



**A member of Hatton Academies Trust**

<b>Title</b>	<b>Curriculum Policy</b> <i>Years 1-6</i>
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<b>Associated Policies</b>	<b>Oakway Feedback Policy Oakway Homework Policy Oakway PICL Policy Oakway Behaviour &amp; Relationships Policy Oakway Assessment Policy HAT Inclusion Policy</b>
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# Curriculum Policy

## 1. Aims and Objectives

Our aims for Teaching & Learning are explicitly linked to our academy PRIDE values and are displayed as posters in all Teaching & Learning spaces throughout the academy. These are applied to all subject areas.

### PRIDE in Teaching:

- P **Planning** is differentiated, meets the needs & challenges all learners
- R Adults are **responsible** for skilled open questioning and facilitating discussion
- I Teaching facilitates **independence** and collaborative learning
- D All adults **demonstrate** how to be successful at knowledge & skills
- E Teaching is **engaging** and provides **enjoyable experiences**

### PRIDE in Learning:

- P I am **passionate** about my learning
- R I am a **responsible** learner
- I I am **independent** and resilient
- D I am **determined** to be the best I can
- E I **engage** in my learning and **enjoy new experiences**

## 2. Oakway Academy Curriculum

The curriculum at Oakway Academy is presented as a simple curriculum map for each year group (see appendix A). These allow staff and parents to track the focus of teaching & learning in each subject for each term and across year groups and key stages. The curriculum maps indicate the statutory subjects of the 2014 National Curriculum in England as well as subjects which enhance the curriculum provision at Oakway Academy. Each area of the curriculum has a Leader who is responsible for tracking coverage of knowledge, skills and understanding and monitoring the quality of teaching and learning within their subject.

ICT (information, communication, technology) opportunities are present in every area of the curriculum. Whilst not taught as a distinct subject, opportunities to develop ICT skills are continually promoted and ICT is used to engage and motivate learners. More information can be found about each year group on the academy's website. [www.oakwayacademy.org.uk](http://www.oakwayacademy.org.uk)

### 3. Creative Themes

#### 3.1 What is taught?

- Reading (skills)
- Vocabulary
- Writing (genres)
- Science (core subject)
- Geography & History (humanities)
- Art & Design Technology
- ICT opportunities

#### 3.2. How is it taught?

The Creative Themes provide a thematic framework through which the connections between subjects are clearly mapped. Leaders of each subject provide year groups with guidance on the focus for the teaching and learning of knowledge and skills for each theme.

Essentially the Creative Themes are a structured framework of learning units that are mapped across KS1 and KS2 to ensure coverage of the National Curriculum. Core Subjects Reading, Writing and Science and the foundation subjects History, Geography, D&T and Art; are connected by theme and mapped to The National Curriculum requirements at KS1 and KS2. Opportunities to explore ICT are also shown in the learning units.

Each learning unit has one or two focus subjects. The focus subject of a learning unit provides the opportunity to 'get under the skin' of the skills and deepen understanding of that subject area. For example, with history as a focus subject it gives learners the opportunity to know and understand what it is to be an historian.

The Creative Theme lessons have the majority of teaching time each week allocated on timetables.

### 4. Mathematics

#### 4.1 What is taught?

- Number & place value
- Addition & subtraction
- Multiplication & division
- Fractions
- Decimals & percentages
- Ratio & proportion
- Algebra
- Measures
- Geometry
- Statistics

#### 4.2 How is it taught?

Oakway Academy adopts a mastery approach to mathematics and use a scheme of work 'Maths No Problem' to support planned learning. The scheme sets out models of mathematics teaching for the effective delivery of the 2014 Primary Mathematics curriculum and supports teachers in planning lessons that promote fluency, reasoning and solving problems in line with the core aims of the National Curriculum 2014.

The scheme of work promotes mastery of mathematics and the development of relational understanding of mathematical concepts. Children are encouraged to make connections and see the relationships that exist within all mathematics, whilst promoting a strong core fluency in operations of number.

The mastery curriculum gives learners what they need to become fluent and confident mathematicians; to practise, apply and embed learning. Learning is divided into blocks or units of study where pupils spend extended periods of time learning, applying, developing, rehearsing, and studying the subject matter until they are fluent. Mathematics is allocated a daily lesson on all timetables.

Oakway Academy regular time in every year group to the teaching and practise of times tables using the programme 'Times Table Rockstars'. Pupils are further encouraged to access the programme outside of the school day.

## 5. English.

### 5.1 What is taught?

- Phonics
- Reading
- Spelling
- Grammar & punctuation
- Handwriting

### 5.2 How is it taught?

#### *5.2.1 Read Write Inc. Phonics*

Read Write Inc. Phonics is a dynamic and systematic literacy programme rooted in phonics. Read Write Inc. Phonics is a complete literacy programme, for 4 to 7 year-olds learning to read and write and for 7 and 8 year-olds needing to catch up quickly.

Through Reception, then into Year 1, children:

- Learn the first 30 sounds in short daily sessions.
- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Take home Phonics storybooks to share
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner

Where children in Year 1 do not achieve the expected standard for phonics they will continue to access this in Year 2.

#### *5.2.2 Read Write Inc. Spelling*

Read Write Inc. Spelling is designed to get every child spelling effortlessly. It is a stand-alone programme for children in Years 2 to Years 6 and has been specially created to meet the demands of the new National Curriculum. It is based on children's understanding of phonics and develops their understanding of grammar and punctuation alongside spelling. The scheme:

- Teaches spelling in short, snappy 30 minute regular sessions
- Engages children - new concepts are introduced by aliens on an exciting online spelling planet

### 5.2.3 Reading

Reading lessons form part of a repetitive sequence of learning every ten days. The sequence of learning is planned from the Creative Theme and includes opportunities for children to be formally taught the appropriate reading skills from the National Curriculum. Where appropriate the reading lessons use texts linked to the Creative Themes.

All children are heard to read by a teacher at least once every two weeks. This is an opportunity to check that children have the correct book to take home and that their home reading record book is being completed as well as assess progress and teach explicit skills. In KS2 we use Accelerated Reader to support the teaching and learning of reading, this online programme is also available to the children to use at home.

### 5.2.4 Grammar & Punctuation

Grammar and Punctuation are essential skills for successful writers and require discrete lessons to ensure explicit teaching. Lessons form part of a repetitive sequence of learning every ten days. The sequence of learning is planned from the Creative Theme and includes at least two opportunities for children to be formally taught the appropriate skills from the National Curriculum. Where appropriate lessons are in a context linked to the linked text for each ten days. Grammar and Punctuation is also an aspect of Homework for all children.

## 6. Religious Education

### 6.1 What is taught?

- Northamptonshire Agreed Syllabus for Religious Education

### 6.2 How is it taught?

Religious Education (RE) is a statutory requirement for all academies but it is not part of the National Curriculum. It is part of the basic curriculum and therefore the syllabus is determined locally. Because Religious Education is a local responsibility, Northamptonshire, like all Local Authorities has set up a Standing Advisory Council on Religious Education (SACRE) as is required by law, to give advice on the Agreed Syllabus and on RE generally within Community and Foundation Academies in the county.

At Oakway Academy we follow the Agreed Syllabus provided by SACRE and RE is taught to all children from Y1-Y6. The aims of the syllabus are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

## 7. Physical Education

### 7.1 What is taught?

- Swimming (Year 4)
- Dance
- Fundamental Skills & Sports

### 7.2 How is it taught?

#### 7.2.1 *Swimming*

Swimming is taught to children in Year 4. The children have a yearlong block of lessons at a local pool under the instruction of a swimming teacher. Children are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

#### 7.2.2 *Dance*

Dance is taught by classroom teachers and is linked to the Creative Themes and annual events such as May Day with traditional dance.

- Perform dances using simple movement patterns
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### 7.2.3 *Fundamental Skills & Sports*

Fundamental Skills & Sports are taught by our team of specialised PE teachers. Children are taught through the FUNS approach where they are encouraged to self-assess and improve their own performances in a wide range of contexts. Children are taught to:

- Master basic movements including running, jumping, throwing and catching

- Develop balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Apply basic principles suitable for attacking and defending
- Develop flexibility, strength.

A two hour PE lesson is timetabled every week for Year groups. Swimming and dance lessons are taught as additional PE time.

## 8. Modern Foreign Language

### 8.1 What is taught?

- French scheme
- Listening, speaking, reading, writing & grammar
- French culture

### 8.2 How is it taught?

Children in Years 3 to 6 have weekly French lessons with their class teacher. The teaching provides a balance of spoken and written language and is very practical in its approaches, using lots of games and songs to inspire and motivate. Children learn to understand and communicate ideas, facts and feelings in speech and writing, using contexts that are familiar to them in their everyday lives. The teaching and learning in this subject fulfils the requirements of the National Curriculum for England, Modern Foreign Language, as well as developing the children's awareness and understanding of a different culture.

## 9. Music

### 9.1 What is taught?

- Singing
- Un tuned instruments
- Tuned instruments

### 9.2 How is it taught?

Oakway Academy works in partnership with specialised music services in order to provide a high-quality music education that engages and inspires children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Years 1, 2, 4 and 6 use a music scheme 'Charanga' to deliver a curriculum that focuses on children using their voices musically whilst developing and exploring how music is created.

In addition to the music scheme being used, Years 3 and 5 staff support specialist music teachers from NMPAT to deliver a music curriculum that focuses on children learning a tuned instrument. Each year the children build on previous knowledge, skills and understanding.

Throughout the music curriculum in all year groups there is a focus on enjoyment, performance and a celebration of music. Music lessons are timetabled each week.

## 10. Personal Development

As part of our whole academy approach the Personal Development Curriculum supports children to acquire the qualities and attributes needed to thrive as individuals, family members and members of society. This area of the curriculum is mapped out for each year group and includes

### 10.1 What is taught?

#### *Personal, Social and Health Education*

PSHE is a non-statutory subject although the DfE has stated that, '*All academies should make provision for personal, social and economic education drawing on good practice.*' At Oakway Academy PHSE is taught following planned TAMHS, SEAL and specific programmes which are carefully mapped across the Personal Development curriculum to ensure that the children access relevant and appropriate materials according to their ages, stages of development and school context. Our PD curriculum is designed to support children in developing the knowledge, understanding and skills they need in order to manage their lives whilst taking into account the context of many families, an example of this is the teaching of a Protective Behaviours programme to all children in Years 1-6 every year.

#### *Social, Moral, Spiritual and Cultural education*

Learning through SMSC contexts takes place across all curriculum areas and is informed by the Academy's values and ethos and is informed by our own context. The broad and balanced curriculum provides a wide range of artistic, sporting and cultural opportunities which encourage children to work together and use imagination in their learning. Activities are planned that require children to reflect and empathize with others as well as giving them confidence to express their own opinions and develop their own view points. Our support of a range of charities, both local and national, supports the children's development in this area of Personal Development.

#### *British values*

Through assemblies, whole academy and classroom activities, children are enabled to participate in learning to support their understanding and knowledge of; the democratic process, rule of law, individual liberty and respect. Activities include; nominating and voting for academy council members, regular class council meetings, collectively working towards demonstrating academy values through Growing PRIDE activities and providing children with responsibilities such as Young Leaders and Eco-warriors.

#### *Sex and Relationships Education*

At Oakway Academy SRE is taught as part of the broad PHSE curriculum using published materials. This approach helps children to develop skills, knowledge and personal attributes they need to manage their lives. This includes related topics such as; risk, safety, equality, prejudice, stereotyping and media.

### 10.2 How is it taught?

PHSE, SRE and Alcohol and drugs education is taught in an allocated time slot weekly in each year group. Teachers follow planned programmes and all areas taught are mapped across a whole academy Personal Development curriculum. SMSC and British Values as taught across all curriculum subjects and are informed by the academy values and ethos. Values and behaviour and relationships assemblies take place weekly as a whole school. In addition to these, there are two class assemblies each week which focus on aspects of the Personal Development curriculum that are identified through our Inclusion team, often these are in response to the academy's context or the needs of a class.

## 11. Computing

### 11.1 What is taught?

- Programming
- Computational thinking
- Creativity
- Computer Networks
- Communication/collaboration
- Productivity

### 11.2 How is it taught?

Computing is taught in a weekly session using a scheme, Switched on Computing, and purpose designed primary computing software that enables teachers to deliver a quality curriculum. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## Appendix A – Year Group Curriculum overviews

### Year 1 – Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creative Themes</b> <i>(Science, Art, History, Geography, DT)</i>	'Rainbow at your fingertips'  (Art & Science)	Great & Ghastly events  (History)	Extreme Weather  (Geography)	Out of this world!  (Science)	Amazing spaces & places  (Geography & science)	Field to Fork  (Design & Technology & science)
<b>Personal Development Education</b>	Growing PRIDE theme & Protective behaviours	PRIDE – passion Anti-bullying E-Safety Child Safety Week Zippy's Friends	PRIDE - responsibility Zippy's Friends	PRIDE – independence Zippy's Friends	PRIDE – determination	PRIDE Enjoyment Sun Safety Child Safety Week Healthy Eating
<b>Writing</b>	RWI Phonics Cross-curricular writing	RWI Phonics Cross-curricular writing	RWI Phonics Cross-curricular writing	RWI Phonics Cross-curricular writing	RWI Phonics Cross-curricular writing	RWI Phonics Cross-curricular writing
<b>Maths</b>	Number & Place Value	Addition and subtraction	Multiplication, division and fractions	Measures	Geometry	Review and assessments
<b>Computing</b>	We Are Treasure Hunters <i>(Programming)</i>	We Are Celebrating <i>(Productivity)</i>	We Are Storytellers <i>(Communication / Collaboration)</i>	We Are Collectors <i>(Computer Networks)</i>	We Are Painters <i>(Creativity)</i>	We Are TV Chefs <i>(Computational Thinking)</i>
<b>RE</b>	What makes me special?	How and why do religions celebrate?	Why are books important?	Learning about Muslims	Spiritual Art	Religious places
<b>PE</b> <i>(Skills &amp; sports)</i>	Agility & Static Balance  Football & Rugby	Coordination & Counter balance  Dance & athletics	Static balance to dynamic balance  Gymnastics	Static balance & coordination  Netball & basketball	Coordination & agility  Hockey & tennis	Dynamic & static balances  Cricket & athletics
<b>Music</b> <i>(using Charanga music scheme)</i>	Hey You!	Little angel gets her wings	Little Red Hen - performance		Space	End of year song
<b>Performances, trips and events</b>	Art exhibition	Fire Engine Visit	Anglian Water workshop visit	Science museum	Visit to local area	Field to Fork workshop

## Year 2 – Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creative Themes</b> <i>(Science, Art, History, Geography, DT)</i>	'Tiger in a tropical storm'  (Art, geography & science)	Lest We Forget  (History)	Cracking Ideas  (History)	Plantastic!  (science)	Australian Adventure  (Geography & science)	Lift The Teacher  (Design & technology & science)
<b>Personal Development Education</b>	Growing PRIDE theme & Protective behaviours	PRIDE – passion Anti-bullying E-Safety Child Safety Week Relationships and change	PRIDE - responsibility Economic wellbeing The Bank of Oakway Virgin Money	PRIDE – independence Mindfulness & resilience	PRIDE – determination Mindfulness & resilience	PRIDE Enjoyment Sun Safety Child Safety Week Healthy Eating
<b>English</b>	Phonics/spelling Cross-curricular writing	Phonics/spelling Cross-curricular writing	Phonics/spelling Cross-curricular writing	Phonics/spelling Cross-curricular writing	Phonics/spelling Cross-curricular writing	Phonics/spelling Cross-curricular writing
<b>Maths</b>	Number and place value	Addition and subtraction	Multiplication, division and fractions	Measures	Geometry and statistics	Review and assessments
<b>Computing</b>	We Are Zoologists <i>(Productivity)</i>	We Are Photographers <i>(Creativity)</i>	We Are Researchers <i>(Computer Networks)</i>	We Are Detectives <i>(Communication/ Collaboration)</i>	We Are Astronauts <i>(Programming)</i>	We Are Games Testers <i>(Computational Thinking)</i>
<b>RE</b>	How do we give thanks?	How is Xmas celebrated around the world?	Spiritual Art	What is important for Jewish people?	How shall we look after the world?	What is important for muslims?
<b>PE</b> <i>(Skills &amp; sports)</i>	Agility & Static Balance Football & Rugby	Coordination & Counter balance Dance & athletics	Static balance to dynamic balance Gymnastics	Static balance & coordination Netball & basketball	Coordination & agility Hockey & tennis	Dynamic & static balances Cricket & athletics
<b>Music</b> <i>(using Charanga music scheme)</i>	Babushka Christmas Performance		Glockenspiel Stage 1	Zoo time	Friendship Song	End of year song
<b>Trips, visits &amp; events</b>	Trip to Whipsnade Zoo	Wellingborough Museum	Cracking Ideas Celebration	Outdoor Learning	Australian Celebration	Everdon Residential

## Year 3 – Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creative Themes</b> <i>(Science, Art, History, Geography, DT)</i>	'The weeping woman' - Picasso  (Art & history)	Communication  (History)	Land of Hope & Glory  (Geography & art)	Journey to Space  (science)	Buildings  (Geography & Art)	Post a Pringle  (Design & Technology & science)
<b>Personal Development Education</b>	Growing PRIDE theme  & Protective behaviours	PRIDE – passion Anti-bullying E-Safety SRE	PRIDE - responsibility Economic wellbeing The Bank of Oakway Virgin Money PASS Survey	PRIDE – independence	PRIDE – determination PASS Survey	PRIDE Enjoyment Sun Safety Child Safety Week Healthy Eating
<b>English</b>	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing
<b>Maths</b>	Number, place value and subtraction and addition	Multiplication and division	Fractions	Measures	Geometry and statistics	Review and assessment
<b>Computing</b>	We Are Programmers <i>(Programming)</i>	We Are Bug Fixers <i>(Computational Thinking)</i>	We Are Presenters <i>(Creativity)</i>	We Are Network Engineers <i>(Computer Networks)</i>	We Are Communicators <i>(Communication / Collaboration)</i>	We Are Opinion Pollsters <i>(Productivity)</i>
<b>RE</b>	What do people believe about the creation of our world?	Spiritual Art	What does it mean to be a Buddhist?	Is Easter a festival of sacrifice or new life?	How do the stories from the Sikh Gurus affect Sikh children?	How and why do people pray?
<b>PE</b> <i>(Skills &amp; sports)</i>	Agility & Static Balance Football & Rugby	Coordination & Counter balance Dance & athletics	Static balance to dynamic balance Gymnastics	Static balance & coordination Netball & basketball	Coordination & agility Hockey & tennis	Dynamic & static balances Cricket & athletics
<b>Modern Foreign Languages</b>	French	French	French	French	French	French
<b>Music</b> <i>(using maths scheme Charanga)</i>	Let your spirit fly	Gloenspiel stage 1	Three little birds	Dragon Song	Bringing us together	Reflect, rewind, replay
<b>Curriculum enhancement</b>	NMPAT – Strings Project 10 weeks per class					
<b>Trips, visits &amp; events</b>			River Nene Walk	Leicester Space Centre	Local walk focus on buildings	Workshop visit

## Year 4 – Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creative Themes</b> <i>(Science, Art, History, Geography, DT)</i>	Awesome Art  (Art & history)	Transport & trade  (History & science)	Eurovision  (Geography & art)	Cauldron Chemistry  (science)	The Arts  (History & art)	Art Bot  (Design Technology & science)
<b>Personal development education</b>	Growing PRIDE theme & Protective Behaviours	PRIDE – passion Anti-bullying E-Safety SRE	PRIDE - responsibility Economic wellbeing The Bank of Oakway Virgin Money	PRIDE – independence Growing optimism	PRIDE – determination Growing optimism	PRIDE Enjoyment Sun Safety Drugs Healthy Eating
<b>English</b>	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing	RWI Spelling and Cross curricular writing
<b>Maths</b>	Number & Place Value	Addition, Subtraction, Multiplication Division	Fractions	Measures	Geometry and Statistics	Review and Assessment
<b>Computing</b>	We Are Software Developers <i>(Programming)</i>	We Are Meteorologists <i>(Productivity)</i>	We Are Musicians <i>(Creativity)</i>	We Are Html Editors <i>(Computer Networks)</i>	We Are Co-Authors <i>(Communication/ Collaboration)</i>	We Are Toy Designers <i>(Computational Thinking)</i>
<b>RE</b>	What moral guidance do sacred texts provide?	How and why are churches different?	What makes a good and bad person? What do different religions say?	Spiritual art	Should we give peace a chance?	Why do some people go on spiritual journeys?
<b>PE</b> <i>(Skills &amp; sports)</i>	Agility & Static Balance  Football & Rugby	Coordination & Counter balance  Dance & athletics	Static balance to dynamic balance  Gymnastics	Static balance & coordination  Netball & basketball	Coordination & agility  Hockey & tennis	Dynamic & static balances  Cricket & athletics
<b>Music</b> <i>(using Charanga theme)</i>	Rotary Concert	Rotary Concert	Eurovision	Djembe	Lean on me	Mamma Mia
<b>Modern Foreign languages</b>	French	French	French	French	French	French
<b>Curriculum enhancement</b>		Rotary concert - Coventry	Swimming	Swimming	Swimming	Swimming
<b>Trips, visits &amp; events</b>		Transport Museum		Science museum		Robots workshop

## Year 5 – Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Chris Quigley Creative Themes</b> <i>(Science, Art, History, Geography, DT)</i>	Earthrise (Art & History)	Earthquakes and volcanoes (Geography & science)	Land of the free (Geography)	We are crime scene detectives (Science)	Beliefs (History)	Balloon Blaster (Design & Technology & science)
<b>Personal Development Education</b>	Growing PRIDE theme Enjoyment & Protective behaviours	PRIDE – Passion Anti-bullying E-Safety Child Safety Week Relationships and change	PRIDE - Responsibility Economic wellbeing The Bank of Oakway Virgin Money	PRIDE – Independence Mindfulness & resilience	PRIDE – Determination Mindfulness & resilience	PRIDE Enjoyment Sun Safety Child Safety Week Healthy Eating
<b>English</b>	Cross curricular writing	Cross curricular writing	Cross curricular writing	Cross curricular writing	Cross curricular writing	Cross curricular writing
<b>Maths</b>	Number and place value and addition and subtraction	Multiplication and division	Fractions	Measures	Geometry and Statistics	Review and Assessment
<b>Computing</b>	We Are Game Developers <i>(Programming)</i>	We Are Cryptographers <i>(Computational Thinking)</i>	We Are Artists <i>(Creativity)</i>	We Are Web Developers <i>(Computer Networks)</i>	We Are Bloggers <i>(Communication/ Collaboration)</i>	We Are Architects <i>(Productivity)</i>
<b>RE</b>	How does the community support religion?	How do religions make a difference in our world today?	Are the 10 commandments still relevant today?	Beliefs and actions in the world	Spiritual Art	Learning from the Baha'i faith- unity
<b>PE</b> <i>(Skills &amp; sports)</i>	Agility & Static Balance  Football & Rugby	Coordination & Counter balance Dance & athletics	Static balance to dynamic balance gymnastics	Static balance & coordination Netball & basketball	Coordination & agility Hockey & tennis	Dynamic & static balances Cricket & athletics
<b>Modern Foreign Languages</b>	French	French	French	French	French	French
<b>Music</b> <i>(using Charanga music scheme)</i>	Northamptonshire Music & Performing Arts Trust - Band					
	Don't stop believin'	Bells ring out	Classroom Jazz 1	A tragic story	Stop	Reflect, rewind, replay
<b>Trips, visits &amp; events</b>			Thanksgiving Celebration		History off the page event	

## Year 6 – Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Creative Themes</b> <i>(Science, Art, History, Geography, DT)</i>	Tudors  (Art & history)	Conflict  (History & art)	Mini Themes with linked writing units	Science	Additional core subject learning time	Mini enterprise & performance
<b>Personal Development</b>	Growing PRIDE theme & protective behaviours	PRIDE – passion Anti-bullying E-Safety SRE	PRIDE - responsibility Economic wellbeing The Bank of Oakway Virgin Money PASS Survey	PRIDE – independence Mindfulness & Resilience	PRIDE – determination Mindfulness & Resilience PASS Survey	PRIDE Enjoyment Sun Safety Drugs Healthy Eating
<b>English</b>	Cross curricular writing	Cross curricular writing	Cross curricular writing	Cross curricular writing	Cross curricular writing	Writing assessments
<b>Maths</b>	Addition Subtraction Multiplication Division Number and place value	Decimals Fractions Percentages	Ratio and Proportion Algebra	Consolidation of previous learning	Consolidation of previous learning	Enterprise mathematics
<b>Computing</b>	We Are App Planners <i>(Computer Networks)</i>	We Are Project Managers <i>(Computational Thinking)</i>	We Are Market Researchers <i>(Productivity)</i>	We Are Interface Designers <i>(Communication / Collaboration)</i>	We are App Developers <i>(Programming)</i>	We Are Marketers <i>(Creativity)</i>
<b>RE</b>	What happens when we die? What do different religions believe?	Spiritual Art	What does religion say to us when time gets hard?	People of faith, courage and commitment.	What and how do Humanists decide what to believe & what do they value in life?	What is it like to be a Christian in...
<b>PE</b> <i>(Skills and sports)</i>	Agility & Static Balance Football & Rugby	Coordination & Counter balance Dance & athletics	Static balance to dynamic balance Gymnastics	Static balance & coordination Netball & basketball	Coordination & agility Hockey & tennis	Dynamic & static balances Cricket & athletics
<b>Music</b>	Charanga choice unit	Charanga choice unit	Charanga choice unit	Charanga choice unit	End of year performance	End of year performance
<b>Modern Foreign languages</b>	French	French	French			
<b>Trips, visits &amp; events</b>		Bletchley museum				Residential visit opportunity