

**Stokesay Primary School**

**Planning Matrices (further detail available in school, please just ask)**

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| **SCIENCE CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | Animals (Including Humans)  | Animals (Including Humans) | Animals (Including Humans)  | Animals (Including Humans) | Animals (Including Humans) | Animals (Including Humans) |
| **Autumn 2** | Living Things and their Habitats. | Living Things and their Habitats. | Forces and Magnets. | Living Things and their Habitats. | Living Things and their Habitats. | Living Things and their Habitats. |
| **Spring 1** | Living Things and their Habitats. | Living Things and their Habitats. | Forces and Magnets.  | Living Things and their Habitats. | Forces. | Light. |
| **Spring 2** | Plants. | Plants. | Light. | Sound. | Forces. | Electricity. |
| **Summer 1** | Materials. | Materials. | Rocks. | States of Matter. | Earth and Space. | Electricity. |
| **Summer 2** | Materials. | Materials. | Plants. | Electricity. | Properties and Changes of Materials.  | Evolution and Inheritance.  |
| ***Rolling Topics.*** | *Seasonal Changes.* | *Seasonal Changes.* |  |  |  |  |

***Stokesay’s RE planning and teaching follows the Shropshire Agreed Syllabus for RE (updated for September 2019) – see separate document for details***

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| **RE CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | **Reception** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Autumn 1st half** | **RQ0.1** What is special about me?**RQ0.1** How do we make the day special? | **RQ1.6** Why is our world special and how might we look after it? | **RQ1.1** What special things do (faith communities) use, wear and do in their homes and their special buildings. | **RQ2.3** What does a Christian mean by loving your neighbour? | **RQ2.4** What do religious traditions say about how we should treat one another? | **RQ2.14** How do people express their beliefs through worship and celebration? | **RQ2.13** In what way does a religious belief influence how someone lives their life? |
| **Autumn 2nd half** | **RQ.05** How did you feel when you started school? | **RQ1.14** Why do people’s beliefs come from? (Christmas) | **RQ1.3** Who are our neighbours? | **RQ2.14** Why do Christians celebrate Christmas? | **RQ2.14** Why do Jews celebrate Hanukkah? |  | **RQ2.2** How do Muslims mark special times in their lives? |
| **Spring 1st half** | **RQ0.7** What makes me sad, what makes you happy?**RQ0.12** How do you feel if you lose something special? | **RQ1.12** What happens when I lose someone or something special? | **RQ1.7** What makes us sad? |  | **RQ2.7** How do religions attempt to help people who suffer? |  | **RQ2.13** Where do people’s beliefs come from? |
| **Spring 2nd half** | **RQ0.14** What times are special to you?**RQ0.6** What is exciting and special in the world? | **RQ1.14** Why do people’s beliefs come from? (Easter) | **RQ1.14** Why do people’s beliefs come from? (Easter) | **RQ2.14** Why do Christians celebrate Easter? | **RQ2.6** What does religion teach us about the specialness of the world? | **RQ1.14** Why do people’s beliefs come from? (Easter) | **RQ1.14** Why do people’s beliefs come from? (Easter) |
| **Summer 1st half** | **RQ0.12** Where do people’s beliefs come from? | **RQ1.1** Who am I important to and what is important to me? (ourselves) | **RQ1.12** Where do people’s beliefs come from? | **RQ2.3** How does a faith community mark special times in life? | **RQ2.13** Where do people’s beliefs come from? | **RQ2.7** How do religions deal and help with suffering? | **RQ2.8** Has science got all the answers? |
| **Summer 2nd half** | **RQ0.9** Who is good?**RQ0.3** How do we look after our friends and our family? | **RQ1.5** Where do I belong? | **RQ1.9** Why do you think God is important to some people? | **RQ2.11** What sort of book is the bible? | **RQ2.13** In what way does a religious belief influence how someone lives their life? | **RQ2.9** How do believers regard God? | **RQ2.5** What do faith communities do to show new members they belong? |

Note: RQ0 is for EYFS. RQ1 is for Key stage 1. RQ2 is for Key stage 2. The RQ numbers correlate to the RQ numbers in the Shropshire Agreed Syllabus 2019. *For example RQ1.14 = Key Stage 1, question “RQ14”.*

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| **PE CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | **Gymnastics** | **Gymnastics** | **Netball** | **Tag rugby & football****(CSS)** | **Netball** | **Tag rugby & football****(CSS)** | **Netball** | **Tag rugby & football****(CSS)** | **Netball** | **Tag rugby & football****(CSS)** |
| Autumn 2 | **Dance** | **Dance** | **Hockey** | **Gymnastics –mat work & apparatus****(CSS)** | **Hockey** | **Gymnastics –mat work & apparatus****(CSS)** | **Hockey** | **Gymnastics –mat work & apparatus****(CSS)** | **Hockey** | **Gymnastics –mat work & apparatus****(CSS)** |
| Spring 1 | **Ball skills** | **Ball skills** | **Dance/fitness** | **Dodgeball****(CSS)** | **Dance/fitness** | **Dodgeball****(CSS)** | **Dance/fitness** | **Dodgeball****(CSS)** | **Dance/fitness** | **Dodgeball****(CSS)** |
| Spring 2 | **Team games** | **Team games** | **Multi skills orienteering** | **Hockey****(CSS)** | **Multi skills orienteering** | **Hockey****(CSS)** | **Multi skills orienteering** | **Hockey****(CSS)** | **Multi skills orienteering** | **Hockey****(CSS)** |
| Summer 1 | **Athletics** | **Athletics** | **Swimming****Rounders** | **Rounders & cricket****(CSS)** | **Swimming****Rounders** | **Rounders & cricket****(CSS)** | **Swimming****Rounders** | **Rounders & cricket****(CSS)** | **Swimming****Rounders** | **Rounders & cricket****(CSS)** |
| Summer 2 | **Team games**  | **Team games** | **Swimming****Cricket** | **Athletics****(CSS)** | **Swimming****Cricket** | **Athletics****(CSS)** | **Swimming****(Lifesaving)****Cricket** | **Athletics****(CSS)** | **Swimming****(Lifesaving)****Cricket** | **Athletics****(CSS)** |

**EUROSTARS NEW PRIMARY FRENCH (RISING STARS)**

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| **HISTORY CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Geography | **A Figure From History** Florence Nightingale | Geography | The Romans(**Impact on Britain**) | Geography | Ancient Greece |
| Autumn 2 | Bonfire Night | **A Figure From History**Mary Seacole | Geography | The Romans(**Impact on Britain**) | Geography | Ancient Greece |
| Spring 1 | Geography | **Changes In Living Memory** (e.g.. toys or space rockets) | Stone Age to Iron Age (Changes) | Geography | Vikings VS Anglo Saxons | Geography |
| Spring 2 | **Local History e.g.**Mammoth / Discovery Centre (Significant historical events, people and places in their own locality) | **Changes In Living Memory** (e.g.. toys or space rockets) | Stone Age to Iron Age (Changes) | Geography | **A study of a theme in British history** – Battle of Britain. | Monarchs / Crime and Punishment |
| Summer 1 | **A Figure From History**e.g. Queen Victoria / Rosa Parks / Emily Davidson Neil Armstrong / Samuel Pepys | Geography | **A Figure From History**e.g. Christopher Columbus / Neil Armstrong | Early Civilizations achievementsAncient Egyptians | Geography | Geography |
| Summer 2 | **A Figure From History**e.g. Queen Victoria / Rosa Parks / Emily Davidson Neil Armstrong / Samuel Pepys | Geography | Geography | Britain’s settlement by Anglo Saxons and Scots. | **A non- European society that contrasts with British history.****Early Islamic Civilisation** (Baghdad) | **A Local Historical Study** – Tudors. Stokesay Castle.  |

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| **GEOGRAYURRICULUM VERVIEW – FURTHER DETAIVBLE IN SCHOOL** |
|  | **GEOGRAPHY CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | We are explorers | **HISTORY** | Around the world –Globetrotters | **HISTORY** | Shropshire V The World | **HISTORY** |
| Autumn 2 | **HISTORY** | **HISTORY** | Around the world –Globetrotters | **HISTORY** | Shropshire V The World | **HISTORY** |
| Spring 1 | Jump in to the map | **HISTORY** | **HISTORY** | Near and far | **HISTORY** | Earth – a precious resource |
| Spring 2 | **HISTORY** | **HISTORY** | **HISTORY** | Near and far | **HISTORY** | **HISTORY** |
| Summer 1 | **HISTORY** | Comparing and exploring (jet setters**)** | **HISTORY** | **HISTORY** | What a small world | Earth – a precious resource |
| Summer 2 | **HISTORY** | Comparing and exploring (jet setters**)** | Our powerful world | **HISTORY** | **HISTORY** | **HISTORY** |

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| **DT CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Portraits and self portraits |  | Matisse, Kandinsky, Elsworth Kelly | Roman mosaics | Monet, Manet, Turner, Constable |  |
| Autumn 2 | **Controlling models using computer software(1**) | Inspired by the greats ( identifying features)(Art + DT) | **Controlling models using computer software(2)** | Inspired by the greats ( copying and imitating)(Art + DT) | **Controlling models using computer software(3)** | You’re the artist – linked to other curriculum areas |
| Spring 1 | Toy puppets(Art + DT) | Collage – practical skills linked to other curriculum areas. | **Vehicles ( linked to science-forces**) | Drawing linked to other curriculum areas (2) | **Vikings linked to History** | Drawing linked to other curriculum areas (3) |
| Spring 2 | **Moving mammoth (linked to History – local History)** | **Toys or rockets linked to History** | **Stone age to Iron age linked to History** | News report linked to humanities | Create own prints for younger pupils | Viking clothes (e.g. warm hats)(Art + DT) |
| Summer 1 | Van Gogh/Sunflowers | William Morris | Recreate Pop Art | Purses(Art + DT) | “Memories of our school” digital project | **Fairground rides linked to science(electricity** |
| Summer 2 | Modelling linked to other curriculum areas. | Drawing linked to other curriculum areas (1) | Modelling linked to other curriculum areas. (e.g. volcanoes) | **Torches (linked to science – electricity)** | Inspired by the greats ( our original creations)(Art + DT) | Making a human form (on a wire frame)Linked to other curriculum areas |

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| **COMPUTING CURRICULUM OVERVIEW – FURTHER DETAILS**  **IN SCHOOL** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Autumn 1** | E-Safety and responsible internet use | E-Safety and responsible internet use | E-Safety and responsible internet use | E-Safety and responsible internet use | E-Safety and responsible internet use | E-Safety and responsible internet use |
| Example progammes | Think U Know(website), acceptable use policies to be signed, Hector Protector |
| **Autumn 2** | Programming | Programming | Programming | Programming | Programming | Programming |
| Example progammes | Playground, Scratch, LOGO, Bee Bots, Flowol, Hour of code |
| **Spring 1** | Applying – using computers to communicate | Applying – using computers to communicate | Applying – using computers to communicate | Applying – using computers to communicate | Applying – using computers to communicate | Applying – using computers to communicate |
| Example progammes | Microsoft word, publisher, PowerPoint, E-mail, blogs (e.g. on school websites), music explorer ( and other music programs) , photo story, web design (e.g. using PowerPoint or publisher), revelation art , write on 4forwindows |
| **Spring 2** | Applying - data | Applying - data | Applying - data | Applying - data | Applying - data | Applying - data |
| Example progammes | Microsoft Excel, Internet and other database programs |
| **Summer 1** | E-Safety and responsible internet use (2) | E-Safety and responsible internet use (2) | E-Safety and responsible internet use (2) | E-Safety and responsible internet use (2) | E-Safety and responsible internet use (2) | E-Safety and responsible internet use (2) |
| Example progammes | Think U Know(website), acceptable use policies to be signed, Hector Protector |
| **Summer 2** | Applying – using computers to communicate creatively | Applying – using computers to communicate creatively | Applying – using computers to communicate creatively | Applying – using computers to communicate creatively | Applying – using computers to communicate creatively | Applying – using computers to communicate creatively |
| Example progammes | Microsoft word, publisher, PowerPoint, E-mail, blogs (e.g. on school websites), music explorer ( and other music programs) , photo story, web design (e.g. using PowerPoint or publisher), revelation art , write on 4forwindows |

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| **ART CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Portraits and self portraits |  | Matisse, Kandinsky, Elsworth Kelly | Roman mosaics | Monet, Manet, Turner, Constable |  |
| Autumn 2 | **Controlling models using computer software(1**) | Inspired by the greats ( identifying features)(Art + DT) | **Controlling models using computer software(2)** | Inspired by the greats ( copying and imitating)(Art + DT) | **Controlling models using computer software(3)** | You’re the artist – linked to other curriculum areas |
| Spring 1 | Toy puppets(Art + DT) | Collage – practical skills linked to other curriculum areas. | **Vehicles ( linked to science-forces**) | Drawing linked to other curriculum areas (2) | **Vikings linked to History** | Drawing linked to other curriculum areas (3) |
| Spring 2 | **Moving mammoth (linked to History – local History)** | **Toys or rockets linked to History** | **Stone age to Iron age linked to History** | News report linked to humanities | Create own prints for younger pupils | Viking clothes (e.g. warm hats)(Art + DT) |
| Summer 1 | Van Gogh/Sunflowers | William Morris | Recreate Pop Art | Purses(Art + DT) | “Memories of our school” digital project | **Fairground rides linked to science(electricity** |
| Summer 2 | Modelling linked to other curriculum areas. | Drawing linked to other curriculum areas (1) | Modelling linked to other curriculum areas. (e.g. volcanoes) | **Torches (linked to science – electricity)** | Inspired by the greats ( our original creations)(Art + DT) | Making a human form (on a wire frame)Linked to other curriculum areas |

**EUROSTARS NEW PRIMARY FRENCH (RISING STARS)**

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| **LANGUAGES CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
| **New Primary French Pack 1 (for use with Year 3)**1. Moi (All about me)2. Jeux et chansons (Games and songs)3. On fait la fête (Celebrations)4. Portraits (Portraits)5. Les quatre amis (The four friends)6. Ça pousse! (Growing things) | **New Primary French Pack 2 (for use with Year 4)**1. On y va (All aboard)2. L’argent de poche (Pocket money)3. Raconte-moi une histoire! (Tell me a story)4. Vive le sport! (Our sporting lives)5. Le Carnaval des Animaux (The Carnival of Animals)6. Quel temps fait-il? (What's the weather like?) |
| **New Primary French Pack 3 (for use with Year 5)**1. Bon appétit, bonne santé (Healthy eating)2. Je suis le musiciane (I am the music man)3. En route pour l’école (On the way to school)4. Scène de plage (Beach scene)5. Le retour du printemps (The return of spring)6. Les planètes (The planets) | **New Primary French Pack 4 (for use with Year 6)**1. Notre école (Our school)2. Notre monde (The world about us)3. Le passé et le present (Then and now)4. Monter un café (Setting up a café)5. Quoi de neuf? (What’s in the news?) |

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| **MUSIC CURRICULUM OVERVIEW – FURTHER DETAILS AVAILABLE IN SCHOOL** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | **Weekly group singing session for all year groups in addition to below** |
| **Autumn 1** | **Performing: singing & using instruments** | **Performing: singing & using instruments** | **Performing: adding instrumental accompaniments, reading rhythms**  | **Performing: adding instrumental accompaniments, reading rhythms**  | **Performing: adding instrumental accompaniments, reading rhythms**  | **Performing: adding instrumental accompaniments, reading rhythms**  |
| **Autumn 2** | **Preparing to perform for an audience: Christmas Performance (songs, percussion instruments)** | **Preparing to perform for an audience: Christmas Performance (songs, percussion instruments)** | **Preparing to perform for an audience: Christmas Performance (songs, percussion instruments)** | **Preparing to perform for an audience: Christmas Performance (songs, percussion instruments)** | **Preparing to perform for an audience: Christmas Performance (songs, percussion instruments)** | **Preparing to perform for an audience: Christmas Performance (songs, percussion instruments)** |
| **Spring 1** | **Composing:** focus on rhythm | **Composing:** focus on rhythm | **Composing:** describing music | **Composing:** describing music | **Composing:** describing music | **Composing:** describing music |
| **Spring 2** | **Transcribing**: Picture Scores | **Transcribing**: Picture Scores | **Transcribing**: Graphic Scores | **Transcribing**: Graphic Scores | **Transcribing**: Graphic Scores | **Transcribing**: Using the musical stave |
| **Summer 1** | **Describing Music**: Focus on pitch | **Describing Music**: Focus on pitch | **Describing Music**: **Developing Performance** – rounds, singing in parts etc | **Describing Music**: **Developing Performance** – rounds, singing in parts etc | **Describing Music**: **Developing Performance** – rounds, singing in parts etc | **Describing Music**: **Developing Performance** – rounds, singing in parts etc |
| **Summer 2** | **Performing - combining elements:** (including pitch, rhythm etc) | **Performing - combining elements:** (including pitch, rhythm etc) | **Performing –** history | **Performing –** history | **Preparation for the Y5/6 End of Year Performance** | **Preparation for the Y5/6 End of Year Performance** |