
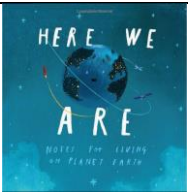
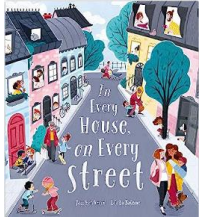
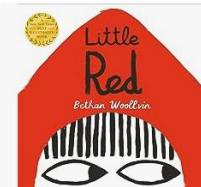

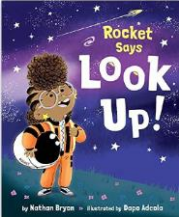

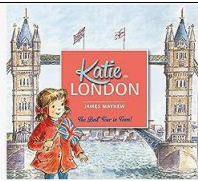
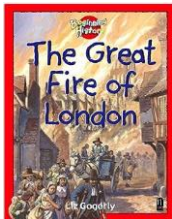
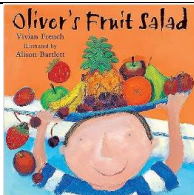
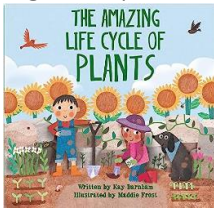

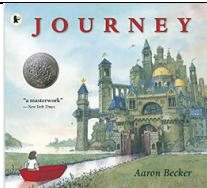
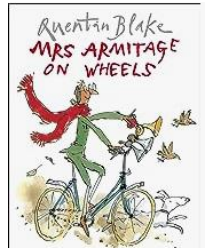

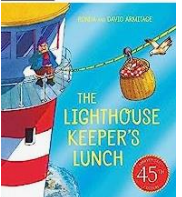
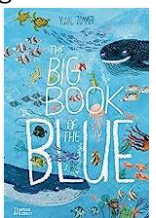
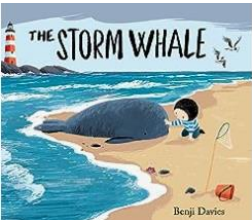


BROAD CHALKE SCHOOL CURRICULUM MAP 2023-24

Whole School Theme		A Night in the Museum		A Real Page Turner		A Wonderful World	
Additional information e.g. national events		<ul style="list-style-type: none"> - FIFA World Cup (Qatar) - Black History Month (1-31 Oct 23) - World Mental Health Day (10th Oct 23) - Anti-Bullying Week (13th-17th Nov 23) 		<ul style="list-style-type: none"> - Safer Internet Day (6th Feb 24) - World Book Day (7th March 24) - International Women's Day (8th March 24) - Red Nose Day (17th March 24) - World Poetry Day (21st March 24) 		<ul style="list-style-type: none"> - Earth Day (22nd April 24) - World Mental Health Awareness Week (WB 13th May 24) 	
Community events		<ul style="list-style-type: none"> - Harvest collection- Trussell Trust - Remembrance Day (11th Nov 23)- service held at memorial in Broad Chalke - Harvest Service- held in local church - Christmas box appeal - Christmas- carol service - Choir sing-a-long in The Hub in Broad Chalke 		<ul style="list-style-type: none"> - Easter Service held in local church - Spring fayre - Stay and read parent event 		<ul style="list-style-type: none"> - Chalke Valley History Festival (24th-30th June 24) - School Sports Day - Year 6 leaver's service held in the Cathedral - The Bridge transition day for Year 2 and Year 6 	
Special School Events to support whole school theme		End of Term 'Night in the Museum' Event		Poetry Performance Big read to support world book day		Creative Arts Week	
Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Collective Worship Value		Generosity	Peace	Courage	Dignity	Wisdom	Forgiveness
British Value/Protected Characteristics		Picture News weekly assembly	Picture News weekly assembly	Picture News weekly assembly	Picture News weekly assembly	Picture News weekly assembly	Picture News weekly assembly
English	Phonics		EYFS, Year 1 and Year 2, we use the 'Unlocking Letters and Sounds' validated phonics programme. Sessions are taught daily and the intention is that ULS will support pupils to read, spell and write fluently and quickly.				
	EYFS		<i>See separate planning</i>				
		Book/	Here We Are	Toys in Space	Katie in London	Oliver's Fruit salad	Journey

	Y1	Stimulus	 <p>In Every House on Every Street</p>  <p>Little Red</p> 	 <p>Rocket Says Look Up!</p>  <p>The Christmas Pine</p> 	 <p>The Great Fire of London</p>  <p>Paddington at St Paul's</p> 	 <p>Amazing Life Cycle of Plants</p>  <p>The Extraordinary Gardener</p> 	 <p>Mrs Armitage on Wheels</p>  <p>The Journey Home</p> 	<p>The Lighthouse Keeper's Lunch</p>  <p>The Big Book of the Blue</p>  <p>Storm Whale</p> 
	Y2	Phonics	<p>Unlocking Letters and Sounds: Mastery</p>	<p>Unlocking Letters and Sounds: Mastery</p>	<p>Unlocking Letters and Sounds: Mastery</p>	<p>Unlocking Letters and Sounds: Mastery</p>	<p>Essential Spelling</p>	<p>Essential Spelling</p>



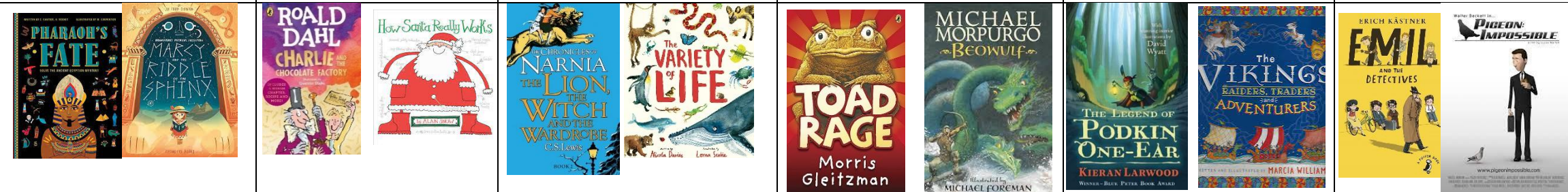
Assess letter formation & address misconceptions through whole class teaching

Letter formation should be accurate (no a/d; r/n; u/w confusion) but with further work to refine sizing & relation to base line.
Evidence of ascenders/ descenders.
Spaces evident between words.
Evidence of 2-3 short sequenced sentences.
Spelling shows impact of taught graphemes & CEWs.
Higher frequency words with taught graphemes are mostly correct.

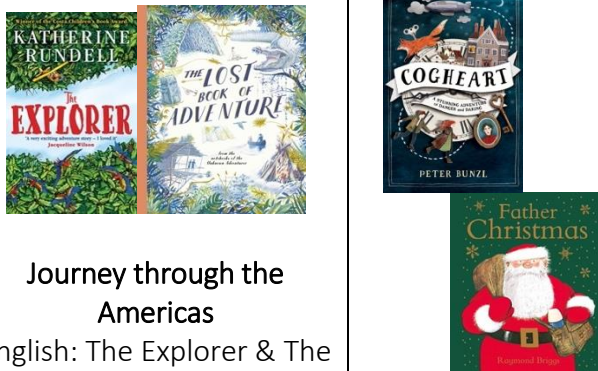



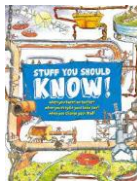
Letter formation, spacing & sizing is accurate with very few exceptions. Any errors do not interfere with reading & understanding what has been written.
Increased fluency in handwriting.
High frequency words, which match taught graphemes, are represented accurately.
Polysyllabic words have all syllables represented, with children drawing on taught GPC knowledge.
Taught CEWs are mostly spelt accurately.
Conjunction 'and' is used to join two clauses.

Children should be able to show skills and accuracy over a range of pieces, including some where composition of sentences has been independent.
Capital letters - to start sentences; for pronoun I & for proper nouns – used mostly accurately.
All letters formed accurately, appropriately sized with ascenders/ descenders in relation to baseline.
Children able to independently compose & write a series of 4-5 sentences to form a short narrative.
Children are able to use ? and ! accurately in some independent pieces of writing.
Use 'and' to join words and clauses.


				Begin Essential Spelling	Essential Spelling		
	Taught Text Types	Character description (Wanted Poster) (GATTB) Diary (GATTC)	Letter writing (PB) Non-chronological report (ED)	Instructional writing (How to plant a seed) (B) Recount (Of an animal journey) (AAJ)	Narrative (SATW) Persuasive poster (T)	Character description (OWWAD) Explanation text (How to look after an owl) (O)	Calligrams (ATWW) Instructional writing (CB)
	Independent Text Types	Retelling (GATTB) Own version (GATTC)	Character description (PB) Postcard (ED)	Letter writing (B) Narrative: leatherback turtle (AAJ)	Setting description (SATW) Recount (T)	Narrative (OWWAD) Report (O)	Own verse (ATWW) Persuasive poster (Keeping healthy) (CB)
	Grammar & Punctuation	Appropriate spacing; Capital letters and full-stops; nouns; adjectives; question marks; time connectives;	Capital letters and full-stops; nouns; adjectives; verbs; compound words; co-ordination.	Capital letters and full-stops; past and present tense; expanded noun phrases; co-ordination; time connectives; question marks; types of sentences.	Expanded noun phrases; adverbs; subordination; question marks; commas in a list; exclamation marks; apostrophes for contraction; rhyme and alliteration.	Adverbs; subordination and co-ordination; question marks; commas in a list; apostrophes for singular possession.	Time connectives; subordination; alliteration; rhyme; apostrophes for contraction.
	Book/ Stimulus						
Y3	Text Types	Independent: Narrative characters Taught: Narrative features Independent: instructions Taught: Setting descriptors	Independent: Non-fiction Taught: Newspaper article & poems Independent: Recount of Stonehenge trip. Taught: Poetry	Independent: Setting description. Taught: Character descriptions Independent: Writing a letter. Taught: Diary entry	Independent: Descriptive writing about The Secret Garden. Taught: Advertisement Independent: Writing a narrative about a picture from The Door. Taught: Letter, non-chronological reports	Independent: Writing a diary entry about the night before The Coronation. Taught: Leaflet Independent: Writing an advert for a King or a Queen. Taught: Playscripts & Poetry	Independent: Writing a playscript between two friends meeting on a river bank. Taught: Autobiography Independent: Non-fiction writing about a new creature found in the River Ebbles. Taught: Explanation texts & Instructive
	Grammar, Punctuation, Handwriting & Spelling	Essential Spelling <ul style="list-style-type: none">- Review vowel digraphs and trigraphs- Review KS1 common exception words- Review suffixes KS1 Letterjoin Handwriting Use and recognise nouns, adjectives	Essential Spelling <ul style="list-style-type: none">- Introduce the idea of tense in a verb- Review suffixes KS1- Review le, el, il or al at the end of words.- Explore homophones and near homophones Letterjoin Handwriting	Essential Spelling <ul style="list-style-type: none">- Review apostrophes for contraction.- Review apostrophe for possession.- Review suffix ly- Explore suffix ally. Letterjoin Handwriting Use of powerful verbs	Essential Spelling <ul style="list-style-type: none">- Review/ explore consonant suffixes ment, ness, full, less, tion and ation.- Explore the sion suffix- Explore prefixes un, dis, mis, in. Letterjoin Handwriting	Essential Spelling <ul style="list-style-type: none">- Explore prefixes re and super.- Focus on short vowel sound spelt ou.- Explore the suffix ous- Review high frequency words.	Essential Spelling <ul style="list-style-type: none">- Explore words with short vowel sound.- Explore words with phoneme s spelt sc- Explore words with silent letters kn, gn, wr and wh. Letterjoin Handwriting

						Use dialogue non-narrative /drama	- Explore long vowel sound el, spelt ei, eigh or ey. Letterjoin Handwriting Compound and complex sentences	Extend range of sentences with more than one clause Compound/complex Consolidation
	Book/ Stimulus							
	Y4	Text Types	Independent: Persuasive Letter Taught: Travel Guide Independent: Narrative Taught: Diary Entry	Independent: Diary Entry Taught: Narrative Independent: Character Description Taught: Explanation	Independent: Narrative Dialogue Taught: Newspaper Report Independent: Letter Taught: Non-Chronological Report	Independent: Newspaper Report Taught: Narrative Independent: Non-chronological report (mythical beast) Taught: Defeat the Monster Narrative	Independent: Diary Entry Taught: Letter Independent: Focused Information Leaflet Taught: Non-Chronological Report	Independent: Persuasive Advert Taught: Formal Letter Independent: Narrative Taught: Persuasive Campaign
	Grammar, Punctuatio n, Handwritin g & Spelling	Essential Spelling Letterjoin Handwriting <ul style="list-style-type: none">Organising paragraphs around a themeSynonyms for effectNoun phrases including ‘with’Compound SentencesThree action sentencesFronted adverbialsNouns and pronounsPrepositionsVerbs for effect	Essential Spelling Letterjoin Handwriting <ul style="list-style-type: none">Present perfect verb formConjunctions to express time and causePunctuate direct speechPossessive pronounsStandard English verb formsModal verbsPossessive apostrophes	Essential Spelling Letterjoin Handwriting <ul style="list-style-type: none">Adverbs and prepositionsCompound nounsComparative and superlative adjectivesDeterminers	Essential Spelling Letterjoin Handwriting <ul style="list-style-type: none">Embedded phrase with ‘ing’Repetition to persuade	Essential Spelling Letterjoin Handwriting <ul style="list-style-type: none">Extend the range of sentences with more than one clause	Essential Spelling Letterjoin Handwriting <ul style="list-style-type: none">Formal and informal languagePast perfect continuous verb form	
	Book / stimulus							


	Y5	Text Types	Independent: Character Description Taught: Diary Entry Independent: Setting Description Taught: Non-Chronological Report	Independent: Letter Taught: Narrative Poem Independent: Persuasive Campaign Taught: Playscript	Independent: Narrative Dialogue Taught: Short Story Independent: Non-Chronological Report Taught: Explanation	Independent: Diary Entry Taught: Narrative (Next Chapter) Independent: Explanation of a mystery Taught: Newspaper Report	Independent: Wanted Poster Taught: Adventure Story Opening Independent: Persuasive Letter Taught: Instructions	Independent: Playscript Taught: Letter Independent: Narrative (Retell a scene) Taught: Narrative (own myth)
		Grammar, Punctuation, Handwriting & Spelling	Essential Spelling Letterjoin Handwriting Simple sentences Complex sentences Compound sentences Verb prefixes Technical language Expanding noun phrases	Essential Spelling Letterjoin Handwriting Onomatopoeia Colon for a play script Nouns and adjectives into verbs.	Essential Spelling Letterjoin Handwriting Brackets, dashes or commas for parenthesis similes direct speech	Essential Spelling Letterjoin Handwriting Compound sentences Personification Metaphors Expanding noun phrases Relative pronouns Rhetorical questions Relative clause Indefinite pronouns	Essential Spelling Letterjoin Handwriting Perfect form verb Connectives Commas Direct speech Colon for a list Future tense verbs Adverbials	Essential Spelling Letterjoin Handwriting Parenthesis Modal verbs Connectives Relative pronouns Complex sentences
		Book/ Stimulus						
	Y6	Taught Text Types	Dialogue (TE) Survival Guide (LBOA)	Persuasion (CH) Narrative (FC)	Informal Letter (W) Non-Chronological Report (WG)	Description (LFTL) Explanation (SWD) Newspaper Report (SWD) POETRY (Poetry Day)	Tense Narrative (ATW)	Advert (SYSK)
		Independent Text Types	Setting Description (TE) Informal Letter (LBOA) Instructions (LBOA)	Diary Recount (CH) Narrative (CH) Character Description (FC)	Postcard (W) Diary Recount (WG)	Narrative (LFTL) Postcard (LFTL) Non-Chronological Report (MSWD)	Narrative – Retell a Scene (ATW)	Explanation (SYSK)
		Grammar, Punctuation, Handwriting & Spelling	Essential Spelling Letterjoin Handwriting Subject and object Embellishing simple sentences Hyphens to avoid ambiguity Relative clauses	Essential Spelling Letterjoin Handwriting Dialogue Varied sentence structure Use grammar and punctuation to enhance meaning	Essential Spelling Letterjoin Handwriting Varied sentence types Cohesion Evaluate authorial choices Colons and semicolons Relative clauses Subordinate clauses Layout devices inc. bullet points	Essential Spelling Letterjoin Handwriting Formality and informality Subjunctive form	Essential Spelling Letterjoin Handwriting Proposing changes to vocabulary to impact meaning	Essential Spelling Letterjoin Handwriting Using texts as models



		Book/ Stimulus	 <p>Journey through the Americas English: The Explorer & The Lost Book of Adventure GR: Survivors</p> <p>Marvellous Mysteries English: Cogheart & Father Christmas GR: Cogheart</p>	 <p>I Wonder... English: The Wonder Garden & Wonder GR: You are Awesome & Wonder</p>	 <p>WWII English: Letters from the Lighthouse and My Secret War Diary GR: Letters from the Lighthouse or Goodnight Mr Tom</p>	 <p>Around the World in 80 Days English: Around the World in 80 Days (BBC – Ep. 2) GR: Tense Narratives</p>	 <p>Cracking Contraptions English: Stuff You Should Know & a text linked to Y6 production</p>
Maths	We use the White Rose scheme to inspire our Maths planning. We adopt a Maths Mastery approach which means the learning is broken into small steps and is sequenced specifically for each year group. Progression overviews can be found on the White Rose website and the Maths section of our website.						
Science	Working scientifically is ongoing throughout the year in all year groups. This includes: Asking questions; making predictions; planning enquiries; observation and measurement; recording; interpreting and conclusion. Opportunities for Science Capital include reference to scientists/inventors/ famous people when links can be made to specific science learning.						
	EYFS	See separate planning					
	Y1	<p><u>Animals including humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Changes Floor Book: ongoing throughout the year</p>	<p><u>Materials</u></p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p>Seasonal Changes Floor Book: ongoing throughout the year</p>	<p><u>Plants</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees. Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>Seasonal Changes Floor Book: ongoing throughout the year</p>	<p><u>Animals including humans</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Seasonal Changes Floor Book: ongoing throughout the year</p>		
	Y2	<p><u>Living Things and their Habitats</u></p> <p>Explore and compare the differences between things that are living, dead and things that have never been alive. Identify most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitat, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p>	<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses. Find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Animals including humans</u></p> <p>Notice that animals including humans have offspring which grow into adults. Find out about and describe the basic needs of animals including humans for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>		



	Y3	<u>Plants</u> Identify and describe the functions of different parts of a flowering plant. Explore the requirements of plant life and growth. Investigate the way in which water is transported within plants. Explore the part that flowers play in the lifecycle of flowering plants including pollination, seed formation and seed dispersal		<u>Rocks</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rock and organic matter	<u>Forces and Magnets</u> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<u>Animals Including Humans</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	<u>Light</u> Recognise that we need light in order to see things and that dark is the absence of light. Light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect your eyes. Recognise that shadows are formed when light from a light source is blocked by an opaque object. Find patterns in the way that the shadows change.
	Y4	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	<u>States of matter</u> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<u>Living things and Habitats</u> To recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group. Identify and name a variety of living things in the environment. Recognise that environments can change and this can sometimes pose dangers to living things.	<u>Electricity</u> Identify common appliances that run on electricity. Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	<u>Animals Including Humans</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	
	Y5	<u>Space</u> Describe the movement of the Earth and other planets, relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the Sun, Earth and Moon as approximate spherical bodies. Use Earth rotation to explain day and night due to the	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms including levers,	<u>Properties of Materials</u> Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation. Give reasons based on evidence from comparative tests for the particular uses of everyday		<u>Living Things and Habitats</u> Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Animals Including Humans</u> Describe the changes as humans develop from birth to old age.



		apparent movement of the sun across the sky.	pulleys and gears allow a smaller force to have a greater effect	materials including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials and this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.		
	Y6	Living Things and Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Electricity To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To use recognised symbols when representing a simple circuit in a diagram.	Animals Including Humans Identify the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals including humans. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Light Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Geography 	EYFS	<i>See separate planning</i>				
	Y1	Super Seasons I can track daily weather patterns I can identify key events of the seasons I know what the weather is usually like in each season	Brilliant Beaches I can discuss (human and geographical) features of the coast e.g. beach, cliff, ocean, sea, port, harbour I understand that rivers lead to the sea and can use aerial photos to see this I can describe human features of the beach I can describe physical features of the beach I can use first-hand observation to learn about the beach		My World I can understand that the space between hills is called a valley and that it often has a river running through it I understand that Broad Chalke is in the Chalke Valley I can describe forests in my local area I can describe key locations in the local area: farms, houses, offices, shops I can use directional language (near, far, left and right) to describe features on maps I can devise a simple map I can use observational skills to study the geography of our school grounds	
	Y2	Salisbury & India I can use simple fieldwork to study the geography of Salisbury I can compare geographical similarities and differences through studying the human and physical geography of Salisbury in the UK with Chembakolli in India	Big Wide World I can name and locate the seven continents of the world I can name and locate the five oceans of the world I can name and locate hot and cold areas of the world in relation to the equator I can locate the North and South poles I can use world maps to locate continents and oceans		The United Kingdom I can use atlases to identify the UK and its countries I can name, locate and identify characteristics of the four countries and capital cities of the UK (and its surrounding seas) I can devise a map which uses symbols and a key	

	Y3	<p>The United Kingdom (Continued)</p> <p>I can locate and name the counties and cities of the United Kingdom</p> <p>I can identify human and physical characteristics of each country in the United Kingdom</p> <p>I can learn about key hills, mountains, coasts and rivers in the United Kingdom</p> <p>I can recognise how land use has changed over time</p>	<p>Europe</p> <p>I can use maps and locate countries in Europe (including Russia)</p> <p>I can identify human and physical characteristics in three different European countries</p> <p>I can learn about and compare two different European cities (including one in the UK)</p> <p>I understand that different countries have different time zones</p> <p>I can compare numerical data (populations) in European countries</p>	<p>Settlements</p> <p>I know key characteristics of villages, towns and cities</p> <p>I can study maps of different settlements and draw comparisons between them</p> <p>I can use the eight points of a compass to identify places on a map</p>
	Y4	<p>Local Geography/Cold Places</p> <p>I can use the eight points of a compass to locate places on a map</p> <p>I can use fieldwork to observe physical features in the local area (for example: River Ebbles, roads, local landmarks)</p> <p>I can collect numerical geographical information about my local area</p> <p>I can make a 'sketch map' of the local area</p> <p>I can use digital mapping to locate the Arctic and Antarctic Circles</p>	<p>Crazy Climates</p> <p>I can describe and understand the key aspects of the biomes of the world</p> <p>I can identify the position and significance of the lines of longitude and latitude</p> <p>I can identify the position and significance of the northern and southern hemispheres</p> <p>I can identify the position and significance of the tropics of Cancer and Capricorn</p> <p>I can identify that locations are hotter closer to the equator and colder further from the equator</p> <p>I can use globes and world maps to locate the biomes of the world</p> <p>I can use four figure grid references</p>	<p>The Water Cycle</p> <p>I can describe and understand the water cycle</p> <p>I can identify and explain the key processes of the water cycle</p>
	Y5	<p>Marvellous Mapping</p> <p>I can use six-figure grid references to locate things on an OS map</p> <p>I can read OS maps which use keys</p> <p>I can draw maps of my local areas which use keys and six-figure grid references</p>	<p>Rivers</p> <p>I can describe and understand key aspects of rivers</p> <p>I can compare the River Ebbles and the River Thames</p> <p>I can draw plans and annotate them using technology and digital mapping to support me</p> <p>I can map topographical features</p>	<p>Mountains, Volcanoes & Earthquakes</p> <p>I can describe and understand key aspects of earthquakes</p> <p>I can describe and understand key aspects of volcanoes</p> <p>I can describe and understand key aspects of mountains</p> <p>I can use geographical information systems (GIS) to support my understanding of how volcanoes/mountains/earthquakes occur</p> <p>I can write an explanation of how a volcanic eruption occurs</p>
	Y6	<p>Journey Through the Americas</p> <p>I can use maps to locate countries in the Americas</p> <p>I can learn about the key physical and human characteristics of South and North American countries and cities</p>	<p>Terrific Trade</p> <p>I recognise the global distribution of natural resources including food, energy, minerals and water</p> <p>I recognise that trade can be local, national and global</p>	<p>Colossal Coasts</p> <p>I can recognise and name coastal features</p> <p>I recognise how coastal erosion is impacting the UK coastline</p> <p>I recognise the human impact of coastal erosion</p>


		<p>I can compare a South American and North American city with a city in the UK (Salisbury)</p> <p>I can write at length about South American countries</p>	<p>I recognise that trade impacts a country's wealth and that this has changed places over time</p> <p>I can identify trade in the local area</p> <p>I can undertake fieldwork to study and record trade in the local area</p> <p>I can use plans, graphs and digital maps to identify trade in the local area</p>	<p>I can explain the processes of coastal erosion</p>
<div>History</div> 	EYFS	See separate planning		
	Y1	<p>The Moon landing & Neil Armstrong</p> <ul style="list-style-type: none"> Changes within living memory. Changes to aspects of life as a result 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> Events beyond living memory 	<p>Grace Darling</p> <ul style="list-style-type: none"> Exploring the life of a significant individual in the past who have contributed to national and international achievements.
	Y2	<p>Florence Nightingale and Mary Seacole</p> <p>Looking at the lives of significant people and comparing them with others.</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Recalling and remembering the importance of significant people. 	<p>The sinking of the Titanic</p> <ul style="list-style-type: none"> Events beyond living memory Ask and answer questions about the past. Identify different ways of life in the past. Use historical terms. Understand key features of events. Use a variety of sources to find out information. Describe where people and events fit within a timeline. 	<p>The Victorians & Inventions</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality and compare aspects of life Local history: Broad Chalke School
	Y3	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Create a time line to show the different eras within the Stone Age from Early Stone Age (Palaeolithic) 2.5 million years – 10,000 years ago, Middle Stone Age (Mesolithic) 8000BC – 4,500 BC, Late Stone Age Neolithic 4000BC – 2,500BC, Bronze Age 2500BC – 800BC, Iron Age 800BC – 43AD. Why did the different eras become shorter in duration as time passed? What did the life of a Stone Age person look like? (Houses, diet, skills) What skills did the Stone Age people develop to improve their lives? Why and when was Stonehenge built? 	<p>Roman Britain</p> <p>Why and how did the Romans invade?</p> <p>Boudica's rebellion</p> <p>How did the Romans keep control?</p>	<p>Monarchs</p> <p>The history of kings and queens in England and the coronation ceremony and its traditions.</p>
	Y4	<p>Ancient Egypt (Using Historical Association Planning)</p> <p>Enquiry Questions:</p> <p>How did the civilization of Ancient Egypt wax and wane?</p>	<p>Anglo Saxons (Using Historical Association Planning)</p> <p>Enquiry Questions:</p> <p>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p> <p>How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>What was life really like in Anglo-Saxon and Viking Britain?</p> <p>What did the Anglo-Saxons and Vikings leave behind?</p>	<p>Vikings (Own Planning Building on HA)</p> <p>The Viking Invasion</p> <p>Why did the Vikings invade?</p> <p>Why do Vikings have such a bad reputation?</p> <p>What can we learn about a Viking settlement? Make connections to Anglo-Saxons and Alfred the Great.</p>

	Y5	Tudors To learn who the Tudors were and that Henry V11 was the first Tudor King. To put the Tudor dynasty into chronological order. To understand what a family tree is and how the Tudor royal family tree works. To understand that Henry V11 united the houses of York and Lancaster ending the War of the Roses. To understand why Tudor ships had figure heads – Mary Rose? To understand how Coats of Arms are significant	Ancient Greece Enquiry 1 How can we find out about the civilisation of Ancient Greeks?	Ancient Greece Enquiry 2 Can we thank the Ancient Greeks for anything in our lives today?
	Y6	The Maya Enquiry Questions: Where and when did the Maya live? What was Maya writing like? Did the Maya play football like us? How do we know about the Maya?	WWII & The Blitz (Using Historical Association Planning) Enquiry Questions: How significant was the Blitz? World War II: whose war? What was the impact of World War II on people in our locality? How well does a fictional story tell us what it was like to be an evacuee? Evacuee experiences in Britain: is this all we need to know about children in World War II? New opportunities? How significant was the impact of World War II on women? What did men do in World War II? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz?	Local History Study (Old Sarum) What is Old Sarum like? Why was there a castle? Why was there a cathedral? Why is it significant in our locality? How was Old Sarum used as a centre for government?
<div>Art (rooted in 'Kapow' scheme)</div> 	EYFS	See separate planning		
	Y1	Drawing – Make your mark	Painting and mixed media – Colour splash	Sculpture and 3D – Paper play
	Y2	Painting and mixed media – Life in colour	Drawing – Tell a story	Sculpture and 3D – Clay houses
	Y3	Painting and mixed media – prehistoric painting	Growing Artists – exploring shapes, botanical drawings.	Sculpture & 3D - Abstract shape and space
	Y4	Drawing: Power Prints	Craft & Design: Fabric of Nature	Painting: Light & Dark
	Y5	Painting & mixed media - portraits	Sculpture and 3D Interactive installation	Craft and Design- Ancient Greeks
	Y6	Drawing: Making my Voice Heard	Painting & Mixed Media: Artist Study	Craft & Design: Photo Opportunity
<div>DT (rooted in 'Kapow' scheme)</div> 	EYFS	See separate planning		
	Y1	Mechanisms- wheels and axles (moon buggies)	Food – Fruit and vegetables (Fruit Salad)	
	Y2	Structures- Baby Bear’s chair	Mechanisms- Fairground wheel	Structures- constructing a lighthouse
	Y3	Food – Eating seasonally	Structures – Constructing a castle	Food- A balanced diet (healthy wraps)
	Y4	Digital World - Mindful Moments Timer	Electrical Systems - Torches	Mechanical systems- Pneumatic toys
	Y5	Digital World- Monitoring devices	Structures - Bridges	Food - Adapting a Recipe
	Y6	Food – Mexican Cooking	Electrical Systems- Steady Hand Game	Mechanical systems- Making a pop-up book
				Structures – Playgrounds

<p>Music (rooted in 'Charanga' scheme)</p> 	EYFS	Me- Singing traditional songs and rhymes High/low sounds	My Stories- Singing traditional songs and rhymes Explore high/low pitch Nativity	Everyone!- Singing traditional songs and rhymes Explore high/low pitch in the context of the song	Our World- Singing traditional songs and rhymes Explore high/low pitch using pictures	Big bear funk- Listening to and responding to music. Finding a pulse	Reflect, Rewind & Replay- Singing traditional songs and rhymes Revision of units
	Y1	My musical heartbeat Exploring pulse, rhythm & pitch	Nativity -learning and performing Nativity songs	Inventing a musical story-	Round and round- Pulse, rhythm, and pitch in different types of music Easter Service songs	Your Imagination- Using imagination in music	Reflect, Rewind & Replay- The history of music
	Y2	Hands, Feet, Heart- South African music	Nativity -learning and performing Nativity songs	I wanna play in the band- Playing together	Zootime- Clap and improvise to reggae Easter Service songs	Friendship song- Clapping, improvising and repeating	Reflect, Rewind & Replay- The history of music
	Y3	Let your spirit fly- RnB	Playing in a band Christmas Carol Service- learn songs and perform	Three little birds- Reggae & animals	Recorders read simple notation and play simple tunes Easter Service songs	Bringing us together- Disco, friendship & hope	Reflect, Rewind & Replay- The history of music
	Y4	Recorders -read simple notation and play simple tunes	Exploring feelings when you play Christmas Carol Service- learn songs and perform	Mamma Mia- Listening & appraisal	Lean on me- Soul/ Gospel music and helping one another Easter Service songs	Blackbird- the Beatles, equality & civil rights	Reflect, Rewind & Replay- The history of music
	Y5	Livin' on a prayer- rock anthems	Sing & play in different styles Christmas Carol Service- learn songs and perform	Make you feel my love- pop ballads	The Fresh prince of Bel-Air- Old school hip hop Easter Service songs	Dancing in the street- Motown	Reflect, Rewind & Replay- Classical The history of music
	Y6	Happy: Exploring 'Happy' by Pharrell	Developing ensemble skills Christmas Carol Service- learn songs and perform	Reflect, Rewind & Replay- The history of music	You've Got a Friend in Me: Listening & Appraising Easter Service songs	Music & Me: Inspirational Female Artists	Year 6 show
<p>P.E. (rooted in 'P.E. Hub' scheme)</p> 	Additional PE enrichment is provided by Astrella Sports- Every class will engage in Orienteering lessons once a term (6x year)						
	EYFS	Body Management Unit 1 Dance Unit 1	Speed, Agility and Travel Unit 1 Gymnastics Unit 1	Body Management Unit 2 Dance Unit 2	Speed, Agility and Travel Unit 2 Gymnastics Unit 2	Cooperate and Solve Problems Unit 1 Manipulation and Coordination Unit 1	Cooperate and Solve Problems Unit 2 Manipulation and Coordination Unit 2
	Y1	Attack, Defend, Shoot Unit 1 Dance Unit 1	Run, Jump, Throw Unit 1 Gymnastics Unit 1	Attack, Defend, Shoot Unit 2 Dance Unit 2	Hit, Catch, Run Unit 1 Gymnastics Unit 2	Send and Return Unit 1 Hit, Catch, Run Unit 2	Send and Return Unit 2 Run, Jump, Throw Unit 2
	Y2	Attack, Defend, Shoot Unit 1 Dance Unit 1	Run, Jump, Throw Unit 1 Gymnastics Unit 1	Attack, Defend, Shoot Unit 2 Dance Unit 2	Hit, Catch, Run Unit 1 Gymnastics Unit 2	Send and Return Unit 1 Hit, Catch, Run Unit 2	Send and Return Unit 2 Run, Jump, Throw Unit 2
	Y3	Tag Rugby Basketball	Hockey Gymnastics Unit 1	Football Dance Unit 1	Cricket Gymnastics Unit 2	Badminton Rounders	Volleyball Athletics
	Y4	Tag Rugby Basketball	Hockey Gymnastics Unit 1	Football Dance Unit 1	Cricket Gymnastics Unit 2	Badminton Rounders	Swimming Athletics

	Y5	Hockey Football	Netball Gymnastics Unit 1	Tag Rugby Dance Unit 1	Cricket Gymnastics Unit 2	Tennis Rounders	Volleyball Athletics
	Y6	Hockey Football	Netball Gymnastics Unit 1	Tag Rugby Dance Unit 1	Cricket Gymnastics Unit 2	Tennis Rounders	Volleyball Athletics
<div>Computing (rooted in Teach Computing scheme)</div> <div></div>	EYFS	See separate planning					
	Y1	IT around us	Digital photography	Robot algorithm	Pictograms	Making music	Programming quizzes
	Y2	Stop frame animation	Sequencing sounds	Connecting computers	Branching databases	Desktop publisher	Events & actions in programs
	Y3	The internet	Audio editing	Repetition in shapes	Data Logging	Repetition in games	Photo editing
	Y4	Sharing information	Video editing	Selection in physical computing	Flat-file data basis	Vector drawing	Selection in quizzes
	Y5	Internet Communication	Variables in Games	Webpage Creation	Intro to Spreadsheets		3D Modelling
<div>P.S.H.E (rooted in Jigsaw scheme)</div> <div></div>	EYFS	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
	Y1	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
	Y2	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
	Y3	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
	Y4	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
	Y5	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
	Y6	BM (Being Me in My World) 'Who am I and how do I fit?'	CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	HM (Healthy Me) Being and keeping safe and healthy	RL (Relationships) Building positive, healthy relationships	CM (Changing Me) Coping positively with change
<div>R.E.</div> <div></div> <div>Emmanuel Project</div>	EYFS	<u>Creation</u> Key Question: Why is the word 'God' so important to Christians? Religions: Christianity	<u>Incarnation</u> Key Question: Why do Christians perform Nativity plays at Christmas? Religions: Christianity	<u>Salvation</u> Key Question: How can we help others when they need it? Religions: Christianity	<u>Salvation</u> Key Question: Why do Christians put a cross in an Easter Garden? Religions: Christianity	<u>Special Places</u> Key Q uestion: What makes places special? Religions: Christianity & Other Faiths	
	Y1	<u>Creation</u> Key Question: Who made the world?	<u>Incarnation</u> Key Question: Why does Christmas matter to Christians?	<u>God</u> Key Question: What do Christians believe God is like?	<u>Salvation</u>	<u>Judaism: Mitzvot/Tzedakah</u> Key Question: Why is learning to do good deeds so important to Jewish people?	<u>Judaism: Creation/Blessings</u> Key Question: Why do Jewish families say so many prayers and blessings?

<div>Understanding Christianity</div>		Religion: Christianity	Religion: Christianity	Religion: Christianity	Key Question: Why does Easter matter to Christians? Religion: Christianity	Religion: Judaism	Religion: Judaism
	Y2	<u>Judaism: Teshuvah</u> Key Question: Why do Jewish families talk about repentance at new year? Religion: Judaism	<u>Incarnation</u> Key Question: Why does Christmas matter to Christians? (digging deeper) Religion: Christianity	<u>God</u> Key Question: What do Christians believe God is like? (Digging Deeper) Religion: Christianity	<u>Salvation</u> Key Question: Why does Easter matter to Christians? (Digging Deeper) Religion: Christianity	<u>Gospel</u> Key Question: What is the good news that Jesus brings? Religion: Christianity	<u>Judaism: Torah</u> Key Question: Why is the Torah such a joy for the Jewish community? Religion: Judaism
	Y3	<u>Hinduism - Karma</u> Key Question: Why do Hindus want to collect karma? Religion: Hinduism	<u>Incarnation</u> Key Question: What is the Trinity? Religion: Christianity	<u>Kingdom of God</u> Key Question: When Jesus left what was the impact of Pentecost? Religion: Christianity	<u>Salvation</u> Key Question: Why do Christians call the day Jesus died Good Friday? Religion: Christianity	<u>People of God</u> Key Question: What is it like to follow God? Religion: Christianity	<u>Islam – Submission</u> Key Question: How does a Muslim show their submission and obedience to Allah? Religion: Islam
	Y4	<u>Hinduism - Dharma</u> Key Question: How does the story of Rama and Sita inspire Hindus to follow their dharma? Religion: Hinduism	<u>Incarnation</u> Key Question: What is the Trinity? (Digging Deeper) Religion: Christianity	<u>Gospel</u> Key Question: What kind of world did Jesus want? Religion: Christianity	<u>Salvation</u> Key Question: Why do Christians call the day Jesus died ‘Good Friday’? (Digging Deeper) Religion: Christianity	<u>Creation/Fall</u> Key Question: What do Christians learn from the Creation Story? Religion: Christianity	<u>Islam - Prophethood</u> Key Question: Why do Muslims call Muhammed the ‘seal of the prophets’? Religion: Islam
	Y5	<u>Hinduism - Moksha</u> Key Question: What spiritual pathways to Moksha are written about Hindu scriptures? Religion: Hinduism	<u>Incarnation</u> Key Question: Was Jesus the Messiah? Religion: Christianity	<u>Kingdom of God</u> Key Question: What kind of king is Jesus? Religion: Christianity	<u>Salvation</u> Key Question: What do Christians believe Jesus did/does to save human beings? Religion: Christianity	<u>Gospel</u> Key Question: What would Jesus do? Religion: Christianity	<u>Islam - Revelation</u> Key Question: What does the Qu’ran reveal about Allah and his guidance? Religion: Islam
	Y6	<u>Hinduism – Brahman</u> Key Question: How do questions about Brahman and Atman influence the ways Hindus live? Religion: Hinduism	<u>Incarnation</u> Key Question: Was Jesus the Messiah? (Digging Deeper) Religion: Christianity	<u>God</u> Key Question: What does it mean if God Is holy and loving? Religion: Christianity	<u>Salvation</u> Key Question: What difference does the resurrection make to Christians? Religion: Christianity	<u>Creation/Fall</u> Key Question: What do Christians learn from the Creation story? Creation & Science: Complementary or Conflicting? Religion: Christianity	<u>Islam – Tawhid</u> Key Question: How does Tawid create a sense of belonging to the Muslim community? Religion: Islam
<div>MFL (French) (rooted in ‘Kapow’ scheme)</div> <div>FRA</div>	Year 3	French greetings with puppets	French adjectives of colour, size and shape	French playground games - numbers and age	In a French classroom	French transport	A circle of life in French
	Year 4	Le Grand Montre Vert stroy	Clothes- getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food- miam, miam	Alphabet, phonics- masculine and feminine
	Year 5	French monster pets	Space exploration- in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
	Year 6	French sport and the Olympics	Alphabet and singular plurals	In my French house	Planning a French holiday	Visiting a town in France	Transition support
Curriculum Enrichment: Trips & In-School Events	EYFS		Autumn/Winter walk (Science, seasonal changes)		Spring/summer walk	Moors Valley Science (Minibeasts)	All Saints Church RE- Looking at special places.
	Y1	Local walk: week 4			Farm Visit Launceston Farm	Beach Trip Hengistbury Head	
	Y2				Sea City Museum, Southampton - Titanic	Victorian Day	Local Walk

	Y3		Stone Henge and Salisbury Museum.				River investigation Lulworth Cove
	Y4	Bolderwood Trip Egypt Day		Marwell ZooTrip		Viking Day	
	Y5	Lee Abbey Residential	Fire Safety visit				Y5 taster day at Sarum Academy
	Y6			Visit to Watercress Beds	Nothe Fort	Residential Trip: Land & Wave	Leaver's Service at Salisbury Cathedral The Bridge Transition Day End of Year Play Chalke Valley History Festival Visit to Old Sarum Careers Fair