



# Waycroft Curriculum policy

Signed (chair):	Name:	Date:
Signed (Head):	Name:	Date:
Ratified by: on	Next Review:	

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## 1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The Board of Trustees and Local Academy Councillors

The Trustees and Councillors will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

They will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The Multi Academy Trust (MAT) is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 Heads of School

The head of school is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of trustees
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The individual Academies' procedures for assessment meet all legal requirements
- › The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The Trustees and Local Academy Councillors are advised on whole-academy targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the Academy curriculum is implemented in accordance with this policy. Curriculum Leaders will support the Heads of School in monitoring their subjects, ensuring staff are supported with training and resources where needed.

## 4. Organisation and planning

Our curriculum is planned around topics of varying lengths and where possible enhanced by local amenities and sites of local interest.

- › Subjects are organised into topics of varying length depending on the academy (Appendix 2)
- › Our curriculum planning includes
  - Relationships and health education
  - Relationships and sex education
  - Spiritual, moral, social and cultural development
  - British values
- › long-term annual overviews (Appendix 2)

See our EYFS policy for information on how our early years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Trustees and Local Academy Councillors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › Termly Local Academy Council meetings in each academy
- › Raising Achievement Reviews with Robinswood Multi Academy Trust
- › South 3 Cluster Schools, Peer to Peer reviews
- › South 3 Cluster Schools moderation
- › Cross Multi Academy Trust moderation meetings
- › Pupil progress meeting reports

Subject leaders monitor the way their subject is taught throughout the academies by:

- › Planning scrutiny
- › learning walks
- › Book scrutiny
- › Lesson visits
- › Speaking with children

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Appendix 1 details the academies Intent, Implementation and Impact overviews

This policy will be reviewed every 3 years by the Executive Headteacher. At every review, the policy will be shared with the full Board of Trustees.

## 7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › SEN policy and information report
- › Equality information and objectives

Appendix 1 Intent, Implementation and Impact overviews

INTENT	<b>Waycroft</b> Living and Learning		Mission Statement: To enable our pupils to be independent, confident members of the community who are equipped with skills to be lifelong learners to engage with their dreams and aspirations.							
	Aims: 1. Our academies will provide safe, nurturing learning environments that provide all children with opportunities to thrive and achieve their full potential. 2. Our staff will promote the Trust values, be energetic and passionate about what they do, feel valued for their work and having a wealth of opportunities to develop themselves, progress their careers and maintain a good work-life balance. 3. Our MAT will welcome schools to join us and work in collaboration through shared vision and values to benefit pupils, adults and the community. 4. Our assets will be managed effectively to enable all academies to thrive through collaboration and expertise						Values: Challenge      Equality Diversity      Empathy Resilience      Creativity Fairness      Growth      Community Honesty      Commitment      Compassion			
	Personal skills	Knowledge	Life skills	Leadership skills	Mental Health	Healthy	Emotional skills	British values		
Sense of community	Challenge	Growth mindset	Language	Spirituality	Morality	Social skills	Culture			
IMPLEMENTATION	Approaches to learning: * Quality First Teaching *Highest learning expectations * Consistent approach to teaching & behaviour * Teaching styles and resources meet pupil's need * Differentiation * Personalised learning * Multi-sensory & over learning * Promote a love for learning * Build on learning beyond school * Inclusion for all * Promote communication *Challenge *Must/could/challenge * Promote independence *Creativity *Starting learning at the stretch phase *Learning through play/practical activities *Using the outdoors									
	English	Mathematics	Science	History	Geography	RE	Art	School awards: *Sports Award Gold *Green Flag *360 *Wellbeing for School * Gold Artsmark		
	Phonics/Spelling	Music	PE	Computing	MFL	DT	PSHE			
	Specialist roles: MFL specialist, Sports coach, Speech and Language therapist, Family Link worker, Play Leader, Well-being champion, Vulnerable 2 year old provision on site,		Sports and being active: Lunchtime challenges, Free Range Play, Forest Schools (new 2019/20), PE curriculum, After School clubs (Multi-sports, Judo, Gymnastics)							
	Needs of pupils: ASD, Social Communication, SPLD, MLD, SLCN, ADHD, ADD, SEMH, Physical, DYSPRAXIA, Medical									
	Interventions: *Speech & Language * Sensory space * Anxiety * Attachment * Body Image * Fine Motor *Precision teaching * Reading Recovery *Numbers Count *Better Reading Partners * Social/Life skills * Language *Friendships * Emotional Literacy * Memory * Nurture * Problem Solving * Handwriting * Gross Motor *Boost (EYFS) *Physiotherapy * Reading Comprehension * Socially Speaking * Phonics * Keyboard Skills * Bereavement support * Transition *Accelerated Reader *Nessy *Lucid dyslexia screener*Learning passports *Learning logs *Learning support plans *Intimate care plans *Healthcare Plans *EHCPs									
	Enrichment days/weeks: Whole school - Text based week, British week, International week, Sports days, World Book day, Sports relief/Comic relief, Children In Need, Sportivator, Author visits, Christmas performances. Year group specific: Y3 Roman day, Y4 Victorian day, Y4 Egyptian day, Y5 Greek day									
	Enrichments visits and trips: Camps (Y2 – Barton, Y4 Hooke Court, Y6 Simonsbath), Nursery – Court Farm, Reception – Folly Farm, Year 1 – Berkeley Castle/Christ The Servant Church, Y2 – Royal British Legion, Synagogue visitor to school, SS Great Britain, Y3 – Caerleon museum/Bristol Zoo, Y4 – Carymoor Environmental Centre, Y5 – STEAM museum/Mosque visitor to school, Y6 – Tudor World workshop to school/Life skills centre/Bristol university/First aid course in school/Churchill ski centre									
	Community links: Stockwood Free Church, Christ The Servant Church, Multi Academy Trust, South Cluster, Bluebell Gardens Care Home, Brunel Care, Ashton Park Sports Partnership, Bristol Waste,									
	Pupil voice: School Council, E-safety Team, Sports Council, Peer Mentors, Arts Ambassadors, Change It Team									
IMPACT	<u>Standards</u> —Children make expected or greater than expected progress and work towards challenging targets, which are set according to their baselines on entry. High expectations for children in all pupil groups and covering all abilities.			<u>Wellbeing</u> —Children enjoy learning and coming to school. Their mental health and well-being are supported and they are making progress. They are becoming more confident & successful learners.		<u>Personal Development</u> —Children demonstrate 'Living and Learning' in the learning and behaviour in and around school. They learn to make the right choices for their well-being and academic achievement.		<u>Behaviour</u> – Children demonstrate excellent behaviour as they move around school and during periods of choice and play. Learning behaviours are embedded showing children engaging enthusiastically in the classroom and beyond.		
	Pupil conferencing	Bristol Standard	National data	Target Tracker	Headstart	Book scrutiny	AR tracking	Phonics tracking	Feedback	
	Planning scrutiny		SHEU survey	Self-assessment	Peer assessment	Learning walks	Pupil survey	Staff survey	Parent survey	
	Subject leader monitoring		Discussions	Staff training	Appraisals	Lesson monitoring		Phase leader monitoring		

Appendix 2 - Long-term plans **Waycroft**

**Nursery**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<b>Once upon a time...</b> Traditional stories including Goldilocks, The Three little pigs, The little red hen and the Gingerbread man. Harvest celebration	<b>Let's have a party!</b> Firework celebrations Kippers Birthday It's my birthday Penguins (non-fiction) Christmas	<b>Bears!</b> Whatever next Peace at last! Bear snores on. Polar bears We're going on a bear hunt	<b>Dear Zoo</b> Chinese New Year Dear Zoo Mothers and Babies Elmer	<b>See how they grow</b> Jack and the Beanstalk The enormous turnip No dinner Animals and their young	<b>Creepy Crawlies</b> Larvae and ladybirds Snails and spiders Caterpillars and butterflies <b>Wate</b> Pipes and leaky things Water and boats Fish
Visitors / visits	Visiting Bluebell Gardens with Harvest produce		Visit from the vets	Visit to the post office (linked to writing letters)	Trip to Court Farm	Transition visits to new classes
Forest School	Autumn – The Helpful Hedgehog – building hedgehog houses – mud hedgehogs – leaf kebabs	Feed the birds Make decorations for birds – water and glitter painting (Spikes Nest)	We're going on a bear hunt Problem solving – following clues	We're going on an egg hunt! Following clues to find the eggs Decorating eggs	Colours in nature Use of sticky pads Rubbing colours in fabric	We're going on a creepy crawly hunt! Making homes for bugs / log pile Writing focus

**Reception**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Ourselves Toys and games	Celebrations, Birthdays Diwali Christmas	Transport Chinese New Year	Planting Easter	Animals	Once upon a Time
Visitors / visits	School crossing patrol person, Office staff Lunchtime supervisors P.E. apprentice Visit to Bluebell Gardens with harvest produce	Visit from member of the Hindu community	Police officer  Ambulance driver	Visit from staff at local garden centre	Veterinary nurse  Parents with pets from home  Carol with guide dog	Trip to Folly Farm  Transition days, visit new classes and new teacher visits Reception class.
Forest days	Making models of ourselves using Autumn leaves, pine cones, mud faces, etc.	Diwali based forest day, making leaf crowns, bridges to travel across the river, etc.	Winter forest day, changes of the seasons, look at ice, have things frozen in ice – how can we get it out? make bird feeders.	Changes of the season – Spring and Easter, colour matching strips.	Making habitats for minibeasts – set up bug hotel, etc.	Making dens as a follow up to Folly Farm trip

\* All units are loosely placed into terms however some may overlap depending on term dates and special events.

\*\*Art planning due to be revised in term 4 for year 1-6.

## Year 1

Term	1	2	3	4	5	6
<b>Wow</b>					Berkley Castle Trip	
<b>Science</b>	Senses	Materials	Weather		Animals	
<b>History</b>		Homes		Seaside holidays	Great Fire of London	Castles
<b>Geography</b>	Homes and the local area		Stockwood in comparison to the UK	Stockwood and London		International week-China
<b>Art</b>	Portraits and colour		Weaving		Sculptures	
<b>DT</b>		<b>Textiles</b> Fabric fantasy home for fairytale character			<b>Cooking</b> Roasted vegetable kebabs Fruit kebabs	<b>Sheet materials</b> Moving picture
<b>Computing</b>		We are celebrating	We are treasure hunters	We are collectors	We are TV chefs	We are painters
<b>Music</b>	Charanga-Hands, feet, heart	Christmas performance songe	Charanga-Mamma Mia	Music and ICT	Recorders	
<b>PE</b>	<b>Indoor</b> Fundamental skills development- Agility <b>Outdoor</b> -Fundamental skills-Throwing, catching and co-ordination	<b>Indoor</b> Health and fitness-mindfulness and healthy living <b>Outdoor</b> -Fundamental skills-Throwing, catching and co-ordination -	<b>Indoor</b> Developing a range of movement patterns-Dance <b>Outdoor</b> -Swimming	<b>Indoor</b> Strength, flexibility, balance and control- Gymnastics <b>Outdoor</b> - Fundamental skills development (co-ordination) Kicking	<b>Indoor</b> Orienteering <b>Outdoor</b> - Fundamental skills development (co-ordination) Striking with equipment	<b>Indoor</b> Health and fitness-basic circuits <b>Outdoor</b> - Sports day prep, running, jumping, throwing
<b>RE</b>	Where do we belong?		What are some stories special?		How do we celebrate our journey?	
<b>PSHE</b>	E-safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me -RSE



Year 2

Term	1	2	3	4	5	6
<b>Wow</b>		British Legion visit	Dance festival	SSGB trip	Barton Camp	
<b>Science</b>	Animals and Humans		Materials		Habitats	Plants
<b>History</b>		WW1 and Remembrance		Brilliant Bristol	Lady with the lamp	
<b>Geography</b>	Bristol		Ghana		Barton camp field work	St Lucia
<b>Art</b>	Bristol Art-looking at a range of artist styles	Adrinka and poppy art	French Artists 3D Art			Textile wraps
<b>DT</b>		<b>Construction</b> Vehicle mechanisms		<b>Cooking</b> Spaghetti with tomato sauce		<b>Textiles</b> Puppets
<b>Computing</b>	We are astronauts	We are game testers	We are photographers	We are researchers	We are detectives	We are zoologists
<b>Music</b>	Charanga-In the groove	Christmas performance songs	Recorders		Charanga-Zootime	
<b>PE</b>	<b>Indoor</b> Health and fitness-mindfulness and healthy living  <b>Outdoor</b> -Fundamental skills-Throwing, catching and co-ordination	<b>Indoor</b> Fundamental skills development-agility  <b>Outdoor</b> -Fundamental skills-Throwing, catching and co-ordination	<b>Indoor</b> Developing a range of movement patterns-Dance  <b>Outdoor</b> - Fundamental skills development (co-ordination) Kicking	<b>Indoor</b> Strength, flexibility, balance and control-  <b>Outdoor</b> - Fundamental skills development (co-ordination) Striking with equipment	<b>Indoor</b> Orienteering  <b>Outdoor</b> - Fundamental skills development (co-ordination) Tactics and skills	<b>Indoor</b> Health and fitness-basic circuits  <b>Outdoor</b> - Sports day prep, running, jumping, throwing
<b>RE</b>	Why are some places special?	Why is our world special?		How should we live our lives?		How do we celebrate our journey?
<b>PSHE</b>	E-safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me -RSE

Year 3

Term	1	2	3	4	5	6
<b>Wow</b>	Roman Day		Environmental workshop			Zoo Trip
<b>Science</b>	Rocks and Soils Forces and Magnets	Light and Shadow	Animals and Me		Plants	
<b>History</b>	Romans and Celts			British week	Explorers and pirates	
<b>Geography</b>		Map work	Brazil		Rainforests	
<b>Art</b>	Celtic letters		Hot and cold artwork, pastel, chalk, colour mixing			Beatriz Milhazes 3D art
<b>DT</b>		<b>Construction</b> Photo frames	<b>Cooking</b> Mediterranean vegetable wrap		<b>Textiles</b> Book marks	
<b>Computing</b>	Networkers (discrete unit)	We are opinion pollsters Basic skills (linked to Romans or science)	Programmers Scratch (discrete unit)	Presenters-weather reports	Bug fixers (discrete unit)	Meteorologists Weather measurements
<b>Music</b>	Charanga-Rock		Recorders		African drumming	
<b>PE</b>	<b>Indoor</b> Health and fitness-circuits and healthy living  <b>Outdoor</b> -Basketball Netball	<b>Indoor</b> Health and fitness-mindfulness and healthy living  <b>Outdoor</b> -Tag rugby Handball	<b>Indoor</b> Strength, flexibility, balance and control-gymnastics and sequences <b>Outdoor</b> -Football Hockey Tag Rugby	<b>Indoor</b> Developing a range of movement patterns Dance  <b>Outdoor</b> - Swimming	<b>Indoor</b> Orienteering  <b>Outdoor</b> -Tennis Rounders Cricket	<b>Indoor</b> Attacking and defending skills game strategies Handball Bench-ball Crab football <b>Outdoor</b> -Sports day prep, running, jumping, throwing
<b>MFL</b>	<b>All about me</b> Simple conversation Family Counting to 20		<b>Portraits</b> Building on everyday vocabulary Days of the week Parts of the body and colours to describe monsters Verbs		<b>Les animaux</b> Domestic and farm animals Les Quatres Amis story using new vocabulary	
<b>RE</b>	Christianity		Judaism		Islam and Hinduism	
<b>PSHE</b>	E-safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me -RSE

Year 4

Term	1	2	3	4	5	6
<b>Wow</b>	Hooke Court Camp Victorian dress up day				Trip to Carymoor	Egyptian dress up day
<b>Science</b>	Electricity	Sound	Teeth and digestion		Solids, liquids and gases	
<b>History</b>	Victorians		Nelson Mandela		Egyptians	
<b>Geography</b>	Hooke Court-River study and fossils		Reduce, Reuse & Recycle	Volcanoes and earthquakes	Rivers-Nile and Severn	International week- South Africa
<b>Art</b>	Victorian art-sketching and watercolours		Pop art	Egyptian art-Canopic jar	African art-paper Mache mask	
<b>DT</b>	<b>Cooking</b> Flatbreads and dip Scones (camp)	<b>Textiles</b> Christmas decorations			<b>Sheet materials</b> Moving picture	
<b>Computing</b>	Scratch Programming (discrete Unit)	Email	Toy designers	Wiki page – Co-authors	HTML Editors	Musicians
<b>Music</b>	Ukulele		Charanga-Rap		Recorders	
<b>PE</b>	<b>Indoor</b> Health and fitness- circuits and healthy living  <b>Outdoor</b> -Basketball Netball	<b>Indoor</b> Health and fitness- mindfulness and healthy living  <b>Outdoor</b> - Tag rugby Handball	<b>Indoor</b> Strength, flexibility, balance and control- gymnastics and sequences  <b>Outdoor</b> - Football Hockey Tag Rugby	<b>Indoor</b> Developing a range of movement patterns Dance  <b>Outdoor</b> - Football Hockey Tag Rugby	<b>Indoor</b> Orienteering  <b>Outdoor</b> - Tennis Rounders Cricket	<b>Indoor</b> Attacking and defending skills game strategies Handball, Bench-ball Crab football <b>Outdoor</b> - Sports day prep, running, jumping, throwing
<b>MFL</b>	All aboard Constructing simple sentences on daily activities Travel vocabulary Numbers to 30		Our sporting lives Sporting vocabulary Food vocabulary Healthy lifestyles		What is the weather like? Read 'Le Vent et Le Soleil'-vocabulary for clothing linked to weather, Temperature Seasons Create a weather report	
<b>RE</b>	Christianity		Judaism,		Sikhism & Hinduism	
<b>PSHE</b>	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me – linked with Science

Year 5

Term	1	2	3	4	5	6
<b>Wow</b>	Greek day	Steam Museum Trip			Indian cooking	
<b>Science</b>	Life Cycles		Forces		Keeping healthy	Magnets and space
<b>History</b>	Ancient Greece		WW2			
<b>Geography</b>	Local area map work		Fair trade	Refugees/immigration	India	
<b>Art</b>	Still life	Greek Architecture		Considering different mediums	Indian art	
<b>DT</b>			<b>Construction and sheet materials</b> Cam Toys		<b>Cooking</b> Curry and flatbreads	<b>Textiles</b> Indian cushions
<b>Computing</b>	We are Web Developers-e-safety website	We are Architects – Greek buildings	We are Cryptographers	We are bloggers	We are Game Developers	We are Artists Linked to geometry
<b>Music</b>	Recorders		Charanga-Don't stop believing		Ukulele	
<b>PE</b>	<b>Indoor</b> Health and fitness-circuits and healthy living  <b>Outdoor</b> -Basketball Netball	<b>Indoor</b> Health and fitness-mindfulness and healthy living  <b>Outdoor</b> -Tag rugby Handball	<b>Indoor</b> Strength, flexibility, balance and control-gymnastics and sequences  <b>Outdoor</b> -Swimming	<b>Indoor</b> Orienteering  <b>Outdoor</b> -Football Hockey Tag Rugby	<b>Indoor</b> Developing a range of movement patterns Dance  <b>Outdoor</b> -Tennis Rounders Cricket	<b>Indoor</b> Attacking and defending skills game strategies Handball Bench-ball Crab football <b>Outdoor</b> -Sports day prep, running, jumping, throwing
<b>MFL</b>	<b>En Ville</b> Prepositions and directions Shop role play Directions		<b>The seasons</b> Revise numbers, weather and clothing vocabulary Write a paragraph about a weather scene		<b>Les Média</b> Justify likes and dislikes Learn a traditional French song Write an email	
<b>RE</b>	Christianity		Islam		Hinduism	
<b>PSHE</b>	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me – linked with Science

Year 6

Term	1	2	3	4	5	6
<b>Wow</b>	Simonsbath camp	Create centre Singing to Brunel Care			Churchill Trip Slave trade trip	Leavers service Disco
<b>Science</b>	Plants	Light		Evolution and adaptation	Electricity	The human body
<b>History</b>		Tudors Compare Tudor Bristol to Bristol in the 1800s			Slavery and its relationship with Bristol	
<b>Geography</b>	Lynmouth river study, floods and rockpooling. Climate change				Sustainable cities and settlements Orienteering	
<b>Art</b>	Through the hedge	Landscapes	People in action Collage of famous Briton		Superhero art	
<b>DT</b>		<b>Cooking</b> Salmon dish and Polish cold dish		<b>Construction and sheet materials</b> Moving vehicles		<b>Textiles</b> Memory patchwork
<b>Computing</b>	We are APP planners Discrete unit-We are spreadsheet developers	We are project managers	We are market researchers Discrete unit-We are control engineers	We are interface designers-design APP	We are APP developers- Create own APP Discrete unit-We are coders	We are marketers
<b>Music</b>	Charanga-Lean on me	Christmas performance songs	Acid express			Leavers performance songs
<b>PE</b>	<b>Indoor</b> Health and fitness-circuits and healthy living  <b>Outdoor</b> -Basketball Netball	<b>Indoor</b> Health and fitness- mindfulness and healthy living <b>Outdoor</b> - Tag rugby Handball	<b>Indoor</b> Strength, flexibility, balance and control- gymnastics and sequences <b>Outdoor</b> - Football, HockeyTag Rugby	<b>Indoor</b> Developing a range of movement patterns Dance <b>Outdoor</b> - Football, Hockey Tag Rugby	<b>Indoor</b> Orienteering <b>Outdoor</b> - Tennis Rounders Cricket	<b>Indoor</b> Attacking and defending skills game strategies Handball Bench-ball Crab football <b>Outdoor</b> - Sports day prep, running, jumping, throwing
<b>MFL</b>	<b>At school</b> Similarities and differences between French and British schools. Verbs for places within a school School timetables		<b>Ma famille</b> Numbers 30-100, Avoir sentences Describing themselves and others Role play		<b>French Café</b> Menus, Play scripts, Recipes Grammar	
<b>RE</b>	Islam		Hinduism		Christianity	
<b>PSHE</b>	E-Safety	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing me – linked with Science