



Curriculum Overview



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Focus

‘Learning Through Faith, We Dream!’

Character Gateway



Citizenship
Compassion & Drive

Make a difference to my home, school, community and the wider world through showing compassion, empathy and drive



Leadership
Integrity & Determination

Act with integrity, authenticity and determination and through this inspire others

School Value

Generosity

Responsibility

Metacognition

Independence

Creativity

Special Events

Dreaming Vision Day, Tiny Travels Diversity Workshops linked with National Poetry Day
Community Cultural Celebration

Harvest Festival Remembrance
Christingle, Christmas and Nativity

Duration

5 Weeks 4 Days

7 Weeks

Foundation Stage Subject

PSHE
Being me in my world
3 Days

UOW
2 Weeks

British Values and Diversity
(DT Link)
Cooking and Nutrition and Significant People (History)
3 Weeks

UOW
3 Weeks

UOW
4 Weeks

Question

Who am I and how do I fit?

How can I keep myself healthy?

What can my senses tell me about the world around me?

What can my senses tell me about the world around me?

Where do I live and what is it like?

Outcome

Make a class charter based on our school promises.

- I know what healthy means
- I know why it is important to brush my teeth

Exploring diversity and culture through the senses.

- I know daily weather patterns
- I know some simple features of my immediate environment

- I know not all homes are the same
- I know places can be different - I know the world is round

		<ul style="list-style-type: none"> - I can make healthy food choices - I can brush my teeth accurately. 		<ul style="list-style-type: none"> - I know the location my school is situated in - I know some important places where I live - I know what a map is and why we use them. 	<ul style="list-style-type: none"> - I know environments vary from one another - I know about similarities and differences between places e.g. countryside and town. 	
Year 1 Subject	PSHE Being me in my world 3 Days	Science (Writing Link) Materials 2 Weeks	British Values and Diversity (DT Link) Cooking and Nutrition and Significant People (History) 3 Weeks		Geography (Writing Link) My Locality 3 Weeks	History (Writing Link) Changes in my Life 4 Weeks
Question	Who am I and how do I fit?	Can I design a bridge for the 3 Billy Goats Gruff?	How has Marcus Rashford impacted our lives?	Can I create a dish that has been locally sourced?	Can I use a map to find the treasure?	Can I capture my life using digital technology?
Outcome	Make a class charter based on our school promises.	Design a bridge for the 3 Billy Goat's Gruff.	To produce a fact file about Marcus Rashford.	Host a café morning serving dishes that have been locally sourced.	To write a set of instructions for how to find the treasure.	To present a timeline of my life using technology.
Year 2 Subject	PSHE Being me in my world 3 Days	Science (Writing Link) Animals inc. Humans 2 Weeks	British Values and Diversity (DT Link) Cooking and Nutrition and Significant People (History) 3 Weeks		Geography (Writing Link) The Area I live 3 Weeks	History (Writing Link) Significant Events Locally 4 Weeks
Question	Who am I and how do I fit?	What do animals need to survive?	How are we still impacted by significant individuals?	Why can't I grow bananas in my garden?	How does my school compare to a school in Sen Sok Village?	How has Exeter High Street Changed?
Outcome	Make a class charter based on our school	Describe the basic needs of animals including humans.	To produce a group report about the impact of the chosen significant	To use our understanding of where our food comes from to design and make a	Assembly presentation. Group reports to inform people about school life in Exeter compared to Cambodia.	To create a group timeline explaining the changes

	promises.		individual in the world today.	dish.		
Year 3 Subject	PSHE Being me in my world 3 Days	Science (Writing Link) Rocks and Fossils 2 Weeks	British Values and Diversity (DT Link) Cooking and Nutrition and Significant People (History) 3 Weeks		Geography (Writing Link) - Region of the UK 3 Weeks	History (Writing Link) Stone Age to Iron Age 4 Weeks
Question	Who am I and how do I fit?	How can I use my knowledge of fossils and rocks to educate others?	How are we still impacted by significant individuals?	Can I transfer my cooking skills to the outdoors?	What makes Devon special?	How would Stone Age Boy be represented throughout Prehistoric Britain.
Outcome	Make a class charter based on our school promises.	To become a Geologist and write an information booklet on the different types of fossils and rocks they find.	To produce a reflection about the impact of the chosen significant individual in the world today.	To produce a healthy dish outdoors.	Double page journal, identifying key human and physical features	To create a stop-go animation to show how Stone Age Boys life changes throughout Prehistoric Britain.
Year 4 Subject	PSHE Being me in my world 3 Days	Science (Writing Link) Forces and magnets 2 Weeks	British Values and Diversity (DT Link) Cooking and Nutrition and Significant People (History) 3 Weeks		Geography/ Computing (Writing Link) European Region 3 Weeks	History (Writing Link) Vikings 4 Weeks
Question	Who am I and how do I fit?	Why is a maglev train a mode of transport of the future?	How are we still impacted by significant individuals?	Why can't I grow bananas in my garden?	Is the Costa Brava a world away from our local area?	Why was King Alfred so great?
Outcome	Make a class	Explore the power of forces and	To produce a group report	To use our understanding	Holiday Brochure advertising the Costa	Write to strongly justify their opinions based on historical

	charter based on our school promises.	magnets and the impact this has on future modes of transport.	about the impact of the chosen significant individual in the world today.	of seasonality and the processes food undergoes to design and make a dish.	Brava.	evidence. (Anglo Saxons and Vikings)
Year 5 Subject	PSHE Being me in my world 3 Days	Science (Writing Link) States of matter 2 Weeks	British Values and Diversity (DT Link) Cooking and Nutrition and Significant People (History) 3 Weeks		Geography (Writing Link) Continental Challenges 3 Weeks	History (Writing and computing Link) Greek Civilisation 4 Weeks
Question	Who am I and how do I fit?	Why do States Matter?	How are we still impacted by significant individuals?	Why can't I grow bananas in my garden?	Why do some natural disasters cause more damage?	How did the Ancient Greeks influence how we live today?
Outcome	Make a class charter based on our school promises.	To write a full experiment showing a chemical change.	To produce a group report about the impact of the chosen significant individual in the world today.	To use our understanding of seasonality and the processes food undergoes to design and make a dish.	Look at the impact of a natural disaster.	Choose an aspect of Ancient Greek life and produce a leaflet.
Year 6 Subject	PSHE Being me in my world 3 Days	Science (Writing Link) Electricity and light 2 Weeks	British Values and Diversity (DT Link) Cooking and Nutrition and Significant People (History) 3 Weeks		Geography (Writing Link) World Resources & Trade 3 Weeks	History (Writing Link) World War 11 4 Weeks
Question	Who am I and how do I fit?	As a scientist, can I explain how the things that we take for granted work?	How are we still impacted by significant individuals?	Why can't I grow bananas in my garden?	How has trade changed over time?	What was the turning point in WW2?
Outcome	Make a		To produce a	To use our	Plan and deliver a trade	To write a report explaining

	class charter based on our school promises.	In groups create and send a message that comes back. Draw a scientific diagram of how a circuit works.	group report about the impact of the chosen significant individual in the world today.	understanding of seasonality and the processes food undergoes to design and make a dish.	fair to other ACE schools and or parents.	their findings
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Term	Spring 1		Spring 2		
Vision in Action Focus	‘Learning Through Faith, We Believe!’				
Character Gateway	 <p>Expression Confidence & Honesty</p> <p>Have the confidence to present myself in an honest and insightful way that reflects what I value</p>	 <p>Explorers Aspiration & Resilience</p> <p>Follow my passions and seek challenges in order to aspire to be the best version of myself</p>			
School Value	Courage		Forgiveness		
Metacognition	Collaboration		Independence		
Special Events	Believing Vision Day, E-Safety, Mental Health Week		Science Week World Book Day, World Maths Day Easter		
Duration	5 Weeks 4 Days		5 Weeks 4 Days		
Foundation	UOW	Art	Science	Writing	UOW

Stage Subject	3 Weeks 4 days	(Mental Health Focus) Exploring Mediums 2 Weeks	(Writing Link) Materials 3 Weeks	(Narrative Focus) 2 Weeks	
Question	Why are memories so important?	How does Art connect us with our emotions?	How can we build the perfect shelter?	Is the big bad wolf really bad?	What signs of new life can I see?
Outcome	<ul style="list-style-type: none"> - I know something that my parents remembered from their childhood - I know what a memory is - I know and can recall memories - I know that memories are from the past and that they are real. 	Children can draw and paint a picture that represents a feeling or emotion.	<ul style="list-style-type: none"> - I know some properties of materials eg soft, hard bendable, magnetic. - I know what happens to water when it is frozen. - I know we need sunlight to create a shadow 	<ul style="list-style-type: none"> - I know the meaning of some vocabulary linked to stories. - I know what a character is - I know what a setting is - I know I need to listen attentively to answer questions about a story 	<ul style="list-style-type: none"> - I know if something is alive or dead - I know how to care for something living - I know how to recognise a young plant and an older plant - I know I need to respect and care for the natural environment, animals and all living things - I know how seeds and bulbs grow into plants.
Year 1 Subject	History (Writing Link) Life of Others 3 weeks 4 days	Art (Mental Health Focus) Exploring Mediums 2 Weeks	Science (Writing Link) Season Changes 3 Weeks	Writing (Narrative Focus) Lion, Witch and Wardrobe 2 Weeks 4 days	
Question	Why do we remember Samuel Pepys?	How does Art connect us with our emotions?	How has our school changed over the year?	How does Lucy feel when she first steps through the wardrobe?	
Outcome	. To write a newspaper report	To create a piece of art using clay. Children to draw their designs in journals first.	To think about how the seasons impact our school environment using photography, observation and data gathering.	To write a descriptive piece thinking about what she can see, how she feels and what she can hear.	
Year 2	Geography	Art	Science	Writing	

Subject	(Writing Link) 3 weeks 4 days UK- countries of the UK, capital cities and features	(Mental Health Focus) Exploring Mediums 2 Weeks	(Writing Link) Food chains 3 Weeks	(Narrative Focus) Lion, Witch and Wardrobe. 2 Weeks 4 days
Question	Can I explore the 4 nations of the UK their geographical features	How does Art connect us with our emotions?	When do Predators become Prey?	What was Edmund's first impression of the Lady on the sledge
Outcome	To produce a poster showcasing the human and physical features of the 4 nations.	To create a piece of art using textiles. Children to draw their design in their journals first.	To understand and show a simple food chain.	To write a journal entry by Edmund detailing his encounter with Jadis.
Year 3 Subject	History (Writing Link) Romans 3 weeks 4 days	Art (Mental Health Focus) Exploring Mediums 2 Weeks	Science (Writing Link) Materials including water 3 Weeks	Writing (Narrative Focus) Lion, Witch and Wardrobe 2 Weeks 4 days
Question	What were the key events that shaped Roman Britain?	How can we use Art to communicate our emotions?	Do we drink dinosaur wee?	Aslan is described to be, "not safe but good". What does this mean for the children?
Outcome	To create an individual timeline of key significant events and individuals.	To create a piece of art using printing. Children to draw their designs in their journals first.	To understand what states of matter are and the properties of materials. Understand the water cycle Explanation text on water cycle	Write a letter from the girls to Peter and Edmund describing their encounter with Aslan.
Year 4 Subject	Geography (Writing Link) 3 weeks 4 days Contrasting non-European region at risk	Art (Mental Health Focus) Exploring Mediums 2 Weeks	Science (Writing Link) Animals including humans 3 Weeks	Writing (Narrative Focus) Lion, Witch and Wardrobe 2 Weeks 4 days
Question	Why are rainforests being destroyed?	How does Art connect us with our emotions?	When do predators become prey?	Why is Mr Tumnus so pivotal to the story?
Outcome	News/ podcast informing peers	To create a piece of	To understand food	Write a persuasive piece to the White

	about the dangers facing the rainforest.	sculpture using malleable media. Children to draw their designs in their journals first.	chains and the digestive system.	Witch imploring her for the safe release of the faun.
Year 5 Subject	Geography 3 weeks 4 days World population, settlements, migration	Art (Mental Health Focus) Exploring Mediums 2 Weeks	Science (Writing Link) Living things 3 Weeks	Writing (Narrative Focus) Lion, Witch and Wardrobe 2 Weeks 4 days
Question	Why would someone leave their homeland?	How does Art connect us with our emotions?	Am I still the same person I was 5 years ago?	What does it mean to Narnia for Spring to have arrived?
Outcome	Write a letter to a family member justifying why they are resettling in the new location.	To create a piece of art using textiles. Children to draw their designs in their journals first.	Describe the change as humans grow into old age.	Write a newspaper article about the significance of the Spring and what this means in the context of the story.
Year 6 Subject	History (Writing Link) Local Study 3 Weeks 4 days	Art (Mental Health Focus) Exploring Mediums 2 Weeks	Science (Writing Link) Animals 3 Weeks	Writing (Narrative Focus) Lion, Witch and Wardrobe 2 Weeks 4 days
Question	How did the Exeter Blitz affect the lives of children?	How does Art connect us with our emotions?	Could pig-heart boy survive?	What makes you think that, "The Lion the Witch and the Wardrobe" is a Christian text?
Outcome	To complete a presentation to share with different year groups.	To create a piece of art using sculpture, textiles and printing elements. Children to draw their designs in journals first.	Draw a Scientific diagram of the heart and circulatory system and then film a green screen video explaining them.	Write a persuasive piece to argue a case either way.

Term	Summer 1	Summer 2
Vision in Action	‘Learning Through Faith, We Achieve!’	

Focus						
Character Gateway		<p>Flourishing Responsible & Courage</p> <p>Seek a purpose for life; take responsibility for my own well-being and support others with theirs</p>		<p>Citizenship Compassion & Drive</p> <p>Make a difference to my home, school, community and the wider world through showing compassion, empathy and drive</p>		
School Value	Compassion		Joy			
Metacognition	Collaboration		Independence			
Special Events	Pentecost, May Day Celebrations, Great West Run		Vision and Values Day – Achieve Fieldwork Fortnight Sports Day, Phonics, X Tables Check, Transition Day, Residentials, Leavers Assembly			
Duration	5 Weeks 4 Days		8 Weeks			
Foundation Stage Subject	UOW 3 weeks	UOW 2 Weeks 4 Days	UOW 8 Weeks			
Question	Where do my wellies take me?	How do Minibeasts help us?	How do we make a difference to our Blue Planet?			
Outcome	<ul style="list-style-type: none"> -I know about similarities and differences between places e.g. countryside and town - I can draw information from a simple map - I can use aerial maps and photos to comment on simple features I can draw a simple map. 	<ul style="list-style-type: none"> -I know some facts about animals and plants through observations. - I know I need to respect and care for the natural environment. - I can make simple scientific suggestions 	<ul style="list-style-type: none"> - I know how to combine materials - I know the effect of cutting materials - I know the importance of plan, do and review - I know some facts about animals and plants through observations - I know that humans can have a positive and negative impact on our world 			
Year 1	Science	DT	Poetry &	Geography	Computing (Using	PSHE

Subject	(Writing Link) Living things (plants) 3 weeks	Design, Make & Evaluate 2 Weeks 4 days	Art Performance and Expression 3 weeks	Another Locality in the UK 3 Weeks	websites) 1 Week	Changing Me 1 Week
Question	What does our Forest School tell us about the local environment?	Can you design and make a new chair for baby bear?	Based on Kit Wrights the Magic Box. What magic would be held inside your box?	How can a map help us explore our local area?	How do search engines support my learning?	Coping positively with change.
Outcome	To write a class nature report looking at classification of plants and trees.	Children need to think about the process and the purpose behind the project. See POAP.	Children to write their own "Magic Box" poem and perform them for their parents.	Draw a simple map of Exmouth Coastline with labels and symbols	I can research an animal of my choosing using an internet search.	Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.
Year 2 Subject	Science (Writing Link) Habitats 3 weeks	DT Design, Make & Evaluate 2 Weeks 4 days	Poetry & Art Performance and Expression 3 weeks	History (Writing Link) Significant Events UK 3 Weeks	Computing (Instructions to programme) 1 Week	PSHE Changing Me 1 Week
Question	How does our school provide a home for wildlife?	Where can birds nest in our school?	Based on Christina Rossetti's poem, "Who has seen the wind?".	Why is the Titanic such a significant event?	How can I give instructions to a programme?	Coping positively with change.
Outcome	Design and create a bug hotel in the Forest School.	Children to make and design bird boxes (in small groups) to enhance our school environment.	Children to write their own nature poem and perform them for their	To complete a presentation to share with younger children	Children can use a range of programming tools to affect change.	Children can talk about how boys and girls are biologically

			parents.			different. Children can see change as a positive and healthy part of growing up.
Year 3 Subject	Science (Writing Link) Living Things 3 weeks	DT Design, Make & Evaluate 2 Weeks 4 days	Poetry & Art Performance and Expression 3 weeks	Geography 3 Weeks Contrasting Regions of the UK	Computing (Website and Social Media) 1 Week	PSHE Changing Me 1 Week
Question	Can we live on chocolate alone?	What is the strongest stitch? How can that help me to make a wallet/ purse for my partner?	Based on the poem, "The River" By Valerie Bloom. Why does the author use repetitive phrases to describe the river?	Can I compare Exeter to the city of London?	How can we create a class blog?	Coping positively with change.
Outcome	To understand that animals including humans need the right nutrition to live.	Children need to think about the process and the purpose behind the project. Children need to consider a variety of stiches and techniques when designing their wallet or purse. See POAP.	Children to write a poem based on, "The River" by Valerie Bloom. Focusing on the repetitive quality of the poem. Children to record their poems and post them on our website.	Two page report comparing Exeter to London, including statistical data and maps	To produce a class blog uploading attachments.	Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.
Year 4 Subject	Science (Writing Link) Light, sound and electricity	DT 2 Weeks 4 Days	Poetry & Art Performance and Expression	History (Writing Link) Historical Impact (Victorian	Computing (Presenting data and ideas) 1 Week	PSHE Changing Me 1 Week

	3 weeks		3 weeks	period) 3 Weeks		
Question	How do we see and hear?	How can I make the best possible pop up card for a special person?	Based on “Long Trip” by Langston Hughes. How does the poet use repetition to create impact?	How did 1826 change the way we travel?	How can I use Purple Mash to create an interactive ebook for Foundation children?	Coping positively with change.
Outcome	In order to see things, there must be light Dark is the absence of light That sounds are made from vibrations Sounds travel through a medium to the ear (air, vacuum) ELECTRICITY How to complete a simple electrical circuit which includes cells, switches, wires and buzzers? Create a burglar alarm that lights up – instructions of how to make it.	Children to look at mechanisms, levers and linkages to make their card. The design process should include trial and error.	Children to write their own sea poems based on long trip by Langston Hughes. Poems to be performed against a musical background.	To write a newspaper report about this new mode of transport.	Children can make an ebook for a younger child using image, text and sound.	Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.
Year 5 Subject	Science (Writing Link) Earth, Space and Forces 3 weeks	Computing (Movies and effects) 2 Weeks 4 Days	Poetry & Art Performance and Expression 3 weeks	History (Writing Link) Early Civilisation 3 Weeks	DT	PSHE Changing Me 1 Week
Question	Where would we be without Gravity?	How can I use stop animation to make a short film about an issue I care about?	How does Tennyson create a notion of majesty in his poem, “The Eagle?”	How can we possibly know what life was like for the Mayan civilisation?	How can we design and make a new toy vehicle for Nursery children?	Coping positively with change.
Outcome	Create a solar system factfile.	Children to use stop	Children to	Non Chronological	Children can design and make	Children can

		animation and choose a global issue they feel strongly about. These are then to be shared in assembly and put on the school website.	analyse the poem and unpick his language choices. Children to create their own poem based on The Eagle paying homage to a regal animal. Poems to be performed in assembly.	report based on historical evidence gathered	a toy that includes mechanical systems, pulleys or gears. See POAP for clarity.	talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.
Year 6 Subject	Science (Writing Link) Evolution and Adaptation 3 weeks	Computing (Programmes to engage) 2 Weeks 4 Days	Poetry & Art Performance and Expression 3 weeks	Geography Global Challenges 3 Weeks	DT	PSHE Changing Me 1 Week
Question	How did we become us?	What is so special about my computer game?	Based on the Highwayman by Alfred Noyes. The Highwayman, antihero or hardened criminal?	How is climate change affecting the world?	How could you use an alarm system to protect a valuable artefact?	Coping positively with change.
Outcome	Non-Chronological report on adaptations animals need to make to suit their environments.	Children to use controlling sprites and external inputs to design and make a computer game.	Write an atmospheric poem focusing on imagery and mood with an ambiguous protagonist. Poems to be made into a book for the library.	Campaign to rest of school- what can we do to help our world.	Children can use electrical systems and more complex circuits to create protect an object.	Children can talk about how boys and girls are biologically different. Children can see change as a positive and healthy part of growing up.