila and the Secret of Rain</u></p> <p>*Narrative *Explanation Text - comparison between Africa and Shillingstone</p> <p>SUMMER 2 <u>Text: The Leopards Drum</u> *Narrative *Information Text – Fact File on African Animal</p> <p><u>Animation: Zahra</u> *Narrative</p>
Numeracy	Follow school's long term planning	Numeracy	Follow school's long term planning
Science	Year 1 Plants Year 1 Seasonal Changes	Science	Year 1 Animals including humans

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	<p>Year 1 Everyday materials Year 2 Uses of everyday materials Year 2 Living things and habitats Year 2 Plants</p>		<p>Year 1 Everyday materials Year 2 Uses of everyday materials Year 2 Animals including humans Year 2 Living things and habitats</p>
Computing	<p>Follow Twinkl computing planning: Presentational Skills (2)</p> <p>Computer Art (2)</p> <p>Programming with Scratch Jnr (1)</p> <p>Programming Toys (1)</p> <p>Using the internet (2)</p> <p>Using and Applying (2)</p>	Computing	<p>Follow Twinkl computing planning: Computer Skills (1)</p> <p>Painting (1)</p> <p>Preparing for Turtle Logo (2)</p> <p>Programming Turtle Logo and Scratch (2)</p> <p>Word Processing Skills (1)</p> <p>Using and Applying (1)</p>
<p>Quest</p> <p>To cover history, geography, art & design and technology.</p>	<p>Great Fire of London <i>History:</i></p> <ul style="list-style-type: none"> *Learn about events beyond living memory that are significant nationally *Know where the people and events fit within a chronological framework *Identify similarities and differences between ways of life in different periods. *Ask and answer questions <p><i>Geography:</i></p> <ul style="list-style-type: none"> *Name, locate and identify the 4 countries and capital cities of the UK *Use world maps, atlases and globes <p><i>Art:</i></p> <ul style="list-style-type: none"> *Create a model of London 	<p>Quest</p> <p>To cover history, geography, art & design and technology.</p>	<p>What do Aliens think of Life on Earth? <i>Art:</i></p> <ul style="list-style-type: none"> *Sculpture – Beegu *use night time colours to paint backgrounds – shade and tone *Create silhouette buildings <p>Happy Healthy Me <i>Geography:</i></p> <ul style="list-style-type: none"> *Research which fruits grow where and set out on a map <p><i>Art:</i></p> <ul style="list-style-type: none"> *Recreate posters by famous artists (2012 London Olympics) <p><i>Design and Technology:</i></p> <ul style="list-style-type: none"> *Create moving picture - levers and sliders

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<p>*Tudor House picture *Collage using warm colours *Artist Paul Klee <i>Design and Technology:</i> *Mechanisms – wheels and axles (Fire Engines)</p> <p>Toys <i>History:</i></p> <p>*Changes within living memory</p> <p>*Develop an awareness of the past and use appropriate vocabulary *Begin to understand chronology *Identify similarities and differences between ways of life in different eras *Ask and answer historical questions <i>Art:</i> *Split pin toys *Andy Warhol toy prints <i>Design and Technology:</i> *Textiles (Puppets)</p> <p>Dinosaurs <i>History:</i> *Significant people in own locality (Mary Anning) <i>Geography:</i> *Use world maps, atlases and globes <i>Art:</i> *To use a range of materials – salt dough fossils *Pastels to create landscape pictures *Sculpture – dinosaur *Collage dinosaur</p>	<p>*Healthy Fruit Salad</p> <p>Explorers and Inventors <i>History:</i> *Learn about the lives of significant individuals (Christopher Columbus and Neil Armstrong, Leonardo da Vinci and The Wright Brothers). *Compare aspects of life, identifying similarities and differences between different periods *Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. <i>Art:</i> *Use Da Vinci’s design to make own parachute *Make and test paper airplanes <i>Design and Technology:</i> *Design and make own mode of transport using rubber band mechanism</p> <p>Africa <i>Geography:</i> *Use world maps, atlases and globes *Use basic geographical vocabulary *Name and locate the world’s seven continents and five oceans *Understand geographical similarities and differences between Shillingstone and a village in Africa *Location of hot and cold areas of the world in relation to the Equator and Poles <i>Art:</i> *African patterns using acrylic paint *Colour wash - sunset picture</p>
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	<p>Plants <i>Art:</i> *Artists – Van Gogh Sunflowers *Artists – Monet Lily Pond</p> <p>Own Locality <i>History:</i> *Significant historical events, people and places in own locality <i>Geography:</i> *Use basic geographical vocabulary *Use simple compass directions *Use aerial photographs *Use simple fieldwork and observational skills to study geography of school and grounds <i>Art:</i> *Make leaf man *Leaf rubbing *Watercolour painting – local buildings <i>Design and Technology:</i> *Design and create a playground *Bug hotel</p>		<p>*Collage - create savannah habitat *Clay thumb pot *Artists – Martin Bulinya</p>
<p>Music</p>	<p>Follow Music Express units for Year 1 & 2: Pitch – Seasons Exploring Sounds – Weather Beat - Machines/Toys Beat – Pattern Pitch - Water Exploring Sounds – Our School/Our Land</p>	<p>Music</p>	<p>Follow Music Express units for Year 1 & 2: Exploring Sounds – Ourselves Beat – Our Bodies Performance – Travel Beat – Number</p>

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			Pitch – Animals Exploring Sounds - Storytime
<p>RE</p> <p>RE units are taught as a block at the end of each half term.</p>	<p><u>AUTUMN TERM 1</u> –Christianity Theme: What did Jesus teach? <i>Key Question: Is it possible to be kind to everyone all of the time?</i></p> <p><u>AUTUMN TERM 2</u> – Christianity Theme: Christmas: Jesus as a gift from God <i>Key Question: Why did God give Jesus to the world?</i></p> <p><u>SPRING TERM 1</u> – Islam Theme: Prayer at home <i>Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life?</i></p> <p><u>SPRING TERM 2</u> - Christianity Theme: Easter Resurrection <i>Key Question: Is it true that Jesus came back to life again?</i></p> <p><u>SUMMER TERM 1</u> - Islam Theme: Community and Belonging <i>Key Question: Does going to the Mosque give Muslims a sense of belonging?</i></p> <p><u>SUMMER TERM 2</u>- Islam</p>	<p>RE</p> <p>RE units are taught as a block at the end of each half term.</p>	<p><u>AUTUMN TERM 1</u> - Christianity Theme: The Creation Story <i>Key Question: Does God want Christians to look after the world?</i></p> <p><u>AUTUMN TERM 2</u> – Christianity Theme: The Christmas Story <i>Key Question: What gift would I have given Jesus if he had been born in my town not in Bethlehem?</i></p> <p><u>SPRING TERM 1</u> - Christianity Theme: Jesus as a friend <i>Key Question: Was it always easy for Jesus to showfriendship?</i></p> <p><u>SPRING TERM 2</u> - Christianity Theme: Easter-Palm Sunday <i>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p> <p><u>SUMMER TERM 1</u> –Judaism Theme: Shabbat <i>Key Question: Is Shabbat important to Jewish children?</i></p> <p><u>SUMMER TERM 2</u> – Judaism Theme: Chanukah <i>Key Question: Does celebrating Chanukah make Jewish children feel close to God?</i></p>
<p>PE</p>	<p>Follow Val Sabin schemes of work <u>AUTUMN TERM 1</u> Games Year 1 Unit 1 Ball skills & games Gymnastics Led by PH Sports coach</p>	<p>PE</p>	<p>Follow Val Sabin schemes of work <u>AUTUMN TERM 1</u> Games Year 1 Unit 1 Ball skills & games Gymnastics Year 1 Unit F Rocking & Rolling</p>

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	<p><u>AUTUMN TERM 2</u> Basketball Led by South Coast Basketball coach Dance Year 1 Unit 1 <u>SPRING TERM 1</u> Ball Skills Led by PH Sports coach Gymnastics Led by Primary Sports coach <u>SPRING TERM 2</u> Football Led by PH Sports coach Dance Led by Primary Sports coach <u>SUMMER TERM 1</u> Rounders Led by PH Sports coach Cricket Led by Chance2Shince Cricket coach <u>SUMMER TERM 2</u> Athletics Led by PH Sports coach Games Year 1 Unit 4 Developing partnerwork</p>		<p><u>AUTUMN TERM 2</u> Basketball Led by South Coast Basketball coach Dance Year 1 Unit 4 <u>SPRING TERM 1</u> Gymnastics Year 1 Unit G Wide – Narrow – Curl Games Year 1 Unit 2 Throwing & Catching <u>SPRING TERM 2</u> Dance Led by coach – <i>to be confirmed</i> Games Year 1 Unit 3 Bat/ball skills & games <u>SUMMER TERM 1</u> Rounders Led by coach – <i>to be confirmed</i> Gymnastics Year 2 Unit K Linking Moves Together <u>SUMMER TERM 2</u> Athletics Year 2 Unit 2 Games Year 1 Unit 4 Developing partnerwork</p>
<p>SEAL</p>	<p>Year 1 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes</p>	<p>SEAL</p>	<p>Year 2 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes</p>

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	'Say No To Bullying' unit is taught as a block through Anti-Bullying week.		'Say No To Bullying' unit is taught as a block through Anti-Bullying week.
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Ocean Class Year 3/4

Cycle 1		Cycle 2	
Literacy	<p>AUTUMN 1 <u>Text – Harry Potter/George’s Marvellous Medicine</u> *Instructions on how to play Quidditch/create medicine</p> <p><u>Animation - Something Fishy</u> *Character and setting description *Third person narrative</p> <p>AUTUMN 2 <u>Text – Stone Age Boy</u> *Recount – day in the life of a stone age boy *Letter – letter home to family *Information text</p> <p>*Persuasive letters in response to Elf advertisement 1</p> <p>SPRING <u>Text – Roald Dahl</u> *Setting description – C&TCF *Recount – Charlie diary entry *BFG – newspaper report *Explanation texts – sweet machines</p> <p>SUMMER 1 <u>Animation – The Black Hat</u> *Setting and character description *First person narrative</p> <p><u>Text – Quentin Blake</u> *Narrative focusing on dialogue</p> <p>SUMMER 2 <u>Text – The Day the Crayon’s Quit</u> *Reply letter from Duncan *Persuasive writing – which items should be allowed in the pencil case?</p>	Literacy	<p>AUTUMN 1 <u>Animation – A Cloudy Lesson</u> *Dialogue between the two characters *Instructions for how to make clouds *Explanation text – weather making machine</p> <p>AUTUMN 2 <u>Animation – Tiny Crusader</u> *First person narrative *Non-chronological reports: information texts about dragons (dragon egg hook)</p> <p><u>Animation – Monty the Penguin</u> *Non-chronological reports: information texts about penguins *Persuasive letter to Father Christmas</p> <p>SPRING 1 <u>Animation – Don’t Go</u> *First person recounts</p> <p>SPRING 2 <u>Animation - Titanium</u> *Setting/character description *Third person narrative *Newspaper reports</p> <p>SUMMER 1 <u>Texts – fairytales</u> * Third person narrative – twisted fairytale * Newspaper reports about Goldilocks</p> <p>SUMMER 2 <u>Texts – Myths and Legends</u> *Theseus and the Minotaur narrative *Persuasive writing</p>

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Reading	Reading: A range of text types will be studied in our Reading Journal sessions (fiction, non-fiction and poetry). Comprehension tasks completed from a range of resources e.g Twinkl, Literacy Shed Plus.		Reading: A range of text types will be studied in our Reading Journal sessions (fiction, non-fiction and poetry). Comprehension tasks completed from a range of resources e.g Twinkl, Literacy Shed Plus.
Numeracy	Following school's long term planning	Numeracy	Following school's long term planning
Science	Follow Hamilton Trust units: Year 4 Animals including humans Year 3 Plants Year 3 Light Year 4 Sound	Science	Follow Hamilton Trust units: Year 3 Animals including humans Year 3 Forces and Magnets Year 4 States of matter Year 4 Living things and habitats Year 3 Rocks Year 4 Electricity
Computing	Follow Twinkl computing planning: Word Processing (3) Internet Research and Communication (3) Programming Turtle Logo and Scratch (3) Photo Stories (4) Scratch: Questions and Quizzes (4) Using and Applying (4)	Computing	Follow Twinkl computing planning: Drawing and desktop publishing (3) Programming: Turtle Logo (4) Presentation Skills (3) Animation (4) Word Processing (4) Using and Applying (3)
Quest To cover history, geography, art & design and design technology.	Can You Dig It? Stone Age to the Iron Age *Changes in Britain from the Stone Age to the Iron Age * Painting – cave paintings India *Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and major cities *Use maps, atlases and globes *Human geography including types of settlement and land use *Physical geography including rivers and mountains	Quest To cover history, geography, art & design and design technology.	Anglo-saxons and Vikings *Britain's settlement by Anglo-Saxons and Scots *The Viking and Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor *Name and locate counties and cities of the United Kingdom *Drawing - Sketching settlements Space and the World Around Us *Identify the position and significance of latitude, longitude, Equator etc *Painting – Van Gogh, Starry Night Romans

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	<p>*Painting - Rangoli patterns</p> <p>Egyptians</p> <p>*The achievements of the earliest civilisations</p> <p>*Use maps, atlases and globes</p> <p>*Sculpture – sarcophaguses</p> <p>*Textiles – Christmas sewing</p> <p>* Levers: moving pictures – link with Roald Dahl literacy</p> <p>* Cooking – sports week</p>		<p>*The Roman Empire and its impact on Britain</p> <p>* Collage – mosaics</p> <p>* Catapults</p> <p>Up With a Bang!</p> <p>*Physical geography including volcanoes and earthquakes</p> <p>*Sculpture – volcanoes</p> <p>*Painting, watercolours - Hokusai</p> <p>* Electricity – stead hand game</p> <p>*Textiles – Christmas sewing</p> <p>* Cooking – sports week</p>
Music	<p>Follow Music Express units for Year 3 & 4:</p> <p>AUTUMN - Exploring descriptive sounds</p> <p>SPRING – Dorset School's Music Services music lessons</p> <p>SUMMER - Exploring arrangements</p>	Music	<p>Follow Music Express units for Year 3 & 4:</p> <p>AUTUMN - Exploring pentatonic scales</p> <p>SPRING – Dorset School's Music Services music lessons</p> <p>SUMMER - Exploring singing games</p>
RE	<p><u>Autumn 1</u></p> <p>Gospel – What kind of world did Jesus want?</p> <p><u>Autumn 2</u></p> <p>Judaism - (Y4) How important is it for Jewish people to do what God asks them to do?</p> <p><u>Spring 1</u></p> <p>Judaism - (Y4) What is the best way for a Jew to show commitment to God?</p> <p><u>Spring 2</u></p> <p>Salvation – Why do Christians call the day Jesus died ‘Good Friday’?</p> <p><u>Summer 1</u></p> <p>Kingdom of God – When Jesus left, what was the impact of Pentecost?</p>	RE	<p><u>Autumn 1</u></p> <p>Creation – What do Christians learn from the Creation story?</p> <p><u>Autumn 2</u></p> <p>People of God – What is it like to follow God?</p> <p><u>Spring 1</u></p> <p>Incarnation – What is the trinity?</p> <p><u>Spring 2</u></p> <p>Hinduism - (Y3) Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><u>Summer 1</u></p> <p>Hinduism - (Y3) How can Brahman be everywhere and in everything?</p>

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PE	<p>Follow Val Sabin schemes of work:</p> <p><u>AUTUMN TERM 1</u></p> <p>Basketball Led by South Coast Basketball coach</p> <p>Tag Rugby Led by PH Sports coach</p> <p><u>AUTUMN TERM 2</u></p> <p>Gymnastics Year 3 Unit M Symmetry & Asymmetry</p> <p>Dance Led by PH Sports coach</p> <p><u>SPRING TERM 1</u></p> <p>Swimming/Hockey Hockey led by Primary Sports</p> <p>Badminton Led by Blandford Badminton coach</p> <p><u>SPRING TERM 2</u></p> <p>Swimming/Hockey Hockey led by Primary Sports</p> <p>Badminton Led by Blandford Badminton coach</p> <p><u>SUMMER TERM 1</u></p> <p>Tennis Led by Graham Howell</p> <p>Games Year 3 Unit 3 Net/Wall/Court</p> <p><u>SUMMER TERM 2</u></p> <p>Athletics Led by PH Sports coach</p> <p>Cricket Led by Chance2Shine Cricket coach</p>	PE	<p>Follow Val Sabin schemes of work:</p> <p><u>AUTUMN TERM 1</u></p> <p>Basketball Led by coach</p> <p>Tag Rugby Led by coach</p> <p><u>AUTUMN TERM 2</u></p> <p>Hockey Led by coach</p> <p>Circuits Led by coach</p> <p><u>SPRING TERM 1</u></p> <p>Swimming</p> <p>Badminton Led by coach</p> <p><u>SPRING TERM 2</u></p> <p>Swimming</p> <p>Netball Led by coach</p> <p><u>SUMMER TERM 1</u></p> <p>Tennis Led by Graham Howell</p> <p>Cricket and Rounders Led by coach</p> <p><u>SUMMER TERM 2</u></p> <p>Athletics Led by coach</p> <p>Games Year 4 Unit 4 Striking/Fielding</p>
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<p>SEAL</p> <p>In KS2, SEAL units are taught as a block at the start of each half term.</p>	<p>Year 3 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes 'Say No To Bullying' unit is taught as a block through Anti-Bullying week.</p>	<p>SEAL</p> <p>In KS2, SEAL units are taught as a block at the start of each half term.</p>	<p>Year 4 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes 'Say No To Bullying' unit is taught as a block through Anti-Bullying week.</p>
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Desert Class Year 5/6

Cycle 1		Cycle 2(2017/18)	
Literacy	<p>Follow Hamilton Trust units SET A:</p> <p>AUTUMN TERM 1 *Informal writing – email D.T.: Healthy Eating & preparation of savoury dishes *Persuasive Writing</p> <p>AUTUMN TERM 2 *Chronological Report Art & Design: Printing (animal footprints) Painting / Pastels (images in text)</p> <p>SPRING TERM 1 *Stories with Flashbacks: first person narrative</p> <p>SPRING TERM 2 *Information Texts: Non-Chronological Report *Explanation Text</p> <p>SUMMER TERM 1 *Recounts: Diary *Formal complaint letter</p> <p>SUMMER TERM 2 *Information Text: Biography *Narrative (with dialogue, third person) *Formal letter</p> <p>Reading: A range of text types will be studied in our Reading Journal sessions (fiction, non-fiction and poetry). Comprehension tasks completed from a range of resources.</p>	Literacy	<p>AUTUMN TERM 1 *Historical Stories: first person narrative *Instructions * Recounts</p> <p>AUTUMN TERM 2 *Dialogue *Information Texts: Biography</p> <p>SPRING TERM 1 *Stories with Flashbacks: third person narrative</p> <p>SPRING TERM 2 *Explanation Texts: Formal police report *World Book Day – alien invasion, crime scene, newspaper report</p> <p>SUMMER TERM 1 Art & Design: Painting / Collage *Persuasive Writing</p> <p>SUMMER TERM 2 *Journalistic Writing - Newspaper Report *Recount / Chronological Report</p> <p>Reading: A range of text types will be studied in our Reading Journal sessions (fiction, non-fiction and poetry). Comprehension tasks completed from a range of resources.</p>
Numeracy	Follow school's long term planning	Numeracy	Follow school's long term planning
Science	Follow Hamilton Trust / Twinkl units: Year 5 Forces	Science	Follow Hamilton Trust / Twinkl units: Year 5 Properties and changes of materials

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	<p>D.T. Gears & Pulleys Year 5 Earth and Space D.T. Moon Buggies Literacy Recount – someone watching first moon landing Year 6 Light Year 6 Animals including humans Year 5 Living things and habitats</p> <p><i>Whilst Year 6 are in Weymouth, the Year 5 children follow the Sex and Relationships unit (this covers elements of Living Things & Habitats unit)</i></p>		<p>Year 6 Living things and habitats Year 6 Evolution and inheritance Literacy Biography about Charles Darwin Year 6 Electricity D.T. Electrical systems Year 5 Animals including humans D.T. Healthy & varied diet</p> <p><i>Whilst Year 6 are in Weymouth, the Year 5 children follow the Sex and Relationships unit (this covers elements of Living Things & Habitats unit)</i></p>
Computing	<p>Follow Twinkl computing planning:</p> <ul style="list-style-type: none"> • Spreadsheets (6) • Scratch: Developing Games (5) • E-Safety (linked to Anti-Bullying week in SUM T 2) 	Computing	<p>Follow Twinkl computing planning:</p> <ul style="list-style-type: none"> • Scratch: Animated Stories (6) • Internet research and design (5) <i>Linked with Quest topic – web pages created about Countries</i> • Controlling devices: Flowol (5) D.T. Use of programming, monitoring and control • E-Safety (linked to Anti-Bullying week in SUM T 2)
QUEST: History	<p>Ancient Greece Autumn Term: A study of Greek life and achievements and their influence on the western world A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day Literacy Recount – Battle of Marathon Recount – diary entry The Trojan War Art & Design: Drawing & Sculpture: Greek vase designs Sculpture: famous Greek sculpture and its influence on other famous artists e.g. Michelangelo</p>	QUEST: History	<p>Victorians Autumn Term: A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history e.g. first railways Art & Design: Drawing: Victorian portraits Victorian silhouettes Study William Morris – Drawing, Printing & Textiles D.T. Prepare and cook savoury dishes, using a variety of cooking techniques. Cooking bread and cakes Constructing bridges (Link with Brunel) <i>Victorian Day held in school – dress up as a Victorian.</i></p>

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	Painting: Greek Gods		Maya Civilisation Summer Term: A non-European society with a contrast to British history
QUEST: Geography	<p>Follow Hamilton Trust units for Upper KS2: Comparing People and Places Spring Term Focus on France – link to French objectives also</p> <ul style="list-style-type: none"> • geographical similarities and differences • human geography (settlement, land use, economic activity) • physical geography (climate zones, biomes, vegetation belts, earthquakes, volcanoes) <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Art & Design: Collage – inside of a volcano Artist Margaret Godfrey Artist Claude Monet - Collage impression of Water Lillies (link to France theme)</p>	QUEST: Geography	<p>Follow Hamilton Trust units for Upper KS2: Planet Earth Spring Term</p> <ul style="list-style-type: none"> • locational knowledge – map work (continents, countries in the World & in Europe, capital cities, major cities in the UK, counties in UK) • physical geography (water cycle, coasts, rivers, mountains) <ul style="list-style-type: none"> - use of maps, atlases, globes - biomes, climate zones, vegetation belt <p><i>Educational Visit to Kingcombe Centre, Dorchester.</i></p>
Art and Design	<i>These areas of the curriculum are linked with other units of work – notes made in other subject areas.</i>	Art and Design	<i>These areas of the curriculum are linked with other units of work – notes made in other subject areas.</i>
Design Technology	<i>These areas of the curriculum are linked with other units of work – notes made in other subject areas.</i>	Design Technology	<i>These areas of the curriculum are linked with other units of work – notes made in other subject areas.</i>
Music	<p>Follow Music Express units for Year 5 & 6: Growth – Street Dance Performance Roots – Mini Musical Performance Moving On – Leavers' Assembly Performance</p>	Music	<p>Follow Music Express units for Year 5 & 6: World Unite – Step Dance Performance Journeys - Song Cycle Performance Class Awards - Awards show performance</p>

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<p>RE</p> <p>RE units are taught as a block at the end of each half term.</p>	<p>Follow Discovery scheme of work – Year 6 units:</p> <p><u>AUTUMN TERM 1</u> – Islam Theme: Beliefs and Practices <i>Key Question: What is the best way for a Muslim to show commitment to God?</i></p> <p><u>AUTUMN TERM 2</u> – Christianity Theme: Christmas <i>Key Question: How significant is it that Mary was Jesus' mother?</i></p> <p><u>SPRING TERM 1</u> – Christianity Theme: Beliefs and Meaning <i>Key Question: Is anything ever eternal?</i></p> <p><u>SPRING TERM 2</u> – Christianity Theme: Easter <i>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</i></p> <p><u>SUMMER TERM</u> – Islam (taught together in a longer block) Theme: Community and Belonging <i>Key Question: Does Belief in Akhirah (life after death) help Muslims lead good lives?</i></p>	<p>RE</p> <p>RE units are taught as a block at the end of each half term.</p>	<p>Follow a mixture of Understanding Christianity units and Discovery scheme of work</p> <p><u>AUTUMN TERM 1</u> Understanding Christianity Creation and Science: Conflicting or Complimentary?</p> <p><u>AUTUMN TERM 2</u> Understanding Christianity Incarnation: Was Jesus the Messiah?</p> <p><u>SPRING TERM 1</u> Discovery Scheme – Year 5 Hinduism (2017-18) Theme: Hindu beliefs <i>Key Question: How can Brahman be everywhere and in everything?</i></p> <p><u>SPRING TERM 2</u> Understanding Christianity People of God: How can following God bring freedom and justice?</p> <p><u>SUMMER TERM</u> Discovery Scheme – Year 5 Hinduism (2017-18) Theme: Beliefs and moral values <i>Key Question: Do beliefs in Karma Samsara and Moksha help Hindus lead good lives?</i></p> <p><u>Sikhism (2015-16)</u> <i>Theme: Belief in Action</i> <i>Key Question: How far would a Sikh go for his/her religion?</i> <i>Theme: Beliefs and moral values</i> <i>Key Question: Are Sikh stories important today?</i></p> <p><u>Art & Design</u> Sculpture - <i>Story of Jasmine Flower (make pots using mod roc)</i> <i>Theme: Prayer and Worship</i></p>
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			<i>Key Question: What is the best way for a Sikh to show commitment to God?</i>
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<p>PE</p>	<p>Follow Val Sabin schemes of work / external coaches:</p> <p><u>AUTUMN TERM 1</u></p> <p>Basketball Led by South Coast Basketball coach</p> <p>Tag Rugby Led by PH Sports coach</p> <p><u>AUTUMN TERM 2</u></p> <p>Games Year 6 Unit 4</p> <p>Dance Led by PH Sports coach</p> <p><u>SPRING TERM 1</u></p> <p>Swimming/Hockey Hockey led by Primary Sports</p> <p>Badminton Led by Blandford Badminton coach</p> <p><u>SPRING TERM 2</u></p> <p>Swimming/Hockey Hockey led by Primary Sports</p> <p>Badminton Led by Blandford Badminton coach</p> <p><u>SUMMER TERM 1</u></p> <p>Athletics Year 5 Unit 1</p> <p>Rounders Led by PH Sports coach</p> <p><u>SUMMER TERM 2</u></p> <p>Tennis Led by Graham Howell</p> <p>Cricket Led by Chance2Shine Cricket coach</p>	<p>PE</p>	<p>Follow Val Sabin schemes of work / external coaches:</p> <p><u>AUTUMN TERM 1</u></p> <p>Basketball Led by South Coast Basketball coach</p> <p>Gymnastics Year 6 Unit U Flight</p> <p><u>AUTUMN TERM 2</u></p> <p>Gymnastics Year 6 Unit Y Synchronisation & Canon</p> <p>Dance Sport</p> <p><u>SPRING TERM 1</u></p> <p>Swimming/Hockey Hockey led by Primary Sports</p> <p>Badminton Led by Blandford Badminton coach</p> <p><u>SPRING TERM 2</u></p> <p>Swimming/Hockey Hockey led by Primary Sports</p> <p>Badminton Led by Blandford Badminton coach</p> <p><u>SUMMER TERM 1</u></p> <p>Gymnastics Year 6 Unit Å Counter-balance & Counter-tension</p> <p>Athletics Year 6 Unit 1</p> <p><u>SUMMER TERM 2</u></p> <p>Tennis Led by Graham Howell</p> <p>Athletics Led by coach – <i>to be confirmed</i></p>
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<p>SEAL</p> <p>In KS2 SEAL units are taught as a block at the start of each half term.</p>	<p>Year 5 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes 'Say No To Bullying' unit is taught as a block through Anti-Bullying week – Summer Term 2</p>	<p>SEAL</p> <p>In KS2 SEAL units are taught as a block at the start of each half term.</p>	<p>Year 6 scheme: AUTUMN TERM 1 – New Beginnings AUTUMN TERM 2 – Getting On and Falling Out SPRING TERM 1 – Going for Goals SPRING TERM 2 – Good to be Me SUMMER TERM 1 - Relationships SUMMER TERM 2 - Changes 'Say No To Bullying' unit is taught as a block through Anti-Bullying week – Summer Term 2</p>
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