



Sandcross Primary School & Nursery

Curriculum Policy

Date:	November 2023	
Last reviewed on:		
Next review due by:	November 2026	
Version:	Date:	Notes:
V 2:0	November 2023	Curriculum and Trips information updated
V. 3:0	February 2024	Adding information about secondary ready and disadvantage children

Curriculum Policy

Intent

With our values underpinning all the work we do, our children should learn together in an atmosphere of high expectations, mutual respect and friendship. We believe every child has the right to be a successful and confident citizen who is able to understand and contribute to the world they live in. We want our children to be passionate about learning and to understand the wonders of the world around them as they journey through life. We believe that any child, regardless of background, given the right provision, can thrive. At its core, our curriculum is about enabling a better understanding of how life works interdependently and how everything interconnects in a complex web of relationships that work in ever changing, awe-inspiring ways. Our curriculum is designed to challenge, develop and nurture the “Whole Child” with a mission of “Inspiring Lifelong Success” so that our children leave Sandcross as well rounded individuals who have the necessary skills and knowledge to thrive in our future world.

Implementation - So, how are we going to deliver this?

Our curriculum is delivered through learning enquiries with the six driving Principles of Diversity, Cycle, Health, Adaptation, Interdependence and Oneness. As children seek truth and develop the skills to question, research and generate knowledge, they are encouraged to find resolutions to the questions raised. High quality oracy, reasoning, problem solving and with a growth mindset, our children enjoy a knowledge and skills rich learning environment where memorable experiences excite, engage and develop our children’s understanding. Half-termly visits, alongside outdoor learning and trips, ensure that children are immersed in their enquiries and demonstrate their understanding with life long memories.

Our curriculum nurtures the ‘whole child’ by igniting their potential with extensive opportunities in music, sport, drama and a comprehensive after school clubs offer.

Impact - What difference is this curriculum making to our children?

Children leave Sandcross with the ability to think for themselves, be resilient, kind, respectful and responsible. Ultimately, we want children to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Sandcross skilful, ambitious and with a thirst for life and all it has to offer. We Inspire Lifelong Success.

Aims:



Through each topic, our curriculum aims (in green above) will be at its core and every half term, children will have a driver where all content will flow throughout the half term. Through these drivers, children will develop a deeper knowledge about the world around them and what their responsibility is within it.

Our curriculum is delivered through values-based learning enquiries with the six principles at the heart of each:

Focus driver each half term

The Principle of Diversity – Diversity is a strength and is celebrated

The Principle of the Cycle – Nature works in cycles

The Principle of Adaptation – Adaptation is essential for us to survive and thrive

The Principle of Health – We all need to be healthy

The Principle of Oneness – Wellbeing is vital for reconnecting and growing

The Principle of Interdependence – Everything in our world is connected

Achievement teams

Language and Communication (English including reading, writing and phonics; Oracy; and Modern Foreign Languages (French, Spanish and German);

Understanding the World (Geography, History, Eco and Religious Education);

Health and Wellbeing (Personal, Social and Health Education; Physical Education; and Relationships and Sex Education);

STEM (Science, Design Technology, Computing, Engineering and Mathematics);

The Arts (Art, Music and Drama).

Values

Our school curriculum is underpinned by the values that we hold dear at our school: **Kindness, Responsibility, Resilience and Respect**. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Organisation and planning

We plan our curriculum in three phases. We agree on a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

Our medium-term plans, which teachers prepare half termly, link to children's developmental stage and interests and an outline is shared with parents in year group half termly newsletters. Some of our foundation subjects, PSHE, SRE, Computing and RE are based on national or Surrey schemes of work.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session along and closely link these to age expectations documents, and to identify what resources and activities we are going to use in the lesson. Tailored planning relates to children's age and stage to ensure assessment and planning are linked.

In the Foundation Stage and at Key Stage 1 we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Swimming

Every child, during their time at Sandcross, will have the opportunity to learn to swim. This takes place in year 3, 4, 5 and 6. As part of these sessions, children will be taught to:

- swim competently, confidently and proficiently, with the aim of learning to swim a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke, breaststroke and butterfly]
- perform safe self-rescue in different water-based situations

Even those children who have swimming lessons outside of school will benefit from these sessions, with coaches able to stretch and challenge children's experience with increasing knowledge and skill in terms of swimming and water safety. Children will aim to 'swim competently, confidently and proficiently' with the target of learning to swim a distance of at least 25 metres'.

Children with special needs

At Sandcross School we promote inclusion so that children with special educational needs and disabilities can achieve their full learning potential through access to a broad, balanced, creative and challenging curriculum and a wide variety of opportunities and experiences. At Sandcross, every teacher is a teacher of every pupil, including those with SEND. The curriculum in our school is designed to provide

access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, if necessary, we use the support provided by Learning Support Assistants, and involve the appropriate external agencies.

The Foundation Stage

EYFS PHILOSOPHY

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year and sets the standards that all early years providers must meet to ensure that children learn, develop and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Sandcross Primary School we follow, the guidance set out in the Early Years Framework and seek to provide:

- a high quality, personalised and bespoke curriculum which provides inclusion for every child.
- an enabling environment which allows children to make rapid progress from their starting points to the end of the year.
- effective partnerships working between practitioners and with parents and/or carers.
- staff who are knowledgeable of children and how they learn, engaged, nurturing, flexible, fun and good role models.

THE EARLY YEARS CURRICULUM

A more detailed description of our Early Years curriculum can be found in the [EYFS Sandcross Policy 2022](#)

Disadvantaged

At Sandcross, we recognize the importance of providing tailored support to disadvantaged pupils to ensure they have equal opportunities to succeed. Our commitment to inclusivity and equality is reflected in our approach to supporting these pupils, integrating targeted interventions and support mechanisms within our curriculum and broader school activities. We aim to identify and break down barriers to learning for disadvantaged pupils through a blend of academic, emotional, and social support strategies.

We provide additional academic support through targeted interventions, such as one-to-one tutoring, small group work, and differentiated instruction tailored to the individual needs of disadvantaged pupils. This support is designed to close gaps in learning and ensure that these pupils make accelerated progress in line with their peers.

Recognising the broader challenges that disadvantaged pupils may face, our school also offers access to a range of pastoral support services. This includes access to school play therapists, ELSAs and partnerships with external agencies that can provide specialist support. Our aim is to ensure that disadvantaged pupils receive the emotional and social support they need to thrive within our school environment.

Furthermore, we are committed to ensuring that disadvantaged pupils have equal access to enrichment opportunities, including extracurricular activities, educational trips, and after-school clubs. We believe that these experiences are vital for fostering a love of learning, developing social skills, and broadening horizons. Financial assistance is available to ensure that cost is not a barrier to participation.

Our approach to supporting disadvantaged pupils is underpinned by a culture of high expectations and aspiration for all. We closely monitor the progress of disadvantaged pupils, adapting our strategies as necessary to meet their evolving needs. Through this comprehensive support system, we strive to ensure that disadvantaged pupils at Sandcross Primary School are equipped with the skills, knowledge, and confidence to achieve their full potential.

Secondary Ready

To ensure our students are fully prepared for the transition to secondary education, Sandcross Primary School & Nursery emphasises a holistic approach within our Curriculum Policy. Recognizing the importance of this pivotal stage in our children's education, we focus on developing independence, resilience, and critical thinking skills, essential for their future success. Through our comprehensive curriculum, we embed study skills, time management, and self-organisation from an early age, gradually building our pupils' confidence in managing their workload and responsibilities. Furthermore, we foster strong communication and social skills, encouraging students to express themselves clearly and collaborate effectively with peers. This preparation is supported by tailored transition programs, including secondary school visits, interaction with secondary teachers, and workshops that demystify the expectations and routines of secondary education. Our aim is for every child to leave Sandcross not just academically prepared but also emotionally and socially equipped to thrive in the next phase of their educational journey, embodying our ethos of "Inspiring Lifelong Success."

Monitoring and review

Our Local Governing Board is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

We have named governors for core areas of the curriculum and the School Development Plan. The governors liaise with the leaders of these areas, and monitor closely the way the school delivers learning and teaching and the outcomes in these areas.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Whole School Overview

The colours on the overview relate directly to the drivers used within each topic. As we use cross-curricular topics, the specific subjects used within each topic area e.g. science, history or geography are shown in the specific foundation curriculum outlined in tables below. The trips and visits for each year group are in a table at the bottom of the document.

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sandcross Curriculum	N	People who are special to me	Where I live	Superheroes	Minibeasts	Growing (Seasons & healthy eating)	Space & Weather
		Who am I?	Where do I fit in?	Long, long ago	Up, up and away and down on the ground	Changes!	In the deep
		Diversity	Adaptation	Oneness	Cycle	Interdependence	Health
	R	You, Me, Us	Where do I fit in?	Long, long ago	Up, up and away and down on the ground	Changes!	In the deep

		Diversity	Adaptation	Oneness	Cycles	Interdependence	Health
		What makes us us?	What makes a home?	What is a tale?	Why do things move?	How do things grow and change?	Why do we need water?
	1	Zany Zoologists	Enthusiastic Engineers	Daring Dieticians	Great Gardeners	Terrific Turrets and Tiaras	Talented Tourists
		What makes us special?	How do we all work together?	What do we need to stay healthy?	How does the world work in cycles?	How can we learn from the past?	What makes where I live so special?
		Diversity	Interdependence	Health	Cycles	Adaptation	Oneness
	2	Hazardous Historians	Diversity	Health	Eager Environmentalists	World Warriors	Travel
		How has history changed what happens today?	How is our world different?	What does being healthy mean to me?	What can I do to care for the environment?	How can we be ambassadors of nature?	What can we learn from travel in the past?
		Adaptation	Diversity	Health	Interdependence	Cycle	Oneness
	3	Stone Age	Lights, Camera, Action	Vikings: Vicious or Valiant?	Location, Location, Location	Brilliant Botanicals	Inside out

		Does the Stone Age still rock our world today?	Why do we need light?	Were the Vikings good for our health?	Where do we live?	How do plants survive?	How well do we know ourselves?
		Adaptation	Interdependence	Health	Diversity	Cycle	Oneness
	4	Ruthless Romans	Ruthless Romans	Super Explorers	Super Explorers	Amazon Adventures	Amazon Adventures
		What did it mean to be a Roman?	What made the Roman Empire so successful?	Why were some expeditions successful when others weren't	What do you think will happen next...? Why?	How has life adapted to its environment ? and Why?	What was special about the Maya?
		Health	Oneness	Interdependence	Cycle	Diversity	Adaptation
	5	Kensuke's Kingdom	Oliver Twist/ A Christmas Carol	To Infinity And Beyond	Step Into Narnia	Smashing Saxons	Harry Potter
		How can humans develop necessary survival techniques?	What was life like for the population of Reigate during the Victorian Era?	What fuelled the space race?	Why is it important to learn about lifecycles?	Why did Anglo Saxons live in tribes?	How can different materials and mixtures be sorted, compared and separated?
		Oneness	Health	Adaptation	Cycles	Interdependence	Diversity

	6	World War II	World War II	Ancient Egyptians	Ancient Egyptians	Exciting Earth	Exciting Earth
		How do we maintain peace in our world?	How did a European war become a world war?	What mattered most to the Ancient Egyptians?	What does it mean to be healthy?	How did the earth's physical features form?	What can I learn about the land formation in the isle of Wight?
		Oneness	Interdependence	Cycles	Health	Adaptation	Diversity

English	Yr1	<u>Fiction</u> Wombat goes walkabout	<u>Fiction</u> Pinocchio + <u>Non Fiction</u> Letter Writing	<u>Fiction</u> Grandad's Island + <u>Non fiction</u> When I am by myself (poem)	<u>Fiction</u> The Train ride + <u>Non Fiction</u> Instructions - How to plant and look after a seed	<u>Fiction</u> The Queen's hat + <u>Non Fiction</u> Recount of the trip	<u>Fiction</u> Song of the sea + <u>Non Fiction</u> On safari - travel journal Writing a letter to your new teacher
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	2	<u>Fiction</u> Little Red Reading Hood + <u>Non-fiction</u> Great Fire of London Diary	<u>Non-fiction</u> This is how we do it <u>Fiction</u> Christmas star	<u>Fiction</u> The Crow's Tale <u>Non-fiction</u> Hibernation	<u>Fiction</u> George and the dragon <u>Non-fiction</u> Desk diddler	<u>Non-Chronological report</u> Plants <u>Poetry</u> If I were in charge	<u>Non-fiction</u> How to Make a Bird Feeder <u>Fiction</u> The day the crayons quit
	3	Stone Age Boy - <u>Fiction</u> narrative <u>Poetry</u> - The little boy who cannot see... DR: Bone by bone	The street beneath my feet- <u>Non-fiction</u> non chron <u>Fiction</u> narrative Star in the jar DR: Flat Stanley	Theseus and the Minotaur/ Odin <u>Myths and Legends</u> DR: Viking story	The secret of black rock - <u>Fiction</u> narrative DR: George's Marvellous Medicine	How a robot dog works - <u>Non-fiction</u> Explanation text Skeletons? DR: Toad	Persuasive/ <u>Non-fiction</u> -Stone age holiday brochure Theseus and the Minotaur/ Odin <u>Myths and Legends</u> ? <u>Fiction</u> True story of three little pigs OR Magic paintbrush?
	4	<u>Fiction</u> Julius Zebra: Rumble with the Romans	<u>Non-Fiction</u> Horrible science - Disgusting digestion	<u>Fiction</u> Great Adventurers <u>Narrative</u> The Explorers	<u>Fiction</u> The last bear <u>Non-Fiction</u> Biography writing	The Explorer <u>Narrative</u> The Journey	The Explorer Narrative- The journey

		<u>Narrative</u> The whale <u>Non fiction</u> - Newspaper writing The Creature	Narrative - The journey		Sir Ernest Shackleton <u>Narrative</u> The Journey	Poetry - The River	<u>Non-fiction</u> Balanced Argument - Should we feed Animals at National Parks?
	5	<u>Fiction</u> Narrative - Kensuke's Kingdom. Mosquitoes on the moon. (Non fiction) Newspaper Report -	<u>Fiction</u> Oliver Twist/ A Christmas Carol Diary Writing - Scrooge - persuasive letter (Non fiction)	<u>Fiction</u> : The Jamie Drake Equation Emperor Penguins Non fiction - Non Chron report Adventure stories - Snowy landscape Fiction - Setting	<u>Fiction</u> : The Lion, the Witch and the Wardrobe Pandora - Fiction - writing to describe a setting. Mission to Mars - transmission (Non fiction)	<u>Fiction</u> : Anglo Saxon Boy Castles - Non-fiction Beowulf - Character descriptions Battle Cry persuasive (Non fiction)	<u>Fiction</u> : Harry Potter and the Philosopher's stone Harry Potter - blackout Poetry Gringotts Bank
	6	<u>Fiction</u> : Hana's suitcase The Journey - fiction writing Poetry - The Blitz/ Dunkirk	<u>Fiction</u> : Holes Narrative - Rose BLanche Recount - A Wartime Christmas	Secrets of the sun king Hatshepsut - biography writing Time slip narrative - continuation	<u>Fiction</u> : Pig heart boy Diary - Discovery of Tutankhamun's tomb Narrative - The explorer (Ancient Egyptians)	<u>Fiction</u> : The Nowhere emporium Non-Chron report Origin of species	<u>Fiction</u> : The Nowhere emporium Narrative - The Nowhere Emporium
Maths	All yea	Mental addition and subtraction (MAS)			Geometry: position and direction (GPD) Geometry: properties of shapes (GPS)		

	rs	Decimals, percentages and their equivalence to fractions (DPE) Problem solving, reasoning and algebra (PRA) Fractions, ratio and proportion (FRP) Written multiplication and division (WMD) Number and place value (NPV)			Written addition and subtraction (WAS) Mental multiplication and division (MMD) Statistics (STA) Measurement (MEA)		
	4	Number and place value	Addition and subtraction	Fractions	Time	Measurement: money	Measurement: area of figures
		Number and place value Roman Numerals	Multiplying and dividing	Statistics	Decimals	Measurement: volume and length	Geometry shapes, position and direction
	5	Place Value	Multiplication	Statistics	Decimals and Percentages	Position and Measurement	Volume
		Addition and subtraction	Division and Word problems	Fractions	Properties of shapes	Area and Perimeter	Roman numerals
	6	Numbers to 10 million (reading, writing, ordering and rounding) Perimeter	Fractions (simplifying, comparing and ordering fractions and mixed numbers. Calculating with fractions)	Decimals continued (Calculating with decimals) Percentage (Find the percentage of a number and a quantity. Calculate percentage change.)	Ratio (Compare quantities and numbers)	Geometry (Investigate angles in 2D shapes. Position and movement (Co-ordinates, translation and reflection)	Graphs (Understand averages, the mean, read pie and line graphs)

		Four operations (multiplication and division) Area	Decimals (Reading and writing decimals. Writing fractions as decimals)	Measurement (Converting units of length, mass and volume)	Algebra (Describe patterns, write algebraic equations and use formulae) Volume (Find the volume of cubes and cuboids)	Revision of key concepts and focus on number.	Fairground maths project Open ended investigations
Science	1	Animals Seasons	Materials	Human Body 5 senses Seasons	Plants Seasons	Plants Materials	Seasons
	2	Materials	Animals	Humans	Plants	Plants	Thinking scientifically
	3	Rocks	Light	Animals including humans	Forces	Plants	Working scientifically - Garden project
	4	Teeth and digestion (Animals including Humans)	Teeth and digestion (Animals including Humans)	States of matter & The Water Cycle	Electricity	Living things and their habitats	Sound
	5	Forces		Life cycles	Space		Materials
	6	Light & Electricity		Animals incl humans (Circulatory		Adaptation & Evolution (Mary Anning)	

				system)		+ living things & their habitats	
History	1		History of toys			Castles	Christopher Columbus or Captain Cook
	2	Great Fire of London		Florence Nightingale and Mary Seacole			RLS - trains Cars - Lewis Hamilton Boats - Planes - Amelia Earhart
	3	Stone Age		The Vikings			
	4	The Roman Empire Chronology of The Roman Empire and its emperors	Romans in Britain Hadrian's Wall, Boudicca, Pompeii	Significant historical figures	Significant historical figures		Early Civilizations 'Marvellous Maya' -
	5		History - Victorian Reigate			History - Anglo saxon tribes	
	6	The beginning of WW2 - how and why it started, how life changed. Main leaders and their impact.	WW2 in America as well as Europe. The holocaust and effects on Jews. The migration of Jews across the world and influences.	What life was like for AE people. How they lived, worked and survived. The hierarchy and religions.	Egyptian burial rituals focusing on the heart. Beliefs and rituals continued.		

		Main events such as the blitz, Battle of Britain	The end of the war.				
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Art	1	Aboriginal Art - Pointillism	Kandinsky Christmas cards - Decorations day		Observational - flowers/ colour mixing Tone & Shade	Self portrait - Pablo Picasso	
	2	Printing technique - houses on fire	Art across the world - 3 artists	Self portraits		Sketching skill of cross hatching	
	3	Painting our own cave paintings Sketching	Photography	Viking nordic patterns and sculpture - long boats?? (structures)		Botanicals	
	4		Romans Sculpting busts	Explorers Landscape painting		Amazon Still life	

	5	Japanese Artwork - Hokkaido	William Morris - Tile printing	Moon/Planet Peter Thorpe - Space art	Lowry - matchstalk figures	The Bayeux Tapestry	Jany Temime (Costume design)
	6	Blitz scenes (mixed media/ 1 point perspective)	Henry Moore - shelter art and Henry Moore Sculptures (tin foil and papier mache)	Using the colour palette of Ancient Egyptian art. Create modern versions	Pharaoh heads - painting and collage	Eyes project - human and animal eyes, plus clay dinosaur eyes	Study different styles of sports artists eg Leroy Neiman, Ben Mosley. Observational drawing - figures in sports poses
Geography	1			UK: Naming the countries	Seasonal and daily weather patterns Physical features		Map Skills Local environment and contrasting country (Kenya)
	2		<p>Snail and the whale oceans</p> <p>Use world maps and atlases to name and locate the World's seven continents and five oceans.</p> <p>HW</p>		<p>Big to small flap books Orienteering Google maps</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use geographical</p>	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	

					vocabulary to describe human and physical features		
	3					Location/Mapwork/ Land use The British Isles	Location/Mapwork/La nd use
	4	Countries of the mediterranean and understanding trade links	Understanding Volcanoes	Journeys - Map work Significant events	Journeys - Map work Significant events	The Amazon Rivers Human and physical features Deforestation Debate	
	5	Geography - survival techniques	Geography - Victorian Reigate			Geography - Anglo saxon tribes	
	6					How our earth is formed. How volcanoes, earthquakes and wild weathers are linked and caused interchangeably.	Geography map skills - Isle of Wight. Formation of the Isle of Wight.
Design & Technology	1		Make a boat using different materials	Use appropriate fruit and vegetable processes Food handling and hygiene			Design and make a moving object (Aquarium Tank)

	2		Make a dish from a different continent		Sculpture - clay		Make a car with moving parts
	3	Sketching, Dying (food dye), weaving and sewing		Sculpture - long boats?? (structures)	DT Moving monsters (mechanicals) Puppet show/ boxes/ pop up books	Cooking? - sandwiches	Textiles - natural dyes and weaving (textiles self -portraits)
	4	Romans Mosaics			Explorers DT		Amazon Maya Masks, Maya Headdresses, Temples Pyramids
	5	Making a life raft		Moon buggies			Harry Potter Purses Costumes Workshop@Harry Potter World
	6	Light: build your own periscope	Make do and mend	Making canopic jars and masks	Baking (flatbread)	Moving fairground rides	

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me!	Christmas	My stories	Everyone	Our World	Big Bear Funk

	(Charanga)	Learning to sing simple Christmas songs and carols. Finding our singing voice.	(Charanga)	(Charanga)	(Charanga)	(Charanga)
Year 1 Grooveline	How can we make friends when we sing together? (Charanga - Model Music Curriculum scheme)	Christmas Learning simple songs for Christmas. Learning to sing with control, beginning to use dynamics.	How does music make the world a better place? (Charanga - Model Music Curriculum scheme)	Storytime and Water (Music Express units)	How does music tell stories from the past? (Charanga - Model Music Curriculum scheme)	How does music teach us about looking after our planet? (Charanga - Model Music Curriculum scheme)
BBC 10 Pieces Key listening	Stravinsky – The Firebird Suite (Finale)	Tchaikovsky - The Nutcracker (Waltz of the Flowers; Russian Dance)	Edvard Grieg - In the Hall of the Mountain King	Prokofiev - Peter and the Wolf (NB: NOT in 10 Pieces)	Vivaldi - Winter from The Four Seasons	Vaughan-Williams - The Lark Ascending
Year 2 Grooveline	Singing/ rhythm and pattern, pulse (Charanga - Model Music Curriculum scheme)	Music across the world	Recorders (Using Charanga resources) Learn to play B and A	Recorders (Using Charanga resources) Learn to play G and C.		
BBC 10 Pieces Key listening	Mussorgsky – A Night On The Bare Mountain	Delia Derbyshire - Dr Who Theme	Joseph Haydn - Trumpet Concerto	Sibelius - Finlandia	Beethoven - Symphony no 5	JS Bach - Toccata and Fugue in D minor
Year 3	Jolly Music	Christmas Concert singing focus - Learning songs and carols for a Christmas play	Boomwhackers (1) (Pitch focus – learning the notes of the scale and working as a ‘class orchestra’ to play pieces using boomwhackers.	Glockenspiel Stage 1 (Charanga)	Stomp	Bringing us together

BBC 10 Pieces Key listening	Saint Saens - Carnival of the Animals (NB: NOT in 10 Pieces)	Saint Saens - Carnival of the Animals (NB: NOT in 10 Pieces)	John Adams – Short Ride in a Fast Machine	Copland – Hoe-Down	Purcell – Rondeau from Abdelazer	Kerry Andrew – No Place Like
Year 4	Glockenspiel stage 2 (Charanga) (Stage 1 if not completed stage 1 glockenspiel before)	Christmas concert Learning songs and carols for a Christmas concert.	How does music connect us with the environment? (Charanga - Model Music Curriculum scheme)	Trumpets How does music connect us with the past? (Charanga - Model Music Curriculum scheme)	Trumpets	Trumpets Around the world and Singing Spanish (Music express)
BBC 10 Pieces Key listening	Bizet – Habanera and Toreador Song from Carmen	Brahms – Hungarian Dance No 5	Henry Purcell - Abdelazer, Rondeau	Villa-Lobos – The Little Train of the Caipira	Dvorak - Symphony no 9 From the New World (Largo)	Benjamin Britten - 'Storm' Interlude from Peter Grimes
Year 5	Taiko Drumming (Japanese) (World Beats book)	The Victorians - Music hall (Musical Contexts unit) Christmas concert Learning songs and carols for Christmas	Holst - The Planets - Mars (BBC 10 Pieces listening and lesson plans)	Stomp Recap year 3 knowledge. Progress from the whole class playing in 4 groups, to small group improvisation in parts.	Ukulele (Charanga)	Ukulele continued. Harry Potter - Ostinato patterns Focus on pulse, rhythm and structure.
BBC 10 Pieces Key listening	Ravi Shankar – Symphony (Finale)	Hans Zimmer - Earth	Anna Meredith – Connect It	Elgar – Enigma Variations	Britten - Young Person's Guide to the Orchestra (NB: NOT in 10 Pieces)	Britten - Young Person's Guide to the Orchestra (NB: NOT in 10 Pieces)
Year 6	Britain Since 1930 Music from the 30s and 40s; jazz	Christmas concert Learning songs and carols for	Ukelele	African drumming (focus on structure and cycles.)		Music and Me -

	blues; learn to sing and play Glen Miller; improvisation.	Christmas - expectation to perform technically demanding pieces and sing in parts				leavers assembly - singing and performance focus
BBC 10 Pieces Key listening	Grazyna Bacewicz - Overture	George Gershwin - Rhapsody in Blue	Florence Price – Symphony No 1 in E Minor	Steve Reich – Music for 18 Musicians	Bernstein – Mambo from West Side Story	Prokofiev - Concerto for Turntables and Orchestra

R.E. New Surrey Curriculum	E Y F S	Who am I and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something 'special'?	What makes our world wonderful?
	1	Why do Christians call God 'creator'?	What is 'Nativity' and why is it important to Christians?	What makes a good leader?	What do Christians learn from stories of Jesus?	What is the Torah and why is it so important to Jewish families?	Why do Jewish families celebrate the gift of Shabbat?
	2	What is God like for Christians?	Why is giving important to Christians?	Why should we look after the world?	What is important for Muslim families?	Why do Christians call Jesus 'Saviour'?	Who is Allah and how do Muslims worship him?
	3	How did Jesus change lives – and how is it 'good news'?	How can artists help us to understand what Christians believe and do?	What are important times for Jewish people?	Why do people use creative ways to express their beliefs?	How does 'ibadah' (worship) show what's important to Muslims?	What's the Bible's 'big story' – and why is it like treasure for Christians?
	4	What did God promise to his people?	How do people try to make the world a fairer place?	What do Sikhs value?	For Christians, is communion a celebration, or an act of remembrance?	How do non-religious people celebrate new life? (Humanism)	What did Jesus say about God's kingdom & why is it 'good news'?

	5	What helps Hindus to worship?	Why is the idea of 'rescue' so important to Christians?	What can be done to reduce racism? Can RE help?	What do Christians believe about creation?	How did the Church begin, and where is it now?	What helps Muslims to live a good life?
	6	What does it mean to be part of a synagogue community?	What do Christians believe about the Messiah – and why is it good news?	What is the Buddhist way of life?	How is God Three - and yet one?	For Christians, what difference does it make to belong to God's Kingdom?	Who am I and where do I belong?

MFL: French German Spanish		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Y1 F	-Introduction to France & French -Greetings -How are you	-Introducing yourself -Numbers 0-12 -Christmas in France	- Colours -How old are you -French alphabet	-Family - Brothers and sisters -Family tree -Easter in France	-Do you have a pet? -How many? -Parts of the body	-Parts of the body continued -Numbers 13 - 31 -Days of the week
	Y2 F	- Recap topics learnt last year -Where do you live? -All about me -age, family, town, pets. My favourite things	-Describing pets, people - using adjectives in short phrases -Cendrillon Cinderella -Describing characters -Christmas activities	- Parts of the body - Parts of the body incorporating numbers and colours -Mardi Gras	-Recap numbers 1-31 - Days of the week -Months of the year	-When is your birthday -What is the date today - Seasons	-World Cultures Festival - the importance of languages - Recap all topics
	Y3 F	-Introduction to France -Greetings -How are you	-Introducing yourself -Numbers 0-12 -Christmas in France	-How old are you -French alphabet -Family, brothers and sisters	-Family continued, family tree -Days of the week -Easter in France	-Do you have a pet? -How many? -Parts of the body	-Numbers 13- 31 -Days of the week -Why we learn languages
	Y4	-Recap topics	Food and drink	-Why we learn	-How are you	- Colours	-Family -Brothers

	S/ F	learnt last year -Weather -Seasons	-Ordering food -Design a Spanish Menu -Spanish Cafe role play	languages -Introduction to France -Greetings	-Introducing yourself -Numbers 0-12 -Easter in France	-How old are you -French alphabet	and sisters -Do you have a pet?
	Y5 S/ G	-Weather -Seasons -Hobbies	-Hobbies cont - I like I don't like -When it is sunny I...play tennis...	-Food and drink -I like / I don't like -Ordering food	-Read & design a Spanish Menu -Spanish Cafe role play	-Why we learn languages -Introduction to Germany -Greetings	-How are you -Introducing yourself -Numbers
	Y6 G	-Introduction to Germany & German -Greetings -How are you	-Introducing yourself -Numbers 0-12 -Christmas in Germany	-How old are you -German alphabet -Family -Brothers and sisters	-Days of the week -Why we learn languages -Easter in Germany	-Food and drink -I like / I don't like -Ordering food	-Read & design a Spanish Menu -German Cafe role play

Computing		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1	Logging in Online Safety (1.1) & Exploring Purple Mash	Create organise store (creating a protest sign) (1.2)	Algorithms (recipes) (1.4 & 1.5)	Collecting data (Pictograms rain, weather, spreadsheet) (1.3 & 1.8)	Technology Outside School (1.9 & 1.6)	Coding (1.7)

	2	Online Safety	Creating pictures	Coding	Questioning Effective Searching Spreadsheets	Presenting Ideas	Making Music
	3	Computer literacy (1) and Online Safety (3)	Powerpoint (6)	Spreadsheets (3) and Graphing (2)	Simulations (3) and Email (3)	Email (3) Databases (4)	Coding (3) Typing (4)
	4	Online Safety	Effective searching and Logo	Coding	Coding/ Writing for different audiences and Animation	Animation - Hardware Investigating and Making Music	Spreadsheets
	5	Coding Designing and writing a programme to achieve a specific goal	Internet and Online Safety	Using Databases	How to use spreadsheets	Game creator - to set the scene	To understand gaming for a purpose
	6	E-safety - Purple Mash	Spreadsheets Purple Mash	Blogging - Purple Mash	Networks - Purple Mash	Binary - Purple Mash	Quizzing - Purple Mash

PSHE/ RSE Corum life SCARF programme		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	1	Me and my relationships (Coram)	Valuing differences (Coram)	Being my best (Coram)	Keeping myself safe (Coram)	RSE: Growing and changing (Coram)	Rights and responsibilities (Coram)
	2	Keeping myself safe (Coram)	Me and my relationships (Coram)	Being my best (Coram)	Valuing differences (Coram)	Rights and responsibilities (Coram)	RSE: Growing and changing (Coram)
	3	Me and my relationships	Rights and responsibilities	Valuing Difference	Keeping myself safe	Being my best	RSE: Growing and changing
	4	Keeping myself safe (safe internet, drugs and relationship education)	Valuing Difference (British Values focus)	Me and my relationships (feelings, emotions, conflict resolution, friendships)	Rights and responsibilities (money, living in the wider world/ environment)	Being my best (Keeping healthy, growth mindset, goal setting and achieving)	RSE: Growing and changing
	5	Me and my relationships	Valuing Difference	Rights and responsibilities	Keeping myself safe	Being my best	SRE: Growing and changing
	6	Me and my relationships	Valuing Difference	Rights and responsibilities	Keeping myself safe	Being my best	SRE: Growing and changing

Trips & Visits		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	1	Gatton Park Minibeast Safari		Market trip to Redhill	Priory Farm Discovery Walk and Garden centre	Arundel Castle	Sealife Centre

	2	Great Fire of London workshop in school	Artfulness art workshop	Wagamamas smoothies Pizzas in school	St. Luke's Church	Brooklands Museum Modern car/old car visit	Wisley with workshop
	3	Stone Age workshop	Polka theatre	Robotics workshop	Reigate Town	Wakehurst Place	Lightbox Gallery
	4	Fishbourne	Science Museum - Digestion workshop	Sikh Gurdwara	BOWLES - Residential trip	Cuckmere Haven - Rivers Study	Ranger Stu Visit Rainforest Animal Encounter
	5	Survivor Workshop (in school - Surrey Hills	Victorian day in school	Trip to mosque	Tilgate Nature Centre -	Saxon day in school	Harry Potter World
	6	Newhaven Fort or Reigate Caves + Evacuee visit	Pantomime (Harlequin)	Online workshop - British Museum	History off the page - Egyptian day Healthy eating day with visitors from nutritionist and personal trainer	Chessington World of Adventures Legotronics - make a moving fairground ride	Residential trip to the Isle of Wight - focus dinosaur fossils and land formation