

Curriculum Mapping		Moretonhampstead Primary			2016-18	
YEAR A						
Cranbrook (R/1)						
A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	<p>Wonderful Me! <u>Design and Technology</u> Understand where food comes from <u>Art and Design</u> Use a range of materials</p>	<p>My Family <u>Art and Design</u> Use drawing, painting and sculpture <u>Computing</u> Recognise uses of IT outside school Communicate online safely and respectfully</p>	<p>Toys and Games <u>History</u> Changes in living memory <u>Computing</u> Organise, store retrieve and manipulate data <u>Art and Design</u> Learn about range of artists, craftsmen and designers</p>	<p>Traditional Tales and Terrifying Tails <u>Geography</u> Name and locate the four countries and capital cities of UK <u>Computing</u> Use logical reasoning to make predictions <u>Design and Technology</u> Design purposeful, functional and appealing products Generate, model and communicate ideas Use range of tools and materials to complete practical tasks Evaluate existing products and own ideas Build and improve structure and mechanisms</p>	<p>Down at the Farm <u>History</u> Lives of significant historical figures Significant local people <u>Geography</u> Use basic geographical vocabulary to refer to local and familiar features <u>Art and Design</u> Develop techniques of colour, pattern, texture, line, shape, form and space</p>	<p>All Aboard the Jolly Roger! <u>Geography</u> Identify seasonal daily weather patterns in UK Identify hot and cold areas of the world Use four compass directions and simple vocabulary <u>Computing</u> Understand use of algorithms Write and test simple programs</p>
Science	<p>Humans</p> <ul style="list-style-type: none"> Basic needs of animals and offspring Identify and compare animals Name human body parts 	<p>Humans</p> <ul style="list-style-type: none"> Basic needs of animals and offspring Identify and compare animals Name human body parts 	<p>Materials</p> <ul style="list-style-type: none"> Distinguish between objects and materials Identify, name, compare and classify materials Describe simple properties of materials 	<p>Animals</p> <ul style="list-style-type: none"> Basic needs of animals and offspring Identify and compare animals Name body parts 	<p>Plants</p> <ul style="list-style-type: none"> What plants need to grow Living and non-living Identify plants and their parts 	<p>Seasons</p> <ul style="list-style-type: none"> Observe weather associated with changes of season
<p>Working scientifically (Yrs 1 & 2) : asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, and recording data to help in answering questions.</p>						
Literacy Genres	<p><u>Narrative</u> Stories with predictable and patterned language <u>Non-fiction</u> Diary linked to science</p>	<p><u>Narrative</u> Stories with familiar settings <u>Non-fiction</u> Letters Dictionary work <u>Poetry</u> Using the senses – pattern and rhyme</p>	<p><u>Narrative</u> Character/setting description <u>Non-fiction</u> Information texts Recounts <u>Poetry</u> Poems on a theme</p>	<p><u>Narrative</u> Traditional and fairy tales Character/setting description <u>Non-fiction</u> Instructions <u>Poetry</u> Pattern and rhyme</p>	<p><u>Narrative</u> Stories with familiar settings Stories with predictable and patterned language <u>Non-fiction</u> Information texts Labels, lists, captions</p>	<p><u>Narrative</u> Stories about fantasy worlds <u>Non-fiction</u> Invitations Persuasive</p>

Pepperdon (1/2)

A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	Explorers <u>Geography</u> <ul style="list-style-type: none"> Name and locate continents and oceans Name and locate UK capital cities Locate hot and cold places Using aerial images to create maps 	Habitats <u>Geography/Science</u> <ul style="list-style-type: none"> Compare local area to Australia (host country) looking at seasonal patterns Trip to Aquarium <u>Art</u> <ul style="list-style-type: none"> Aboriginal dot art- develop techniques of colour pattern and texture <u>Music</u> <ul style="list-style-type: none"> Sing songs (Xmas play) <u>History</u> <ul style="list-style-type: none"> Key event- bonfire night 	Out of this World! <u>Art/DT- Creating Mythical creatures</u> <ul style="list-style-type: none"> Use a range of materials Use drawing painting and sculpture Develop techniques of colour pattern and texture Use a range of tools to complete practical tasks 	Superheroes <u>History</u> <ul style="list-style-type: none"> Significant historical figures- Moon landing <u>DT- Hero gadgets</u> <ul style="list-style-type: none"> Design purposeful products Evaluate products and ideas <u>Computing</u> <ul style="list-style-type: none"> Recognise uses of IT outside school 	Plants and Food <u>DT</u> <ul style="list-style-type: none"> Understand where food comes from Chagfood <u>Computing</u> <ul style="list-style-type: none"> Organise, store retrieve and manipulate data Write and test simple programs Understand use of algorithms <u>Art</u> <ul style="list-style-type: none"> Andy Goldsworthy- learn about artists, craftspeople and designers <u>Geography</u> <ul style="list-style-type: none"> Use simple fieldwork and observations to study the environment 	Life as a Lighthouse Keeper <u>DT</u> <ul style="list-style-type: none"> Generate model and communicate ideas Build and improve structure and mechanisms <u>History</u> <ul style="list-style-type: none"> History of lighthouses and RNLI/lifeboats- changes in living memory Significant historical figure- Grace Darling Visit Plymouth lighthouse? <u>Geography</u> <ul style="list-style-type: none"> Use geographical vocab to describe local and familiar features Use 4 compass directions and simple vocab <u>Sea Safety</u>
Science	Seasons <ul style="list-style-type: none"> Observe change in weather Compare UK to Australia 	Animals <ul style="list-style-type: none"> Identifying habitats Food chains 	Materials <ul style="list-style-type: none"> Distinguish between objects and materials Compare and classify materials Compare how things move on different surfaces 	Materials <ul style="list-style-type: none"> Identify and compare uses of a range of materials Identify properties of materials 	Plants <ul style="list-style-type: none"> What plants need to grow Living and non-living Identify plants and their parts 	Humans and Animals <ul style="list-style-type: none"> Basic needs of animals and offspring Identify and compare animals Name human body parts
Working scientifically (Yrs 1 & 2) : <i>asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, and recording data to help in answering questions.</i>						
Literacy Genres	Stories about fantasy worlds Stories with familiar settings	Information texts/ Fact writing Recount	Sats/Phonics Screen Preparation Character/setting descriptions Extended Stories and significant authors-Roald Dahl (BFG/ Charlie and the choc factory) Poetry	Sats/Phonics Screen Preparation Dictionary work Stories from other cultures/traditional tales Non-chron reports Labels, lists, captions	Sats/Phonics Screen Preparation Plant diary Explanation texts Stories with predictable and patterned language Stories by the same author Instructions (recipes)	Letters Invitations Diary Poetry with senses

Easdon (2/3)

A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	Around the World in 30 days -Introduction to the world and Brazil <u>Geography</u> <ul style="list-style-type: none"> • Seasonal and daily weather • Key human features • Compare Dartmoor to the Amazon • Map skills – names continents and oceans • Zoo trip 	Where on earth do we live? -Local history/ geography (with Shapley) <u>History</u> <ul style="list-style-type: none"> • Significant local historical events. • Steam trains in Moreton • Recent changes. <u>Art</u> <ul style="list-style-type: none"> • Study of a local artist. • Study of local people (portraits) <u>DT</u> <ul style="list-style-type: none"> • Card buildings and strong structures. • 3D Christmas decs. 	Explorers <u>Geography</u> <ul style="list-style-type: none"> • Seasonal and daily weather • Compare Dartmoor to the Alaska. • Key human features <u>History</u> <ul style="list-style-type: none"> • Lives of early polar explorers (KS1) <u>DT</u> <ul style="list-style-type: none"> • Making sledges 	The Great Fire of London <u>DT</u> <ul style="list-style-type: none"> • Make models of Tudor buildings and bridges <u>Art</u> Fire and sunset pictures <u>History</u> <ul style="list-style-type: none"> • Great fire of London • Pepys 	The Iron Man (Ted Hughes) <u>Geography</u> <ul style="list-style-type: none"> • UK locations in the story. • Stover poetry rail trip (Ted Hughes) <u>DT</u> <ul style="list-style-type: none"> • Design and make robots <u>Art</u> <ul style="list-style-type: none"> • Book illustrations • Silhouettes 	Farm to Fork <u>Geography</u> <ul style="list-style-type: none"> • What different foods grow in Devon to Brazil (host country) • Types of fruit from around the world <u>History</u> <ul style="list-style-type: none"> • Food transport through the ages <u>Art</u> <ul style="list-style-type: none"> • Fruit in art incl. 3D • Fruit basket making <u>DT</u> <ul style="list-style-type: none"> • Healthy diets • Cooking • Seasonality • Trip to farm/supermarket
Science	Living things and their habitats Y2 - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Animals including humans Y2 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Y3 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	Light (Y3) - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change.	Use of everyday materials Y2 - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ☑ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Forces and Magnets (Y3) - 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	Plants Y2 - observe and describe how seeds and bulbs grow into mature plants ☑ - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Y3 - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Rocks (Y3) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

					magnets will attract or repel each other, depending on which poles are facing.	
Working scientifically (Yrs 1 & 2) : asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, and recording data to help in answering questions. (see also Yrs 3 & 4- Shapley)						

Literacy Genres	<u>Narrative</u> <ul style="list-style-type: none"> Stories with familiar settings. Setting descriptions Adventure stories 	<ul style="list-style-type: none"> Character descriptions <u>Non-fiction</u> <ul style="list-style-type: none"> Information texts Letters Dialogue and plays	<u>Narrative</u> <ul style="list-style-type: none"> Stories from other cultures. Traditional stories Setting descriptions <u>Poetry</u> Shape poems	<u>Poems</u> <ul style="list-style-type: none"> Poems on a theme (fire/dragons) <u>Narrative</u> <ul style="list-style-type: none"> Adventure and mystery <u>Non-fiction</u> <ul style="list-style-type: none"> Chronological reports 	<u>Narrative</u> Adventure and mystery <u>Poetry</u> Language and performance poetry	<u>Narrative</u> Myths and legends Dialogue and plays Traditional stories Setting descriptions
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Shapley (3/4)

A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	That looks good enough to eat! Art and Design Giuseppe Arcimboldo <ul style="list-style-type: none"> To learn about a great artist. Prepare and cook a healthy dish. Using maps and atlases to locate food sources in the world (link to Harvest). 	Where in the world? Geography Local Geography <ul style="list-style-type: none"> Name and locate counties and cities of the UK. Use the eight point compass rows. Four figure grid-references, symbols and keys. Fieldwork to observe, measure and record features of the local area. Physical geography and climate zones 	Wouldn't it be amazing if chocolate grew on trees? History Chocolate & The Aztecs <ul style="list-style-type: none"> A non-European society that provide contrasts with British history (Mayan). Locate the world's countries using maps (South America). Human geography: types of settlement and land use; trade links and crops. 	How to train a dragon. Geography Fire & Dragons <ul style="list-style-type: none"> Identify the significance of specific latitude and longitude positions (Ring of Fire). North America/Europe (Mt V) Strong links to science. 	What did the Romans do for us? History Romans <ul style="list-style-type: none"> The Roman Empire and its impact on Britain and its geography. Features of an ancient civilisation e.g. religion, army etc. Using maps to focus on Europe (major cities in Europe). Design Technology <ul style="list-style-type: none"> Design, make and evaluate a cloak pin. 	
Science	Y3 Animals including Humans <ul style="list-style-type: none"> Keeping Healthy. Nutrition. Identify that humans and some animals have skeletons and muscles and why. Y4 Animals including	Y4 States of Matter <ul style="list-style-type: none"> Compare and group materials based on whether they are solids, liquids or gases. Observe change of state in materials when heated or cooled and measure at what temperature this this 	Y3 Plants <ul style="list-style-type: none"> Identify and describe functions of different parts of flowering plants. Y3 Rocks <ul style="list-style-type: none"> Compare and group rocks based on appearance and physical properties. Describe in simple terms 	Y3 Light <ul style="list-style-type: none"> Notice that light is reflected from surfaces. Recognise light from the sun can be dangerous. Discover shadows and explore patterns in how they change. 	Y4 Living Things and Their Habitat <ul style="list-style-type: none"> Group living things in a variety of ways. Use classification keys to group. Change of environment and that this can pose dangers to living 	Y4 Electricity <ul style="list-style-type: none"> Identify appliances that run off electricity. Construct a simple circuit and label components. Understand what a complete loop is and whether or not a lamp will light.

	<p>Humans</p> <ul style="list-style-type: none"> • Digestive system. Teeth and their function. 	<p>happens.</p> <ul style="list-style-type: none"> • Describe the water cycle and the part evaporation and condensation play and link the rate of evaporation with temperature. 	<p>how fossils are formed.</p> <ul style="list-style-type: none"> • Recognise how soil is made. 	<p>Y4 Sound</p> <ul style="list-style-type: none"> • How is sound made? • Find patterns between volume of sound and strength of vibrations. • Recognise sounds get fainter as distance from sound source increases. 	<p>things.</p>	<ul style="list-style-type: none"> • Recognise a switch and its function. • Recognise some common conductors and insulators. <p>Y3 Forces and Magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact. • Observe how magnets attract and repel and what materials they attract. • Compare and group materials based on whether they are attracted to a magnet. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel.
<p>Working scientifically (Yrs 3 & 4) : asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings.</p>						
<p>Literacy Genres</p>	<p><u>Narrative</u></p> <ul style="list-style-type: none"> • Stories in an imaginary world. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Information text (healthy eating). <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Setting descriptions. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> • Myths and Legends. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Note writing. • Leaflets. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> • Stories with historical settings. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Instructions. <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Poetry based on senses. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> • Authors – Cressida Cowell. • Adventure and mystery. <p><u>Poetry</u></p> <ul style="list-style-type: none"> • Shape poetry. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> • Character descriptions. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Diaries. • Letters/informal. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> • Stories from other cultures. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Explanation texts. • Recount.

Mardon (Yr 5)

A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	Were the Tudors really terrible? <ul style="list-style-type: none"> British history beyond 1066 Local study (link to Plymouth) Human geography- settlement and land use Geography skills- map work 	What was beyond the horizon? (Explorers in Tudor era) <ul style="list-style-type: none"> British history beyond 1066 Locate the world's countries Geography skills- atlas work Economic activity- trade links 	Choices and dilemmas (PSHE- write our own play- local study) <ul style="list-style-type: none"> Explore key ideas such as peer pressure Healthy choices (linked to science- smoking/alcohol) Online safety Support within our school/community 	Great Minds (Art and DT) Leonardo Da Vinci <ul style="list-style-type: none"> Study an artist from history Using a variety of media	Just add H₂O (Rivers and coasts) <ul style="list-style-type: none"> Physical characteristics/key topographical features Locate in UK Map work – compass rose 	Along the Yangtze (Modern China) <ul style="list-style-type: none"> Physical characteristics/key topographical features Build knowledge of the world Compare with the UK Map work – compass rose
Science	Properties and changes of materials (<i>compare and group together materials using their properties: know about dissolving/ solutions</i>)	Properties and changes of materials (<i>decide how mixtures might be separated; reversible and irreversible changes</i>)	Life cycles- humans (<i>describe the changes as humans develop to old age; describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i>)	Life cycles- plants (<i>describe the life process of reproduction in some plants and animals.</i>)	Forces- Gravity, friction & air resistance, pulleys, levers (<i>the force of gravity; air resistance, water resistance and friction, recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i>)	Space (<i>movement of the Earth, and other planets, relative to the Sun ; movement of the Moon relative to the Earth ; explain day and night and the apparent movement of the sun across the sky.</i>)
Working scientifically (Yrs 5 & 6): <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ; identifying scientific evidence that has been used to support or refute ideas or arguments.</i>						
Literacy Genres	<ul style="list-style-type: none"> Setting descriptions/ narrative Explanation (Link to Science) Diary (link to topic) 	<ul style="list-style-type: none"> Newspaper reports (link to topic) Myths and legends (Drake's drum) Persuasion (adverts) 	<ul style="list-style-type: none"> Play scripts (write and perform a play- ongoing to end of term) Instructions Performance poetry 	<ul style="list-style-type: none"> Letters Film narrative Play performance 	<ul style="list-style-type: none"> Recounts Settings/narrative Narrative poetry 	<ul style="list-style-type: none"> Stories from other cultures Significant authors Reports- fact file.

Butterdon (Yr 6)

A	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	On the home front <ul style="list-style-type: none"> British history beyond 1066 Local study (link to Devon) 	A war that changed the world <ul style="list-style-type: none"> World history in 20th Century Locate the world's countries Geography skills- map/atlas work Build a picture of the 	Survival on the edge (Mountains and volcanoes) <ul style="list-style-type: none"> Physical characteristics/key topographical features Compare UK features with other regions Locate in other regions 	A different perspective (Art and DT) Kandinsky <ul style="list-style-type: none"> Study an artist from history Using a variety of media. 	A link to the past. <ul style="list-style-type: none"> Local study (link to Moreton) Use land patterns and understand changes over time Fieldwork 	What did the Greeks do for us? <ul style="list-style-type: none"> Greek life and achievements; their influence on the western world

		wider world				
Science	Light and sound <i>(recognise that light appears to travel in straight lines)</i>	Light and sound <i>(explore how light travels from a source to our eyes)</i>	Living things - habitat <i>(describe how living things are classified into broad types)</i>	Living things – animals <i>(identify parts of circulatory system and describe the way nutrients and water are transported)</i>	Evolution and inheritance <i>(recognise that living things have changed over time and that fossils provide information)</i>	Electricity <i>(explore the changes caused by varying number and voltage of cells in a circuit)</i>
Working scientifically (Yrs 5 & 6): <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ; identifying scientific evidence that has been used to support or refute ideas or arguments.</i>						
Literacy Genres	<ul style="list-style-type: none"> • Recount • Informal letter • Persuasive poster (linked to topic/art) 	<ul style="list-style-type: none"> • Story with a flashback • Non-chronological report • Formal writing 	<ul style="list-style-type: none"> • Newspaper report • Diary (linked to topic) • Performance poetry 	<ul style="list-style-type: none"> • Biographies and autobiographies • Description/setting writing 	<ul style="list-style-type: none"> • Play scripts (write and perform play - ongoing to end of term) • Arguments (linked to topic) • Narrative 	<ul style="list-style-type: none"> • Myths and legends • Reading and writing (authors and texts).

Year B

(NB the statutory science curriculum is covered again, but from an alternative angle for any repeating the year)

Cranbrook (R/1)

B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	Food Glorious Food! <u>Design and Technology</u> Understand where food comes from <u>Art and Design</u> Use a range of materials	Home Sweet Home <u>Art and Design</u> Use drawing, painting and sculpture <u>History</u> Changes in living memory <u>Geography</u> Use basic geographical vocabulary to refer to local and familiar features <u>Computing</u> Recognise uses of IT outside school Communicate online safely and respectfully	Rumble in the Rainforest <u>Geography</u> Identify seasonal daily weather patterns in UK Identify hot and cold areas of the world Use four compass directions and simple vocabulary <u>Computing</u> Understand use of algorithms Write and test simple programs	Keep Out of My Castle! <u>Geography</u> Name and locate the four countries and capital cities of UK <u>Computing</u> Use logical reasoning to make predictions <u>Design and Technology</u> Design purposeful, functional and appealing products Generate, model and communicate ideas Use range of tools and materials to complete practical tasks Evaluate existing products and own ideas Build and improve structure and mechanisms	Mischievous Minibeasts <u>Art and Design</u> Develop techniques of colour, pattern, texture, line, shape, form and space <u>Computing</u> Organise, store retrieve and manipulate data	Under the Sea <u>History</u> Lives of significant historical figures Significant local people <u>Art and Design</u> Learn about range of artists, craftsmen and designers
Science	Humans <ul style="list-style-type: none"> • Basic needs of animals and offspring 	Materials <ul style="list-style-type: none"> • Distinguish between objects and materials 	Seasons <ul style="list-style-type: none"> • Observe weather associated with changes of 	Materials <ul style="list-style-type: none"> • Distinguish between objects and materials 	Animals <ul style="list-style-type: none"> • Basic needs of animals and offspring 	Animals <ul style="list-style-type: none"> • Basic needs of animals and offspring

	<ul style="list-style-type: none"> Identify and compare animals Name human body parts 	<ul style="list-style-type: none"> Identify, name, compare and classify materials Describe simple properties of materials 	<p>season</p> <p>Plants</p> <ul style="list-style-type: none"> What plants need to grow Living and non-living Identify plants and their parts 	<ul style="list-style-type: none"> Identify, name, compare and classify materials Describe simple properties of materials 	<ul style="list-style-type: none"> Identify and compare animals Name body parts 	<ul style="list-style-type: none"> Identify and compare animals Name body parts
<p>Working scientifically (Yrs 1 & 2) : <i>asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, and recording data to help in answering questions.</i></p>						
<p>Literacy</p> <p>Genres</p>	<p><u>Narrative</u> Stories with predictable and patterned language</p> <p><u>Non-fiction</u> Diary linked to science</p>	<p><u>Narrative</u> Stories with familiar settings</p> <p><u>Non-fiction</u> Letters Dictionary work</p> <p><u>Poetry</u> Using the senses – pattern and rhyme</p>	<p><u>Narrative</u> Stories about fantasy worlds Character/setting description</p> <p><u>Non-fiction</u> Information texts Recounts</p> <p><u>Poetry</u> Poems on a theme</p>	<p><u>Narrative</u> Traditional and fairy tales Character/setting description</p> <p><u>Non-fiction</u> Instructions</p>	<p><u>Narrative</u> Stories with predictable and patterned language</p> <p><u>Non-fiction</u> Information texts Labels, lists, captions</p> <p><u>Poetry</u> Pattern and rhyme</p>	<p><u>Narrative</u> Stories about fantasy worlds Stories with familiar settings</p> <p><u>Non-fiction</u> Invitations Persuasive</p>

Pepperdon (1/2)

B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	<p>Deadly Dinosaurs <u>Art/DT- Creating Dinosaurs</u></p> <ul style="list-style-type: none"> Use a range of materials Use drawing painting and sculpture Develop techniques of colour pattern and texture Use a range of tools to complete practical tasks 	<p>Did they really live happily ever after?</p> <p><u>Music</u></p> <ul style="list-style-type: none"> Singing-Christmas play <p><u>Art and DT- creating characters and scenes</u></p> <ul style="list-style-type: none"> Generate, model and communicate ideas Use range of tools and materials to complete practical tasks Evaluate existing products and own ideas Build and improve structure and mechanisms Use drawing painting and sculpture <p><u>History</u></p> <ul style="list-style-type: none"> Significant historical figure- Shakespeare 	<p>Let's Celebrate!</p> <p><u>RE-</u></p> <ul style="list-style-type: none"> Celebrations Special stories <p><u>History</u></p> <ul style="list-style-type: none"> Key events- how did festivals start First calendars <p><u>Computing</u></p> <ul style="list-style-type: none"> Organise, store retrieve and manipulate data Write and test simple programs Understand use of algorithms 	<p>Wake up, its spring! Science</p> <p><u>DT</u></p> <ul style="list-style-type: none"> Understand where food comes from Chagfood <p><u>Computing</u></p> <ul style="list-style-type: none"> Organise, store retrieve and manipulate data Write and test simple programs Understand use of algorithms <p><u>Art</u></p> <ul style="list-style-type: none"> Chris Rose(wildlife artist and photographer)- learn about artists, craftspeople and designers 	<p>History of Transport <u>DT</u></p> <ul style="list-style-type: none"> Generate model and communicate ideas Build and improve structure and mechanisms Design purposeful products Evaluate products and ideas <p><u>History</u></p> <ul style="list-style-type: none"> Key event: Sinking of Titanic Changes in living memory 	<p>Where am I? <u>Geography</u></p> <ul style="list-style-type: none"> Use simple fieldwork and observations to study the environment Use geographical vocab to describe local and familiar features Use 4 compass directions and simple vocab Name and locate continents and oceans Name and locate UK capital cities Locate hot and cold places Using aerial images to create maps
Science	<p><u>Animals</u></p> <ul style="list-style-type: none"> Basic needs of animals and offspring Identify and compare animals Food chains 	<p><u>Seasons</u></p> <ul style="list-style-type: none"> Observe changes in weather <p><u>Materials</u></p> <ul style="list-style-type: none"> Compare how things move on different surfaces 	<p><u>Humans</u></p> <ul style="list-style-type: none"> Label parts of a human body Identify senses and related body parts 	<p><u>Plants and Living things</u></p> <ul style="list-style-type: none"> What plants need to grow Living and non-living Identify plants and their parts Habitats 	<p><u>Materials</u></p> <ul style="list-style-type: none"> Identify and compare uses of a range of materials Identify properties of materials Distinguish between objects and materials Compare and classify materials 	<p><u>Plants and Living things</u></p> <ul style="list-style-type: none"> Living and non-living Habitats
<p>Working scientifically (Yrs 1 & 2) : asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, and recording data to help in answering questions.</p>						
Literacy Genres	<p>Stories about fantasy worlds Information texts/ Fact writing Labels, lists, captions</p>	<p>Recount</p> <p>Stories with familiar settings Stories from other cultures/traditional tales Character/setting descriptions</p>	<p>Sats/Phonics Screen Preparation Invitations Poetry with senses Stories with predictable and patterned language</p>	<p>Sats/Phonics Screen Preparation Non-chron reports Plant diary Explanation texts Poetry</p>	<p>Sats/Phonics Screen Preparation Instructions Extended Stories and significant authors Diary</p>	<p>Letters Dictionary work Stories by the same author</p>

Easdon (2/3)

B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	What is Art? <ul style="list-style-type: none"> Different types of art Famous artists – local/national and international Book illustrations 3D art project Visit art gallery and installations 	Awesome Africa <u>Geography</u> <ul style="list-style-type: none"> How is Kenya different to the UK (Dartmoor)? Animals Weather/climate Difference between human and physical features <u>Art</u> <ul style="list-style-type: none"> African art incl. pots <u>DT</u> <ul style="list-style-type: none"> Buildings from natural materials/structures 	Journey of Discovery <u>Geography</u> <ul style="list-style-type: none"> The continents and oceans Using a compass <u>History</u> <ul style="list-style-type: none"> Significant people incl. Christopher Columbus, Neil Armstrong. Exploring the world The moon landing <u>DT</u> <ul style="list-style-type: none"> Designing boats and space rockets 	Isambard Kingdom Brunel History <ul style="list-style-type: none"> Biography What is he famous for? GWR – bridges and tunnels SS Great Britain Geography Bristol – port See also science	Home Sweet Home! <u>Geography</u> <ul style="list-style-type: none"> Our local area including place within Devon History Local history of Exeter (Roman) or Plymouth (Tudor) Art Local Devon artists DT Building houses /materials	Castles & Knights Geography Castle locations in the UK (cities and regions) History Kings and Queens Castles (incl. Totnes) Art Pictures of castles DT Making castles from card. Lego etc
Science	Living things and their habitats Y2 - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Animals including humans Y2 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Y3 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	Light (Y3) - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change.	Forces and Magnets (Y3) - 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.	Use of everyday materials Y2 - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ☐ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants Y2 - observe and describe how seeds and bulbs grow into mature plants ☐ - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Y3 - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Rocks (Y3) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Working scientifically (Yrs 1 & 2) : asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, and recording data to help in answering questions. (see also Yrs 3 & 4- Shapley)						
Literacy	<u>Narrative</u> <ul style="list-style-type: none"> Stories with familiar settings. Setting descriptions Adventure stories 	<ul style="list-style-type: none"> Character descriptions <u>Non-fiction</u> <ul style="list-style-type: none"> Information texts Letters Dialogue and plays 	<u>Narrative</u> <ul style="list-style-type: none"> Stories from other cultures (voyages). Traditional stories Setting descriptions <u>Poetry</u>	<u>Poems</u> <ul style="list-style-type: none"> Poems on a theme (fire/dragons) <u>Narrative</u> <ul style="list-style-type: none"> Adventure and mystery <u>Non-fiction</u>	<u>Narrative</u> Adventure and mystery <u>Poetry</u> Language and performance poetry	<u>Narrative</u> Myths and legends Dialogue and plays Traditional stories Setting descriptions

Shape poems

- Chronological reports

Shapley (3/4)

B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	<p>Let me take a selfie! Art and Design Self-portraits.</p> <ul style="list-style-type: none"> • To learn about a great artist. • To create sketch books to record observations. • Using maps and atlases to locate food sources in the world (link to Harvest). 	<p>What's under the canopy? Geography The Amazon Rainforest</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK. • Use the eight point compass rows. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences. 	<p>Vikings, raiders or traders? History Vikings</p> <ul style="list-style-type: none"> • A non-European society that provide contrasts with British history. • The Viking and Anglo-Saxon struggle for the Kingdom of England (Edward the Confessor). • Locate the world's countries using maps (Europe). <p>Human geography</p> <ul style="list-style-type: none"> • Types of settlement and land use; distribution of natural resources. 	<p>Life on ice. Geography Antarctic</p> <ul style="list-style-type: none"> • Identify the significance of specific latitude and longitude positions, Northern/Southern hemisphere and Antarctic Circle. • Strong links to science. 	<p>Walk like an Egyptian! History The Egyptians</p> <ul style="list-style-type: none"> • Achievements of early civilisations and a depth study. • Features of an ancient civilisation myths, hierarchy etc. • Using maps, atlases and globes to locate countries. <p>Design Technology</p> <ul style="list-style-type: none"> • Design, make and evaluate a sarcophagus. 	
Science	<p>Y3 Animals including Humans</p> <ul style="list-style-type: none"> • Keeping Healthy. • Nutrition. • Identify that humans and some animals have skeletons and muscles and why. <p>Y4 Animals including Humans</p> <ul style="list-style-type: none"> • Digestive system. • Teeth and their 	<p>Y3 Light</p> <ul style="list-style-type: none"> • Notice that light is reflected from surfaces. • Recognise light from the sun can be dangerous. • Discover shadows and explore patterns in how they change. <p>Y4 Sound</p> <ul style="list-style-type: none"> • How is sound made? • Find patterns between 	<p>Y3 Plants</p> <ul style="list-style-type: none"> • Identify and describe functions of different parts of flowering plants. <p>Y3 Rocks</p> <ul style="list-style-type: none"> • Compare and group rocks based on appearance and physical properties. • Describe in simple terms how fossils are formed. 	<p>Y4 States of Matter</p> <ul style="list-style-type: none"> • Compare and group materials based on whether they are solids, liquids or gases. • Observe change of state in materials when heated or cooled and measure at what temperature this happens. • Describe the water cycle and the part evaporation and condensation play 	<p>Y4 Living Things and Their Habitat</p> <ul style="list-style-type: none"> • Group living things in a variety of ways. • Use classification keys to group. <p>Change of environment and that this can pose dangers to living things.</p>	<p>Y4 Electricity</p> <ul style="list-style-type: none"> • Identify appliances that run off electricity. • Construct a simple circuit and label components. • Understand what a complete loop is and whether or not a lamp will light. • Recognise a switch and its function.

	function.	<p>volume of sound and strength of vibrations.</p> <ul style="list-style-type: none"> Recognise sounds get fainter as distance from sound source increases. 	Recognise how soil is made.	and link the rate of evaporation with temperature.		<ul style="list-style-type: none"> Recognise some common conductors and insulators. <p>Y3 Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact. Observe how magnets attract and repel and what materials they attract. Compare and group materials based on whether they are attracted to a magnet. Describe magnets as having two poles. Predict whether two magnets will attract or repel.
<p>Working scientifically (Yrs 3 & 4) : asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings.</p>						
Literacy Genres	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Narratives writing from different viewpoints. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> Chronological reports. <p><u>Poetry</u></p> <ul style="list-style-type: none"> Poems to perform. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Character/setting descriptions. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> Note writing. Leaflets. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Stories with historical settings. Myths and Legends. <p><u>Poetry</u></p> <ul style="list-style-type: none"> Poetry – creating images. 	<p><u>Non- Fiction</u></p> <ul style="list-style-type: none"> Diaries. Newspapers. <p><u>Poetry</u></p> <ul style="list-style-type: none"> Shape poetry. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Character descriptions. Stories which raise issues or dilemmas. Play scripts. 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> Stories from other cultures. Non-Fiction Explanation texts <p><u>Poetry.</u></p> <ul style="list-style-type: none"> Poetry – Language play.
Mardon (Yr 5)						

B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	Ancient innovators (Ancient China) <ul style="list-style-type: none"> • Early civilisations • In depth study of Shang Dynasty • Building a picture of world history 	Tales of Europe <ul style="list-style-type: none"> • Locate the world's countries- focus on Europe • Human and physical characteristics • Geography skills- atlas work • Economic activity- trade links/natural resources e.g. food 	What makes our community unique? (Community groups) <ul style="list-style-type: none"> • Local study (link to Moreton) • PSHE- key members of our community. 	What happened in the Golden Age? (Early Islamic/ Baghdad) <ul style="list-style-type: none"> • A non-European society that contrasts with Britain • Building a picture of world history. 	Why was Alfred Great? <ul style="list-style-type: none"> • Britain's settlement by Anglo Saxons • Saxon struggle for power • Map work – compass rose 	A Race for Space (Link to art and DT) Robert T McCall <ul style="list-style-type: none"> • Building a picture of world history in the 20th/21st century • Times zones, Latitude and longitude • Study a famous artist • Using a variety of media.
Science	Properties and changes of materials (<i>compare and group together materials using their properties: know about dissolving/ solutions</i>)	Properties and changes of materials (<i>decide how mixtures might be separated; reversible and irreversible changes</i>)	Life cycles- humans (<i>describe the changes as humans develop to old age; describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i>)	Life cycles- plants (<i>describe the life process of reproduction in some plants and animals.</i>)	Forces- Gravity, friction & air resistance, pulleys, levers (<i>the force of gravity; air resistance, water resistance and friction, recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i>)	Space (<i>movement of the Earth, and other planets, relative to the Sun ; movement of the Moon relative to the Earth ; explain day and night and the apparent movement of the sun across the sky.</i>)
Working scientifically: <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ; identifying scientific evidence that has been used to support or refute ideas or arguments.</i>						
Literacy Genres	<ul style="list-style-type: none"> • Setting descriptions/ narrative • Explanation (Link to Science) • Diary (link to topic) 	<ul style="list-style-type: none"> • Newspaper reports (link to topic) • Myths and legends • Persuasion (adverts) 	<ul style="list-style-type: none"> • Play scripts (write and perform a play-ongoing to end of term) • Instructions • Performance poetry 	<ul style="list-style-type: none"> • Letters • Film narrative • Play performance 	<ul style="list-style-type: none"> • Recounts • Settings/narrative • Narrative poetry 	<ul style="list-style-type: none"> • Stories from other cultures • Significant authors • Reports- fact file
Butterdon (Yr 6)						
B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Topic	The Age of Industry <ul style="list-style-type: none"> • British history beyond 1066 • UK Map and atlas work • Local study (Moreton in Victorian times/Brunel) 	Workshop of the World (Industrial revolution) <ul style="list-style-type: none"> • World history - impact of changes • Geography skills- map/atlas work • Economic 	Island Nations (Japan) <ul style="list-style-type: none"> • Physical characteristics/k ey topographical features • Compare UK features with 	A different perspective (Art and DT) Escher. Study an artist from history <ul style="list-style-type: none"> • Using a variety of media. 	History beneath us. <ul style="list-style-type: none"> • Local study (link to south coast) • Use land patterns and understand changes over time • Fieldwork 	Inspired by Science <ul style="list-style-type: none"> • Key figures in scientific history • Impact of discoveries on the modern world

		activity- trade links/natural resources	other regions <ul style="list-style-type: none"> Locate features in other regions 			
Science	Light and sound <i>(recognise that light appears to travel in straight lines)</i>	Light and sound <i>(explore how light travels from a source to our eyes)</i>	Living things - habitat <i>(describe how living things are classified into broad types)</i>	Living things – animals <i>(identify parts of circulatory system and describe the way nutrients and water are transported)</i>	Evolution and inheritance <i>(recognise that living things have changed over time and that fossils provide information)</i>	Electricity <i>(explore the changes caused by varying number and voltage of cells in a circuit)</i>
	Working scientifically: <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ; recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ; identifying scientific evidence that has been used to support or refute ideas or arguments.</i>					
Literacy Genres	<ul style="list-style-type: none"> Recount Newspaper report Description/setting writing 	<ul style="list-style-type: none"> Non-chronological report Persuasive writing Diary 	<ul style="list-style-type: none"> Informal letter Myths and legends Reading and writing 	<ul style="list-style-type: none"> Performance poetry Description/setting writing 	<ul style="list-style-type: none"> Biographies and autobiographies Argument Play scripts (write and perform play - ongoing to end of term) 	<ul style="list-style-type: none"> Reading and writing (authors and texts) Narrative