



Key Stage 1 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Superheroes	Amazing animals	Materials Traditional tales	Kings Queens and Castles	Spreyton	Toys
English Texts KS1	<p>Fiction: Traction man Key outcome: Write a traction man style story based on own toy</p> <p>Non-Fiction: How to wash a woolly mammoth Key Outcome Write your own set of instructions about looking after an imaginary pet</p>	<p>Non-Fiction: Reptiles (non-Chron) Key Outcome: To write own non-chronological text including a riddle</p> <p>Poetry – cold by Shirley hughes Key Outcome: To write a poem in 2 stanzas about a familiar theme</p>	<p>Fiction: Little Red Riding Hood Key Outcome: Write a well known story in your own words.</p> <p>Fiction: Story path Key Outcome: To write own story based on decisions made using the story path</p>	<p>Non-Fiction- Knights Key Outcome: To write an information page about a role/job</p> <p>Poetry - Tell me a dragon Key outcome: To write individual tell me a dragon stories</p>	<p>Fiction: Augustus and his smile To write their own story based on the structure of Augustus and his Smile</p> <p>Poetry – a first book of the sea To write a poem about a sea creature you’ve learnt about</p>	<p>Fiction – The Naughty bus Key outcome: To write a story about the adventures of a favourite toy.</p> <p>Non-fiction – this is how we do it Key outcome: To add yourself to the 7 children in the book and write about how you live.</p>
Science	<p>Animals including humans 1</p> <ul style="list-style-type: none"> - What are our body parts called? - What are senses? - Are all 	<p>Animals, including humans 1 (6)</p> <ul style="list-style-type: none"> - What is this animal? - How are animals different? - Do all animals eat the same 	<p>Everyday Materials 1 (6)</p> <ul style="list-style-type: none"> - What are materials? - How are materials different? - What are objects made from? - How can we sort materials? 	-	<p>Seasonal changes 1 (1)</p> <ul style="list-style-type: none"> - What is Spring? 	<p>Plants 2 (5)</p> <ul style="list-style-type: none"> - Which plants can we eat? - Are all seeds the same? - What do plants need? - Where will they grow? - How do plants grow



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	humans the same?	thing? Seasonal changes 1 (2) - What is Autumn? -	- Which material would be best for an umbrella? - Which material would be best for curtains? Seasonal changes - What is Winter?			and change? Seasonal changes 1 (3) - What is Summer? - Rain - Seasonal changes -
EYFS	<p>Look at the similarities between myself and my classmates. Learn about body parts and the 5 senses.</p> <p>EYFS Knowledge and Understanding of the world Explore what they see hear and feel when they are outside. Talk about members of their immediate family and community Begin to make sense of their own life story and family history.</p>	<p>Learn the names of different animals. Look at the features of some animals.</p> <p>EYFS Knowledge and Understanding of the world *Recognise the effect of changing seasons on the natural world around them. *Recognise some similarities and differences between life in this country and life in other countries. *Recognise that some environments are different to the one in which they live.</p> <p>*Use all their senses in hands on exploration of natural materials *know there are different countries in the world and talk about the differences they have</p>	<p>Explore different materials Discuss the texture of different materials Use different materials in model making activities.</p> <p>EYFS Knowledge and understanding of the world *Use all their senses in hands on exploration of natural materials *Explore collections of materials with similar and/or different properties *Talk about what they see, using a wide vocabulary * talk about the differences between materials and changes they notice</p>	EYFS Knowledge and Understanding of the World *Recognise the effect of changing seasons on the natural world around them.	EYFS Knowledge and Understanding of the World *Recognise the effect of changing seasons on the natural world around them.	<p>*Understand the key features of the life cycle of a plant and an animal. *Explore the natural world around them. *Plant seeds and care for growing plants</p>



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		experienced or seen in photos.				
Art	<p>Monochromatic year 1</p> <p>Lesson 1: How can we make marks with a pencil?</p> <p>Lesson 2: How can we use lines and shapes to draw?</p> <p>Lesson 3: How does Christa Rijneveld use lines to create art?</p> <p>Lesson 4: How can we create our own drawing inspired by Christa Rijneveld?</p> <p>Lesson 5: How can we describe art?</p>		<p>Sculpture year 1</p> <p>Lesson 1: What is sculpture and what is clay?</p> <p>Lesson 2: How can nature inspire sculptors?</p> <p>Lesson 3: How can I be inspired by nature and make a leaf sculpture?</p> <p>Lesson 4: How can I use colour to improve my sculpture?</p> <p>Lesson 5: How can I evaluate my sculpture?</p>	<p>Monochromatic year 2</p> <p>Lesson 1: What is pattern?</p> <p>Lesson 2: How can we collage a monochromatic pattern?</p> <p>Lesson 3: How can designers use pattern?</p> <p>Lesson 4: How can pattern be used to celebrate?</p> <p>Lesson 5: How can I evaluate my own artwork?</p>		<p>Sculpture year 2</p> <p>Lesson 1: How have castles inspired Sta ordshire Pottery?</p> <p>Lesson 2: What is a clay relief sculpture?</p> <p>Lesson 3: How can I use colour to enhance my sculpture?</p> <p>Lesson 4: How have other artists been inspired by castles?</p> <p>Lesson 5: How can I evaluate my sculpture?</p>
DT		<i>DT</i>			<i>DT</i>	
Computing(Teach computing)	<p>1. Computing systems and networks – Technology around us – From Year 1</p> <ul style="list-style-type: none"> - Lesson 1 Technology in our classroom - Lesson 2 Using technology - Lesson 3 Developing mouse skills - Lesson 4 Using a computer keyboard - Lesson 5 Developing keyboard skills - Lesson 6 Using a computer responsibly 	<p>1. Computing systems and networks – IT around us – from Year 2</p> <ul style="list-style-type: none"> - Lesson 1 What is IT? - Lesson 2 IT in school - Lesson 3 IT in the world - Lesson 4 The benefits of IT - Lesson 5 Using IT safely - Lesson 6 Using IT 	<p>2. Creating media – Digital painting – From year 1</p> <ul style="list-style-type: none"> - Lesson 1 How can we paint using computers? - Lesson 2 Using shapes and lines - Lesson 3 Making careful choices - Lesson 4 Why did I choose that? - Lesson 5 Painting all by myself - Lesson 6 Comparing computer art and painting 	<p>2. Creating media – Digital photography – From Year 2</p> <ul style="list-style-type: none"> - Lesson 1 Taking Photographs - Lesson 2 Landscape or portrait? - Lesson 3 What makes a good photograph? - Lesson 4 Lighting - Lesson 5 Effects - Lesson 6 Is it real? 	<p>3. Programming A – Moving a robot – From Year 1</p> <ul style="list-style-type: none"> - Lesson 1 Buttons - Lesson 2 Directions - Lesson 3 Forwards and backwards - Lesson 4 Four directions - Lesson 5 Getting there - Lesson 6 Routes 	<p>3. Programming A – Robot algorithms – From Year 2</p> <ul style="list-style-type: none"> - Lesson 1 Giving instructions - Lesson 2 Same but different - Lesson 3 Making predictions - Lesson 4 Mats and routes - Lesson 5 Algorithm design - Lesson 6 Debugging



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		in different ways				
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 1,	Unit 02: Check it's for real – Activity 1,	Unit 03: Protect Your Stuff – Activity 1,	Unit 04: Respect Each Other – Activity 1,	Unit 05: When In Doubt, Discuss – Activity 1	
Geography	The World and My School (6) (Autumn 2) <ul style="list-style-type: none"> - What is my classroom like? - Where is my school on the street? - Where is my town in the country? - What are the seasons like in the United Kingdom? - Where is my country in the world? - How is the weather different around the world? 				Our School Grounds (3) (Summer 1) <ul style="list-style-type: none"> - Which features in our school grounds encourage plant life? - Where on our school grounds could we encourage plant life? - How can we share the locations in our school where we would encourage plant life? Our Local Park (3) <ul style="list-style-type: none"> - Where is our local park, and how do people get there? - How can we collect data about the key features of our local park? - How can we present data about our local park's facilities? 	
EYFS	EYFS: Understanding the World: The Natural World <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 				EYFS: Knowledge and understanding of the world *Familiarise children with the name of the road, and or village/town/city the school is located in. *Draw information from a simple map.	
History	Hospital and Healthcare (7) (Autumn 1) <ul style="list-style-type: none"> - How can we find out about the past? - Who was Florence Nightingale, and why was she important? 		Kings, Queens and Castles (7) (Spring 2) <ul style="list-style-type: none"> - How can we find out about the past? - Why did monarchs build castles? - Who were the kings and queens of the past? 		Toys (6) (Summer 2) <ul style="list-style-type: none"> - How can we find out about the past? - What are toys like now? - What was my favourite toy when I was a baby? 	



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	<ul style="list-style-type: none"> - Who was Edith Cavell, and why was she important? - When did Florence and Edith become significant? - Why did Florence and Edith act the way they did? - How has the past been represented? - Final Response: How did Florence and Edith change our hospitals? - 	<ul style="list-style-type: none"> - Who was Queen Victoria, and where did she live? - Who was the first Queen Elizabeth? - Why do we remember King William I? - Final Response Where did kings and queens live through time? 	<ul style="list-style-type: none"> - What were our guardians' toys like and how do we know? - What were older relatives' toys like and how do we know? - How have toys changed since our older relatives were little? - 			
EYFS	<p>EYFS- Understanding the world</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their role in society. • Know some similarities and differences between things in the past and now. Draw on their experiences and what has been read in class. • Understand the past through settings, characters and events in books and storytelling. 	<p>EYFS- Understanding the world:</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their role in society. • Know similarities and differences between the past and now, drawing on experiences and what has been read in class. • Understand the past through settings, characters and events in books and storytelling. 	<p>EYFS - Understanding the world</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their role in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books and storytelling. <p><i>*Comment on images of familiar situations in the past.</i></p> <p><i>*explore how things work</i></p> <p><i>*Explore talk about different forces they can feel.</i></p> <p><i>*Understand the key features of the life cycle of a plant and an animal.</i></p>			
PHSE	<p>Y2 Autumn 1 Physical health and wellbeing: What keeps me healthy?</p> <p>Pupils learn: - - about eating well - about the importance of</p>	<p>Y2 Summer 1 unit Keeping safe and managing risk: Indoors and outdoors</p> <p>Pupils learn: - about keeping</p>	<p>Y2 Spring 1 unit (1st half) Sex and relationship education: Boys and girls, families</p> <p>Pupils learn: -to understand and respect the differences and similarities</p>	<p>Y1 Spring 2 unit Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Pupils learn: - about what can go into bodies and how it can make people feel</p>	<p>Y1 Summer 1 Unit Mental health and emotional wellbeing: Feelings</p> <p>Pupils learn: -about different types of feelings - about managing different feelings - about</p>	<p>Y1 Summer 2 Unit Careers, financial capability and economic wellbeing: My money</p> <p>Pupils learn: -about where money comes from</p>



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	physical activity, sleep and rest - about people who help us to stay healthy and well and about basic health and hygiene routines	safe in the home, including fire safety - about keeping safe outside - about road safety	between people -about the biological differences between male and female animals and their role in the life cycle -the biological differences between male and female children		change or loss and how this can feel	and making choices when spending money - about saving money and how to keep it safe - about the different jobs people do
Music	Magical musical Aquarium (Y1T1)	Musical conversations (Y1T2)	Cat and Mouse (Y1 T3)	Creepy Castle (optional unit)	Grandma Rap (Y2 T2)	Composing music inspired by birdsong (Y2T1)
Music EYFS	Row Row row your boat	I've got a grumpy face	Bird spotting cuckoo polka	Up and down	Bumble bees	Down there under the sea
RE	1.10 What does it mean to belong to a faith or belief community?	1.7 Who is Jewish and how do they live? (part 1)	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (part 2)	1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
PE	Leap into life	Leap into Life	Leap into Life	Leap into Life	Leap into Life	Leap into Life
Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Happy Healthy me	Explorers	GFOL People who help us	What's it like in Spreyton and Mexico?	Minibeasts/wildlife	Weather and Plants
English texts	Fiction: Oi Frog Key Outcome: To write a series of silly sentences like the book. Poetry: Zim Zam Zoom	Fiction: Wanted the perfect pet Key Outcome: To use the structure of the story to write a different story about another pet.	Fiction: Snow White and Story Box Key Outcome: To write our own traditional tale using story box cards Non-Fiction – diary (Y2 plazoom unit) Key Outcome: Write a first person account of the Great	Fiction: Boa's Bad Birthday Key Outcome: Write a story with a repeating pattern	Fiction: The disgusting sandwich Key Outcome: To write a story about something that becomes more and more disgusting Poetry: I love Bugs	Fiction: Journey Key Outcome: A description to match the story. Non-Fiction: From Seed to



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	Key outcome: To write their own kenning poem based on a model from the text	Non-Fiction: Amelia Earhart Key Outcome: To write a biography about a famous person	Fire of London	Poetry: Repeating patterns (literacy shed unit) Key Outcome: To write a poem with repeating patterns	Key outcome: To write a descriptive poem	Sunflower To produce a poster about the lifecycle of a plant they have grown including photos, a glossary and labels.
Science	Animals including humans 2 (8) <ul style="list-style-type: none"> - What do humans need? - What are offspring? - How do animals change as they grow into adults? - Do we all grow the same? - Do we need to exercise? - What is a healthy diet? - Why do we need to have good hygiene? - How can we feel better when we are ill? 		Materials 2 (5) <ul style="list-style-type: none"> - What are materials? - What are things made from? - Which material should the pigs make their house from? - Which material will protect Humpty Dumpty? - How can we change materials 		Living things and their habitats 2 (6) <ul style="list-style-type: none"> - Is it living, dead or never been alive? - What is a microhabitat? - How are habitats different around the world? - What conditions do woodlice prefer? - How are living things adapted to their habitat? - What is a food chain? 	Plants 1 (8) <ul style="list-style-type: none"> - What is a plant? - What are the parts of a plant called? - Do plants grow? - Do wild plants grow in our local area? - How can we group plants? - Can we eat plants? - Are trees a type of plant? - What is a leaf?
EYFS	*Talk about members of their immediate family and community *Name and describe people who are familiar to them.		Explore different materials Discuss the texture of different materials Use different materials in model making activities. *Use all their senses in hands on exploration of natural		*Explore the natural world around them. *Familiarise children with the	*Explore the natural world around them. *Plant seeds and care for



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		<p>*Explore what they see hear and feel when they are outside. *Begin to make sense of their own life story and family history</p>		<p>materials *Explore collections of materials with similar and/or different properties *Talk about what they see, using a wide vocabulary * talk about the differences between materials and changes they notice</p>		<p>name of the road, and or village/town/city the school is located in. * Begin to understand the need to respect and care for the natural environment and all living things.</p>		<p>growing plants *Understand the key features of the life cycle of a plant and an animal.</p>					
Art		<p>Chromatic year 1 Lesson 1: How can we make colours? Lesson 2: What is abstract art? Lesson 3: Who was Hilma af Klint? Lesson 4: What different meanings can abstract art have? Lesson 5: How can we talk about abstract art?</p>		<p>Chromatic year 2 Lesson 1: How can colours work together? Lesson 2: How else can colours work together? Lesson 3: Who was Ted Harrison? Lesson 4: How can Ted Harrison inspire me? Lesson 5: How can I evaluate my artwork?</p>									
DT		DT		DT		DT		DT					
Computing (Teach computing)		<p>4. Data and information – Grouping data – From Year 1 - Lesson 1 Label and match - Lesson 2 Group and</p>		<p>4. Data and information – Pictograms – From Year 2 - Lesson 1 Counting and comparing</p>		<p>5. Creating media – Digital writing (from Year 1) - Lesson 1 Exploring the keyboard - Lesson 2 Adding and removing text</p>		<p>5. Creating media - Digital music (from year 2) - Lesson 1 How music makes us feel - Lesson 2 Rhythms and patterns</p>		<p>6. Programming B - Programming animations From Year 1 - Lesson 1 Comparing tools Lesson 2 Joining blocks Lesson 3 Make a change Lesson 4 Adding sprites</p>		<p>6. Programming B - Programming quizzes From Year 2 - Lesson 1 ScratchJr recap - Lesson 2 Outcomes - Lesson 3 Using a design</p>	



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	<p>count</p> <ul style="list-style-type: none"> - Lesson 3 Describe an object - Lesson 4 Making different groups - Lesson 5 Comparing groups - Lesson 6 Answering questions 	<ul style="list-style-type: none"> - Lesson 2 Enter the data - Lesson 3 Creating pictograms - Lesson 4 What is an attribute? - Lesson 5 Comparing people - Lesson 6 Presenting information 	<ul style="list-style-type: none"> - Lesson 3 Exploring the toolbar - Lesson 4 Making changes to text - Lesson 5 Explaining my choices - Lesson 6 Pencil or keyboard 	<ul style="list-style-type: none"> - Lesson 3 How music can be used - Lesson 4 Notes and tempo - Lesson 5 Creating digital music - Lesson 6 Reviewing and editing music 	<p>Lesson 5 Project design</p> <p>Lesson 6 Following my design</p>	<ul style="list-style-type: none"> - Lesson 4 Changing a design - Lesson 5 Designing and creating a program - Lesson 6 Evaluating
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 2,	Unit 02: Check it's for real – Activity 2,	Unit 03: Protect Your Stuff – Activity 2	Unit 04: Respect Each Other – Activity 2	Unit 05: When In Doubt, Discuss – Activity 2	
Geography	-	<p>My local area and Tulum Mexico (10)</p> <ul style="list-style-type: none"> - Can I use atlases and globes to discover the continents and oceans of the world? - What is the effect of the equator and the poles on the climate across the world? - What are the countries, capital cities and surrounding seas of the UK? - Where is my local area and what are the key human and physical features? - Can I create a map of my school using key map features? - Can I create a map of my local area using aerial photographs? (include human and physical features) - Where is Mexico? - How do the physical features of Tulum compare to my local area? - How do the human features of Tulum compare to my local area? - How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and Tulum, Mexico?' - 			<p>Investigating Weather and Climate (6)</p> <ul style="list-style-type: none"> - What is the difference between weather and climate? - How can we read a weather map? - How can we collect weather data? - How can we collect and record weather data? - How can we present weather data? - How can we analyse our weather data and evaluate our fieldwork? 	
History	<p>Famous Explorers (6)</p> <ul style="list-style-type: none"> - How can we find out about the past? - Why do people explore? - Who are the important explorers from the past? - What are the famous explorations of 		<p>Great Fire of London (6)</p> <ul style="list-style-type: none"> - What was London like in 1666? - What happened on 2nd September 1666? - How did the fire spread, and how do we know? - What was left of London? - How was London rebuilt? - How did the fire impact the future? 		<p>Technology (6)</p> <ul style="list-style-type: none"> - How can we find out about the past? - How has technology changed how we write? - How has technology changed how we talk? - How has technology changed the way we are entertained? - Who are the important inventors in the history of 	



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	<p>the past?</p> <ul style="list-style-type: none"> - Can we compare different explorations? - How have explorations changed over time? - 				<p>technology?</p> <ul style="list-style-type: none"> - Final Response - How has technology changed our lives over the last 60 years? - How has technology changed our lives over the last 60 years? 	
PHSE	<p>Y2 Autumn 2 unit Mental health and emotional wellbeing: Friendship Pupils learn:</p> <ul style="list-style-type: none"> - about the importance of special people in their lives - about making friends and who can help with friendships - about solving problems that might arise with friendships 	<p>Y 1 Spring 1 Unit Identity, society and equality: Me and others Pupils learn:</p> <ul style="list-style-type: none"> - about what makes themselves and others special - about roles and responsibilities at home and school - about being cooperative with others 	<p>Y1 Autumn 2 unit Keeping safe and managing risk: Feeling safe Pupils learn:</p> <ul style="list-style-type: none"> - safety in familiar situations - about personal safety - about people who help keep them safe outside the home 	<p>Year 2 Spring 2 unit (second half) Sex and relationship education: Boys and girls, families Pupils learn:</p> <ul style="list-style-type: none"> - about growing from young to old and that they are growing and changing - that everybody needs to be cared for and ways in which they care for others - about different types of family and how their homelife is special 	<p>Year 2 Summer 2 unit Drug, alcohol and tobacco education: Medicines and me Pupils learn:</p> <ul style="list-style-type: none"> - why medicines are taken - where medicines come from - about keeping themselves safe around medicines 	<p>Year 1 Autumn 1 unit Physical health and wellbeing: Fun times Pupils learn:</p> <ul style="list-style-type: none"> - about food that is associated with special times, in different cultures - about active playground games from around the world - about sun-safety
Music	Colonel Hathis march (Y1T1)	Dawn from sea interludes (Y1 T2)	Dancing and drawing to nautilus Y1 T3	Carnival of the animals Y2 T1	Minibeasts (optional unit)	Play percussion (instrument unit)
Music Reception (repeat each year)	Row Row row your boat	I've got a grumpy face	Bird spotting cuckoo polka	Up and Down	Bumble bees	Down under the sea
RE	1.6 Who is a Muslim	1.3 Why does	1.6 Who is a Muslim	1.4 What is the 'good news'	1.5 Why does Easter	1.8 What makes some



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	and how do they live? (part 1)	Christmas matter to Christians?	and how do they live? Part 2.	Christians believe Jesus brings?	matter to Christians?	places sacred to believers? (C,M)
PE	Leap into Life	Leap into Life	Leap into Life	Leap into Life	Leap into Life	Leap into Life



Key Stage 2 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science	Electricity 4 (5) Physics	Forces 5 (6) - Physics	Earth and space 5 (6) - Physics		Animals including Humans 4 (5) - Biology	Living things and their habitats 4 (6) - Biology
	<ul style="list-style-type: none"> - Which appliances use electricity? - How can I make a simple circuit? - Why don't some circuits work? - How can we test if a material is a conductor or an insulator? - How do switches affect a circuit? 	<ul style="list-style-type: none"> - What is gravity? - What is friction? - Friction investigation - Identify the effects of air resistance - What is water resistance? - Gears, levers and pulleys 	<ul style="list-style-type: none"> - What are the names of the planets in the solar system? - How do we know the Earth is a sphere? - How long does it take for Earth (and other planets) to orbit the Sun once? - What is the largest object that orbits the Earth? - Why is there day and night on Earth? - Does the Moon change shape? 		<ul style="list-style-type: none"> - What is the digestive system? - Why are teeth different shapes? - What drink causes the most tooth decay? - How can I construct a food chain? 	<ul style="list-style-type: none"> - What are the seven life processes? - How can we sort and group animals? - What are vertebrate animals? - Which living things can be found in the local area? - What is a classification key? - How is our environment changing?
	Electricity 6 – Physics	Magnets 3 (6) - Physics				Living things and their Habitats 6 (6) - Biology
	<ul style="list-style-type: none"> - How do I draw a scientific diagram of a circuit? - How does voltage in a circuit affect the brightness of a bulb? - How do I plan a fair test experiment to investigate variations in how components function? 	<ul style="list-style-type: none"> - What is a force? - Do objects move the same on different surfaces? - How do magnetic forces work? - Which materials are magnetic? - Do magnets attract each other? - Are all magnets the same 				<ul style="list-style-type: none"> - How are animals classified? - What is a classification key? - How can we



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	<ul style="list-style-type: none"> How do I write a conclusion for my investigation? What is renewable and non-renewable energy? 	strength?				<ul style="list-style-type: none"> classify plants? Is yeast a living microorganism? What are the five main groups of microorganisms? Who was Carolus Linnaeus?
Art	<p>Monochromatic year 3</p> <p>Lesson 1: How can we draw texture?</p> <p>Lesson 2: How can artists draw eyes?</p> <p>Lesson 3: How can artists draw noses?</p> <p>Lesson 4: How can artists draw mouths?</p> <p>Lesson 5: How can I evaluate my artwork while learning from others?</p>	<p>Sculpture year 3</p> <p>Lesson 1: How have Mexican artists been influenced by where they live?</p> <p>Lesson 2: How can Mexico inspire us?</p> <p>Lesson 3: How can I develop my mastery of clay sculpture?</p> <p>Lesson 4: How can I best use colour to enhance my sculpture?</p> <p>Lesson 5: How have other artists been influenced by where they live?</p>	<p>Monochromatic year 6</p> <p>Lesson 1: What are the common mistakes people make when drawing eyes?</p> <p>Lesson 2: What are the proportions of a face?</p> <p>Lesson 3: What mistakes might we make when drawing a realistic nose?</p> <p>Lesson 4: How can we draw a realistic mouth?</p> <p>Lesson 5: How can I avoid common mistakes when drawing a self-portrait?</p>		<p>Sculpture year 4</p> <p>Lesson 1: How has pottery taught us about the Ancient Egyptian time?</p> <p>Lesson 2: How can we best make a coil pot?</p> <p>Lesson 3: How can I develop my mastery of clay sculpture?</p> <p>Lesson 4: How can I best use colour to enhance my sculpture?</p> <p>Lesson 5: What can we learn from pottery?</p>	
DT				DT		DT
Computing	<p>Sequencing sounds (3.3)</p> <p>Lesson 1- Introduction to Scratch</p> <p>Lesson 2- Programming sprites</p> <p>Lesson 3-Sequences</p> <p>Lesson 4- Ordering commands</p> <p>Lesson 5- Looking good</p>	<p>Repetition in shapes (4.3)</p> <p>Lesson 1 Programming a screen turtle</p> <p>Lesson 2 Programming letters</p> <p>Lesson 3 Patterns and repeats</p> <p>Lesson 4 Using loops to create shapes</p>	<p>Stop-frame animation (3.2)</p> <p>Lesson 1 Can a picture move?</p> <p>Lesson 2 Frame by frame</p> <p>Lesson 3 What's the story?</p> <p>Lesson 4 Picture perfect</p> <p>Lesson 5 Evaluate and make it great</p>	<p>Video production (5.2)</p> <p>Lesson 1 What is video?</p> <p>Lesson 2 Filming techniques</p> <p>Lesson 3 Using a storyboard</p> <p>Lesson 4 Planning a video</p> <p>Lesson 5 Importing and editing video</p>	<p>Connecting computers (3.1)*</p> <p>Lesson 1 How does a digital device work?</p> <p>Lesson 2 What parts make up a digital device?</p> <p>Lesson 3 How do digital devices help us?</p>	<p>Video project</p> <p>Link to curriculum</p>



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	<p>Lesson 6- Making an instrument Video production (5.2)</p> <p>Lesson 1 What is video? Lesson 2 Filming techniques Lesson 3 Using a storyboard Lesson 4 Planning a video Lesson 5 Importing and editing video Lesson 6 Video evaluation</p> <p>Selection in physical computing (5.3)</p> <p>Lesson 1 Connecting Crumbles Lesson 2 Combining output components Lesson 3 Controlling with conditions Lesson 4 Starting with selection Lesson 5 Drawing designs Lesson 6 Writing and</p>	<p>Lesson 5 Breaking things down Lesson 6 Creating a program</p> <p>Variables in games (6.3)</p> <p>Lesson 1 Introducing variables Lesson 2 Variables in programming Lesson 3 Improving a game Lesson 4 Designing a game Lesson 5 Design to code Lesson 6 Improving and sharing</p>	<p>Lesson 6 Lights, camera, action!</p>	<p>Lesson 6 Video evaluation</p>	<p>Lesson 4 How am I connected? Lesson 5 How are computers connected? Lesson 6 What does our school network look like?</p>	
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	testing algorithms					
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 3,	Unit 02: Check it's for real – Activity 3,	Unit 03: Protect Your Stuff – Activity 3,	Unit 04: Respect Each Other – Activity 3,	Unit 05: When In Doubt, Discuss – Activity 3,	Digital Well-being: Lesson 1
Geography	Locality Unit (planning pending)		Sustainability (4) <ul style="list-style-type: none"> – What is plastic waste? – What can our school do to reduce plastic waste? (case study: Cornwall beaches) – How can we plan and carry out effective ways to reduce plastic waste in school? – How can we record and evaluate the effectiveness of reducing plastic waste in school? 		United States (12) <ul style="list-style-type: none"> – What are the key features of the UK and my region?(recap) – What is the geography of the North American continent? – What is the USA? – What is the main economic activity of states in the Western United States? – What is the water cycle? – What are rivers ? (including comparison case study) – What are mountains ? (including comparison case study) – What are the biome and climate zones of the Western United States? – What are the vegetation belts of the Western United States? – What are the volcanoes and earthquake zones of the Western United States? – What are the key settlements in the Western United States and how do they compare to my region? – What are the similarities and differences between my region and the Western United States 	
History	Ancient Egypt (10) (Torquay Museum?) <ul style="list-style-type: none"> - What is the chronology of Ancient Egypt? - What was life like in early Egypt? - Did the Ancient Egyptians write anything down? - Who were the Egyptian gods? - What did the Ancient Egyptians believe about the afterlife? - How were the pyramids built? - What were the consequences of invasion on the Old Kingdom of Ancient Egypt? - What were the successes of the New Kingdom? - Who was Ramses II? - How did the Egyptian Empire end? 				World War 2 (9) (Self Guided Tour of Exeter?) (Cobbatton?) <ul style="list-style-type: none"> - What is modern day Germany like, and how was it ruled before the start of WW2? - How did Hitler come to power and become the leader of Germany? - How did the Second World War begin? - How did Britain react to the outbreak of WW2? - How were the lives of civilians changed during WW2? - How did Britain's Home Front cope when under attack? 	



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						<ul style="list-style-type: none"> - How did the Second World War impact specific localities? - Why was the Royal Air Force (RAF) so vital to the defence of Britain? - What major victories led to Britain winning the war?
PHSE	Y3 Identity, society and equality Celebrating difference Pupils learn: <ul style="list-style-type: none"> - Pupils learn about valuing the similarities and differences between themselves and others - Pupils learn about what is meant by community - Pupils learn about belonging to groups 	Y3 Keeping safe and managing risk Bullying – see it, say it, stop it Pupils learn: <ul style="list-style-type: none"> - to recognise bullying and how it can make people feel - about different types of bullying and how to respond to incidents of bullying - about what to do if they witness bullying 	Y4 Drug, alcohol and tobacco education Making choices Pupils learn: <ul style="list-style-type: none"> - that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them - about the effects and risks of drinking alcohol - about different patterns of behaviour that are related to drug use 	Y4 Physical health and wellbeing What is important to me? Pupils learn: <ul style="list-style-type: none"> - why people may eat or avoid certain foods (religious, moral, cultural or health reasons) about other factors that contribute to people’s food choices (such as ethical farming, fair trade and seasonality) - about the importance of getting enough sleep 	Y6 Mental health and emotional wellbeing Healthy minds - Pupils learn what mental health is -about what can affect mental health and some ways of dealing with this - about some everyday ways to look after mental health - about the stigma and discrimination that can surround mental health	Y5 Careers, financial capability and economic wellbeing Borrowing and earning money - Pupils learn that money can be borrowed but there are risks associated with this - Pupils learn what influences people’s decisions about careers
Music	Sing Up (Y3) I’ve been to Harlem	Percussion	Sing Up (y4) Fanfare for the Common Man	Recorder	Sing Up (Y5) Madina Tun Nabi	Ukele/Melodica
RE	L2.1 What do Christians learn from the Creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)



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PE	Net wall Tennis (A4A) Pickleball	Dance (A4A) Hockey	Gymnastics (A4A) Football	Invasion Tag rugby (A4A) Netball/basketball / handball	Athletics Running and jumping (A4A) Throwing	Striking and fielding Cricket (A4A) Rounders /golf
French	Review Greetings and Name Numbers 0 - 50	Christmas in France	My Family Y3	The date and birthday Y3	Sport and Hobbies Y4	Play an instrument Y4
Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science	<p>3/4 Light 3 (6) - Physics</p> <ul style="list-style-type: none"> - What is a light source? - What is reflected light? - Is the Sun dangerous? - What is a shadow? - Does moving the light source above the object make the object's shadow longer? - How do mirrors work? <p>5/6 Light 6 (5) - Physics</p> <ul style="list-style-type: none"> - How does light travel? - Which materials make the best reflectors? - How does the eye work? - How do shadows 	<p>Sound 4 (7) Physics</p> <ul style="list-style-type: none"> - How are sounds made? - What is a sound vibration? - What is inside your ear? - Does the size of the pinna affect the volume of the sound? - What is pitch? - What is volume? - Which material is best at muffling sound? 	<p>3/4 -Rocks and soils 3 (6) - Chemistry</p> <ul style="list-style-type: none"> - What are rocks? - Are all rocks the same? - How are rocks formed? - Which rocks make up the Earth? - What are soils? - How are fossils formed <p>Evolution 6 (6) - Biology</p> <ul style="list-style-type: none"> - How are plants adapted to their environment? - How are animals are adapted to their environment? - What is natural selection, how does this lead to evolution? 	<p>3/4 States of Matter 4 (7) - Chemistry</p> <ul style="list-style-type: none"> - What are solids, liquids and gases? - Do all liquids behave the same? - What is a thermometer used for? - How do materials change state? - What is the water cycle? - Do all liquids evaporate? - Does temperature affect the rate of evaporation? <p>Materials 5 (7) - Chemistry</p> <ul style="list-style-type: none"> - What are the properties of solids, liquids and gases? - How can I describe 	<p>¾ - Living things 5 (6) - Biology</p> <ul style="list-style-type: none"> - What are the seven life processes? - How do mammals reproduce? - Do animals reproduce in the same way? - How do plants reproduce? - What is a lifecycle? - What are the stages in the lifecycle of a plant? 	<p>Animals including humans 3 (5) - Biology</p> <ul style="list-style-type: none"> - How does our skeleton help us? - Do our bones affect what we can do? - What do our muscles do? - Do all animals have the same skeleton? - What types of nutrition do we need?



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	<ul style="list-style-type: none"> change during the day? – Why do objects look different in water? – How do mirrors work? – 		<ul style="list-style-type: none"> – How do adaptations lead to evolution? – What characteristics can you inherit from your parents? – How can fossils help us explain evolution? – 	<ul style="list-style-type: none"> the properties of materials? – Which materials make the best thermal insulators? – Which materials are magnetic? – Which materials are soluble, and which are insoluble? – How can mixed materials be separated? – What is irreversible changes? 		
Art	<p>Chromatic year 3</p> <p>Lesson 1: How are watercolour paints different to acrylic paints?</p> <p>Lesson 2: What does an illustrator do?</p> <p>Lesson 3: How can illustrations help people? (1)</p> <p>Lesson 4: How can illustrations help people? (2)</p> <p>Lesson 5: How can we talk about illustrations?</p>		<p>Chromatic year 4</p> <p>Lesson 1: How do artists use sketchbooks?</p> <p>Lesson 2: If art isn't to hang on a wall, what else can it be for?</p> <p>Lesson 3: What is mixed media?</p> <p>Lesson 4: How can I use my sketchbook to help my process?</p> <p>Lesson 5: How can we evaluate our artwork?</p>			
DT		DT		DT	DT	DT
Computing	<p>Events and actions in programs (3.6)</p> <p>Lesson 1 Moving a sprite</p> <p>Lesson 2 Maze</p>	<p>Repetition in shapes (4.3)</p> <p>Lesson 1 Programming a screen turtle</p> <p>Lesson 2 Programming</p>	<p>Introduction to vector graphics (5.5)</p> <p>Lesson 1 The drawing tools</p>	<p>3D modelling (6.5)</p> <p>Lesson 1 Introduction to 3D modelling</p> <p>Lesson 2 Modifying 3D objects</p>	<p>Branching databases (3.4)</p> <p>Lesson 1 Yes or no questions</p> <p>Lesson 2 Making</p>	<p>Flat-file databases (5.4)</p> <p>Lesson 1. Creating a paper-based database</p> <p>Lesson 2. Computer</p>



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	<p>movement Lesson 3 Drawing lines Lesson 4 Adding features Lesson 5 Debugging movement Lesson 6 Making a project</p> <p>Selection in quizzes (5.6) Lesson 1 Exploring conditions Lesson 2 Selecting outcomes Lesson 3 Asking questions Lesson 4 Planning a quiz Lesson 5 Testing a quiz Lesson 6 Evaluating a quiz</p>	<p>letters Lesson 3 Patterns and repeats Lesson 4 Using loops to create shapes Lesson 5 Breaking things down Lesson 6 Creating a program</p> <p>Variables in games (6.3) Lesson 1 Introducing variables Lesson 2 Variables in programming Lesson 3 Improving a game Lesson 4 Designing a game Lesson 5 Design to code Lesson 6 Improving and sharing</p>	<p>Lesson 2 Creating images Lesson 3 Making effective drawings Lesson 4 Layers and objects Lesson 5 Manipulating objects Lesson 6 Becoming a graphic designer</p>	<p>Lesson 3 Make your own name badge Lesson 4 Making a desk tidy Lesson 5 Planning a 3D model Lesson 6 Make your own 3D model</p>	<p>groups Lesson 3 Creating a branching database Lesson 4 Structuring a branching database Lesson 5 Using a branching database Lesson 6 Two ways of presenting information</p>	<p>databases Lesson 3. Using a database Lesson 4. Using search tools Lesson 5. Comparing data visually Lesson 6. Databases in real life</p>
<p>Online Safety (Be Internet Legend)</p>	<p>Unit 01: Think before you share – Activity 4,</p>	<p>Repetition in games (4.6) Lesson 1 Using loops to create shapes Lesson 2 Different loops</p>	<p>Unit 03: Protect Your Stuff – Activity 4,</p>	<p>Unit 04: Respect Each Other – Activity 4,</p>	<p>Unit 05: When In Doubt, Discuss – Activity 4,</p>	<p>Digital Well-being: Lesson 2</p>



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		<p>Lesson 3 Animate your name Lesson 4 Modifying a game Lesson 5 Designing a game Lesson 6 Creating our games</p> <p>Sensing movement (6.6) Lesson 1 The micro:bit Lesson 2 Go with the flow Lesson 3 Sensing inputs Lesson 4 Finding your way Lesson 5 Designing a step counter Lesson 6 Making a step counter</p>				
Geography	<p>UK Depth Study (9)</p> <ul style="list-style-type: none"> - What are the key geographical features of the UK? - What are the sectors of the UK economy? - How sustainable is agriculture in the UK? - How sustainable is energy generation in the UK? - How sustainable is water use in the UK? - How sustainable is the use of rare earth elements? - How does automation affect the economic activity of the UK? - How sustainable is waste management in the UK? 	<p>Investigating Weather and Climate (5)</p> <ul style="list-style-type: none"> - What is the difference between weather and climate? - How can we collect weather data? - How can we collect and record weather data? - How can we present weather data? - How can we analyse our weather data and evaluate our fieldwork? 	<p>Biomes and Ecosystems (4) (Eden Project?)</p> <ul style="list-style-type: none"> - What biomes and ecosystems are found in the UK? - What can I learn about ecosystems by studying the New Forest? - How can I study a local ecosystem? - What data can I collect from my local woodland ecosystem? - How can I present the data collected from my local ecosystem? 			



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	<ul style="list-style-type: none"> How sustainable is the economic activity of the United Kingdom? 					
History	<p>Stone Age to Iron Age (11) (Kent's Cavern?)</p> <ul style="list-style-type: none"> What was life like in the Paleolithic and Mesolithic? What changed from the Paleolithic to the Mesolithic? What did people eat in the Paleolithic and Mesolithic? How did the search for food change the Neolithic? What tools were used in the Neolithic? Who were the beaker people? How did tools change after the Neolithic? How did the Bronze age move into the Iron age? What are round houses? What is a hill fort? What was life like in different regions of England during the Stone age? 			<p>Ancient Maya (9)</p> <ul style="list-style-type: none"> Where and when did the Maya live? What made the Maya civilisation so successful? How do we know about the Maya? How were the Maya ruled? How was Anglo-Saxon England ruled? What do we know about the Maya City States and the Anglo-Saxon Kingdoms? How do the leaders of the Maya and the Anglo-Saxons compare? How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive? Who was involved in the struggle for power in England from the 8th to the 10th century? 		
PHSE	<p>Y6 Identity, society and equality Human rights</p> <p>Pupils learn: - about people who have moved from other places, (including the experience of refugees) - about human rights and the UN Convention on the Rights of the</p>	<p>Y3 Physical health and wellbeing What helps me choose?</p> <p>Pupils learn about making healthy choices about food and drinks</p> <p>2. Pupils learn about how branding can affect what foods</p>	<p>Y4 Sex and relationship education Growing up and changing</p> <p>- Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p>	<p>Y4 Sex and relationship education Growing up and changing</p> <p>- Pupils learn strategies to deal with feelings in the context of relationships</p> <p>- Pupils learn to answer each other's questions</p>	<p>Y5 Keeping safe and managing risk When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about keeping safe online that violence within relationships is not 	<p>Y6 Drug, alcohol and tobacco education Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents,



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	Child - about homelessness	people choose to buy 3. Pupils learn about keeping active and some of the challenges of this		about puberty with confidence, to seek support and advice when they need it.	acceptable - about problems that can occur when someone goes missing from home	medicines and other legal and illegal drugs - about assessing the level of risk in different situations involving drug use - about ways to manage risk in situations involving drug use
Music	Sing Up (y3) Samba with Sergio	Percussion	Sing Up Global Pentatonics (y4)	recorder	Sing Up Twinkle Variations (y6)	Ukelele
RE	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? NEW	13 How do people from religious and non-religious communities celebrate key festivals?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
PE	Net wall Tennis (A4A) Pickleball	Dance (A4A) Hockey	Gymnastics (A4A) Football	Invasion Tag rugby (A4A) Netball/basketball / handball	Athletics Running and jumping (A4A) Throwing	Striking and fielding Cricket (A4A) Rounders /golf
French	Review Greetings and Name Numbers 0 - 50	Christmas Decorations	The farm Y3	pets Y4	The body Y5	Emotions Y5 At the doctors Y5



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Year C	AUTUMN TERM		SPRING TERM		SUMMER TERM	
English Writing Units	<p>The Colours of History (non fiction Bookwrites 3-4) The outcome is to write a two-page spread on a colour (or other feature) through history.</p> <p>The Sea (poetry Bookwrites 5/6) To write your own extended metaphor poem</p>	<p>Chalk (fiction – Bookwrites 3-4) To create own book using a similar story plot to Thomson’s and to write the story</p> <p>Meet the Artist Alexander Calder (non fiction Bookwrites3-4)</p> <p>The outcome is to write a biography about another person of interest.</p> <p>The Shadow Cage (fiction Bookwrites 6)</p> <p>This narrative unit focuses on the building of suspense based around a mystery object</p> <p>Change for fiction (kept on the sequence for now because we did this unit 2024/25)</p> <p>A Question of History (non-fiction Bookwrites 3-4)</p> <p>To create questions and double page spreads of information to answer them.</p> <p>Change for fiction (kept on the sequence for now because we did this unit</p>	<p>The Shadow Cage (fiction Bookwrites 6)</p> <p>This narrative unit focuses on the building of suspense based around a mystery object</p> <p>Change for fiction (kept on the sequence for now because we did this unit 2024/25)</p> <p>A Question of History (non-fiction Bookwrites 3-4)</p> <p>To create questions and double page spreads of information to answer them.</p>	<p>Incredible Edibles: a science-flavoured cookbook (non-fiction Bookwrites 5-6)</p> <p>To create their own revolting recipe, disgusting decoration or hideous head-dress</p> <p>A Good Weekend in Happy Here (poetry 3-4) To write a recount of a weekend in poetry form</p>	<p>. Beowulf or Monster Slayer (fiction Bookwrites 5-6- or 3-4)</p> <p>This classic story sequence focuses around a fight and the highly patterned language and constructions.</p> <p>To write a further episode about a monster slayer</p> <p>Wheels: Cars, cogs, carousels and other things that spin (Bookwrites non- fiction 3-4)</p>	<p>Chitty Chitty Bang Bang (fiction Bookwrites 5-6)</p> <p>To write an additional adventure for the Tootings where they travel to another period of history.</p> <p>I Am Cat by Jackie Morris</p> <p>Write own version of ‘I am Cat’ using a different subject. This can be linked to art to produce a book with illustrations</p>



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		<p>2024/25)</p> <p>A Question of History (non-fiction Bookwrites 3-4)</p> <p>To create questions and double page spreads of information to answer them.</p>				
<p>Science</p>	<p>Electricity 4 (5) Physics</p> <ul style="list-style-type: none"> - Which appliances use electricity? - How can I make a simple circuit? - Why don't some circuits work? - How can we test if a material is a conductor or an insulator? - How do switches affect a circuit? <p>Electricity 6 – Physics</p>	<p>Animals including humans 5 (4) - Biology</p> <ul style="list-style-type: none"> - How do humans change throughout their life? - How do we develop in the womb? - How do we change through puberty? - How do we change when we are senior? 		<p>Living things and their habitats 4 (6) - Biology</p> <ul style="list-style-type: none"> - What are the seven life processes? - How can we sort and group animals? - What are vertebrate animals? - Which living things can be found in the local area? - What is a classification key? - How is our environment changing? <p>Living things and their Habitats 6 (6) - Biology</p> <ul style="list-style-type: none"> - How are 	<p>Plants 3 (6) - Biology</p> <ul style="list-style-type: none"> - What do plants need? - Do the different parts of the plant have a function? - What are roots? - How do plants transport water? - How do plants reproduce? - How are seeds dispersed? 	<p>Magnets 3 (6) - Physics</p> <ul style="list-style-type: none"> - What is a force? - Do objects move the same on different surfaces? - How do magnetic forces work? - Which materials are magnetic? - Do magnets attract each other? - Are all magnets the same strength? <p>Forces 5 (6) - Physics</p> <ul style="list-style-type: none"> - What is gravity? - What is friction? - Friction investigation - Identify the effects of air resistance - What is water resistance? - Gears, levers and pulleys



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	<ul style="list-style-type: none"> - How do I draw a scientific diagram of a circuit? - How does voltage in a circuit affect the brightness of a bulb? - How do I plan a fair test experiment to investigate variations in how components function? - How do I write a conclusion for my investigation? - What is renewable and non-renewable energy? 			<p>animals classified?</p> <ul style="list-style-type: none"> - What is a classification key? - How can we classify plants? - Is yeast a living microorganism ? - What are the five main groups of microorganisms? - Who was Carolus Linnaeus? 		
Art	Monochromatic year 4 Lesson 1: What is the difference between shape and form in	Sculpture year 5 Lesson 1: Which sculptors have been inspired by flowers?	Monochromatic year 5 Lesson 1: How can we describe different styles of drawing?		Sculpture year 6 Lesson 1: Which sculptors have been inspired by food? Lesson 2: How can we manipulate clay to	



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	<p>drawing? Lesson 2: How can we use linear perspective in drawing? Lesson 3: How can we use atmospheric perspective in drawing? Lesson 4: How can I be inspired by how Patrick Hughes uses perspective? Lesson 5: How can we evaluate our artwork?</p>	<p>Lesson 2: How can we manipulate clay to create flower-based sculptures? Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture?</p>	<p>Lesson 2: Can a doodle be art? Lesson 3: How can we describe different styles of drawing? (2) Lesson 4: How can we draw in a geometric style?</p>		<p>create food-based sculptures? Lesson 3: How can I develop my mastery of clay sculpture? Lesson 4: How can I best use colour to enhance my sculpture?</p>	
DT				DT		DT
Computing	<p>Sequencing sounds (3.3) Lesson 1- Introduction to Scratch Lesson 2- Programming sprites Lesson 3-Sequences Lesson 4- Ordering commands Lesson 5- Looking good Lesson 6- Making an instrument</p> <p>Selection in physical computing (5.3)</p>	<p>Repetition in shapes (4.3) Lesson 1 Programming a screen turtle Lesson 2 Programming letters Lesson 3 Patterns and repeats Lesson 4 Using loops to create shapes Lesson 5 Breaking things down Lesson 6 Creating a program</p> <p>Variables in games (6.3) Lesson 1 Introducing variables</p>	<p>Desktop publishing (3.5) Lesson 1 Words and pictures Lesson 2 Can you edit it? Lesson 3 Great template! Lesson 4 Can you add content? Lesson 5 Lay it out Lesson 6 Why desktop publishing?</p>	<p>Web page creation (6.2) Lesson 1 What makes a good website? Lesson 2 How would you layout your web page? Lesson 3 Copyright or CopyWRONG? Lesson 4 How does it look? Lesson 5 Follow the breadcrumbs Lesson 6 Think before you link!</p>	<p>The Internet (4.1) Lesson 1 Connecting networks Lesson 2 What is the internet made of? Lesson 3 Sharing information Lesson 4 What is a website? Lesson 5 Who owns the web? Lesson 6 Can I believe what I read? -</p>	<p>Publishing project Link to curriculum</p>



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	<p>Lesson 1 Connecting Crumbles Lesson 2 Combining output components Lesson 3 Controlling with conditions Lesson 4 Starting with selection Lesson 5 Drawing designs Lesson 6 Writing and testing algorithms</p>	<p>Lesson 2 Variables in programming Lesson 3 Improving a game Lesson 4 Designing a game Lesson 5 Design to code Lesson 6 Improving and sharing</p>				
<p>Online Safety (Be Internet Legend)</p>	<p>Unit 01: Think before you share – Activity 5,</p>	<p>Unit 02: Check it's for real – Activity 5,</p>	<p>Unit 03: Protect Your Stuff – Activity 5,</p>	<p>Unit 04: Respect Each Other – Activity 5,</p>	<p>Unit 05: When In Doubt, Discuss – Activity 5,</p>	<p>Digital Well-being: Lesson 3</p>
<p>Geography</p>	<p>Bee Conservation (5) (Honey Farm?)</p> <ul style="list-style-type: none"> – What can we learn about bees? – What are the key issues affecting bees? – How can our school environment help bees? – How can we plan and carry out effective ways to conserve bees? – How can I record and evaluate the effectiveness of the conservation in my school? 		<p>The United Kingdom (10)</p> <ul style="list-style-type: none"> – What are the countries of the UK and the regions of England? – What are the settlements of the UK and the counties England? – What are the human features of the UK? – What are the physical features of the UK? – How can I use compasses, keys and symbols to read a map? – How can I use 4-figured grid references to read a map? – What are the key topographical features found in the UK? – How have land use patterns changed over 		<p>Rivers (4) (Local River?)</p> <ul style="list-style-type: none"> – What are rivers and how are they formed? – What can I learn about rivers from studying the River Trent? – How can I collect data from a local river in my region? – How will I present and analyse data collected from fieldwork? 	



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			<ul style="list-style-type: none"> time in the UK? - What are my regions key human and physical features? - Can I create a sketch map of my local area? 			
History	<ul style="list-style-type: none"> - Ancient Greece (9) - What can excavations tell us about early Greece? - What was life like in early Greece? - How did the Minoans trade in early Greece? - What was life like in Athens and Sparta? - How did the city-states overcome the Persian invasion? - What was life like in the city-states after the Persians retreated? - How did King Philip II grow the Macedon Empire? - Who was Alexander the Great and what made him a significant leader? - What were the greatest achievements of Ancient Greece? - 	<p>Black history Plymouth box museum</p> <ul style="list-style-type: none"> - Who are the 'Windrush Generation'? - When did the transatlantic slave trade begin and end? - What was Martin Luther King's dream? - Why is Benjamin Zephaniah an important person? - How has Caribbean culture changed Britain? - Can I celebrate some black people who have changed history? 	<p>Crime and Punishment (9)</p> <ul style="list-style-type: none"> - What is crime and punishment? - What was crime and punishment like in Roman Britain? - What was crime and punishment like in the Anglo-Saxon period? - What was crime and punishment like in the Tudor period? - What was crime and punishment like in the Stuart period? - What was crime and punishment like in Georgian Britain? - What was crime and punishment like in the Victorian period? - How did the police force develop through the 20th Century? - What are crime and punishment like today compared with the past? 			
PHSE	<p>Y3 Mental health and emotional wellbeing</p> <p>Strengths and challenges</p> <ul style="list-style-type: none"> - Pupils learn about celebrating achievements and setting personal goals - Pupils learn about 	<p>Y3 Drug, alcohol and tobacco education</p> <p>Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> - the definition of a drug and that drugs (including medicines) can be harmful to people - about the effects and risks of smoking 	<p>Y3 Careers, financial capability and economic wellbeing Saving, spending and budgeting</p> <ul style="list-style-type: none"> - Pupils learn about what influences people's choices about spending and saving money - Pupils learn how 	<p>Y 5 Identity, society and equality</p> <p>Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> - about stereotyping - about prejudice/discrimination and how this can make 	<p>Y6 Keeping safe and managing risk Keeping safe - out and about FGM</p> <ul style="list-style-type: none"> - Pupils learn about feelings of being out and about in the local area with increasing independence - about recognising and responding to peer pressure - about the consequences of antisocial behaviour (including gangs and gang related 	<p>Y5 Physical health and wellbeing In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> - that messages given on food adverts can be misleading - about role models - about how the media can manipulate images and that these images may not



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	dealing with put-downs - Pupils learn about positive ways to deal with set-backs	tobacco and secondhand smoke - about the help available for people to remain smoke free or stop smoking	people can keep track of their money their money - Pupils learn about the world of work	people fee	behaviour)	reflect reality
Music	Sing Up (y3) Just 3 Notes	recorder	Sing Up (5) What shall we do with the drunken sailor?	percussion	Sing Up (6) Composing for protest	Ukulele
RE	U2.8 What does it mean to be a Muslim in Britain today?	U2 What does it mean if Christians believe God is holy and Loving	U2.9 Why is the Torah so important to Jewish people?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.11 What does it mean to be a Humanist in Britain today?	U2.13 What can be done to reduce racism? Can religion help?
PE	Net wall Tennis (A4A) Pickleball	Dance (A4A) Hockey	Gymnastics (A4A) Football	Invasion Tag rugby (A4A) Netball/basketball / handball	Athletics Running and jumping (A4A) Throwing	Striking and fielding Cricket (A4A) Rounders /golf
French	Review Greetings and Name Numbers 0 - 50	Christmas in France	Classroom instructionsY3 In the classroomY4	School subjects Y4	The weather Y4	Travel around the world Y5
Year D	AUTUMN TERM		SPRING TERM		SUMMER TERM	



	<p>The Lucky Dip and Voices in the Park Focus on an author Anthony Browne (fiction Bookwrites 3-4) To write the story of the film from one character's point of view: <i>Voices on the Pier</i></p> <p>Escape From Pompeii (fiction Bookwrites 3-4) To re-write the original story from one character's point of view</p>	<p>Cracking Contraptions (non-fiction Bookwrites 5-6) Children devise and write about their own cracking contraption to create a class Haynes Manual.</p> <p>Where My Wellies Take Me (non-fiction Bookwrites 5-6) To write about a local walk in detail</p>	<p>An Anthology of Intriguing Animals (non-fiction Bookwrites 3-4) To write an information text about 3 different animals organised in a specific way (or contribute to group or class book about animals)</p> <p>Once Upon a Tune (fiction Bookwrites 4) To write the story of <i>Peter and the Wolf</i> with a focus on effective description of character within the setting and building tension</p>	<p>King of the Birds' by Michael Scott, from <i>Beyond the Stars</i> compiled by Sarah Webb (fiction Bookwrites 3-4) To write their own <i>King/Queen of the...</i> story</p> <p>Hansel and Gretel (fiction Bookwrites 5-6) Write a fairy tale from the bare bones.</p>	<p>Myth Atlas (fiction Bookwrites 3-4) To write a myth based on one of the characters from one of the cultures in the book (you can choose a country/culture that you are studying in history or let the children choose any of the cultures and characters which capture their imagination)</p> <p>The Dictionary of Difficult Words (non fiction Bookwrites 3-4-5-6) Children design, write and produce their own page(s) of a dictionary in the style of the model text. These could be collated to form a class book, if desired.</p>	<p>Volcanoes (non fiction Bookwrites 5-6) To write page(s) from a class book about another topic (ideally geographical)</p> <p>Earth Verse (poetry Bookwrites 5-6) To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery</p> <p>To write a short information text about a natural event/process</p>
<p>Science</p>	<p>3/4 States of Matter 4 (7) - Chemistry</p> <ul style="list-style-type: none"> - What are solids, liquids and gases? - Do all liquids behave the same? - What is a thermometer used for? - How do materials change state? 	<p>Animals including humans Heart and Blood 6 (6) - Biology</p> <ul style="list-style-type: none"> - What is the circulatory 		<p>3/4 Light 3 (6) - Physics</p> <ul style="list-style-type: none"> - What is a light source? - What is reflected light? - Is the Sun dangerous? - What is a shadow? 	<p>3/4 -Rocks and soils 3 (6) - Chemistry</p> <ul style="list-style-type: none"> - What are rocks? - Are all rocks the same? - How are rocks formed? - Which rocks make up 	



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	<ul style="list-style-type: none"> - What is the water cycle? - Do all liquids evaporate? - Does temperature affect the rate of evaporation? - <p>Materials 5 (7) - Chemistry</p> <ul style="list-style-type: none"> - What are the properties of solids, liquids and gases? - How can I describe the properties of materials? - Which materials make the best thermal insulators? - Which materials are magnetic? - Which materials are soluble, and which are insoluble? - How can mixed materials be separated? - What is irreversible changes? 	<p>system?</p> <ul style="list-style-type: none"> - How does our heart work? - How does exercise affect my heart rate? - What does the blood transport around the body? - How can I live a healthy lifestyle? - What can damage our health? 		<ul style="list-style-type: none"> - Does moving the light source above the object make the object's shadow longer? - How do mirrors work? <p>5/6 Light 6 (5) - Physics</p> <ul style="list-style-type: none"> - How does light travel? - Which materials make the best reflectors? - How does the eye work? - How do shadows change during the day? - Why do objects look different in water? - How do mirrors work? 	<p>the Earth?</p> <ul style="list-style-type: none"> - What are soils? - How are fossils formed <p>5/6 Evolution 6 (6) - Biology</p> <ul style="list-style-type: none"> - How are plants adapted to their environment? - How are animals are adapted to their environment? - What is natural selection, how does this lead to evolution? - How do adaptations lead to evolution? - What characteristics can you inherit from your parents? - How can fossils help us explain evolution? - 	
<p>Art</p>		<p>Chromatic year 5</p> <p>Lesson 1: What are the seven elements of art?</p> <p>Lesson 2: What is a portrait?</p> <p>Lesson 3: Who was Sarah Biffin?</p> <p>Lesson 4: Who is Noor Bahjat?</p> <p>Lesson 5: What can portraits tell us?</p>		<p>Chromatic year 6</p> <p>Lesson 1: How can art be an act of protest?</p> <p>Lesson 2: How can art raise money for good causes?</p> <p>Lesson 3: How can art reduce its environmental impact?</p> <p>Lesson 4: How can my art save the planet?</p> <p>Lesson 5: How can I help others evaluate their</p>		



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				art?		
DT	DT				DT	DT
Computing	Events and actions in programs (3.6) Lesson 1 Moving a sprite Lesson 2 Maze movement Lesson 3 Drawing lines Lesson 4 Adding features Lesson 5 Debugging movement Lesson 6 Making a project Selection in quizzes (5.6) Lesson 1 Exploring conditions Lesson 2 Selecting outcomes Lesson 3 Asking questions Lesson 4 Planning a quiz Lesson 5 Testing a quiz	Repetition in games (4.6) Lesson 1 Using loops to create shapes Lesson 2 Different loops Lesson 3 Animate your name Lesson 4 Modifying a game Lesson 5 Designing a game Lesson 6 Creating our games Sensing movement (6.6) Lesson 1 The micro:bit Lesson 2 Go with the flow Lesson 3 Sensing inputs Lesson 4 Finding your way Lesson 5 Designing a step counter Lesson 6 Making a step counter	Audio production (4.2) Lesson 1 Digital recording Lesson 2 Recording sounds Lesson 3 Creating a podcast Lesson 4 Editing digital recordings Lesson 5 Combining audio Lesson 6 Evaluating podcasts	Photo editing (4.5) Lesson 1 Changing digital images Lesson 2 Changing the composition of images Lesson 3 Changing images for different uses Lesson 4 Retouching images Lesson 5 Fake images Lesson 6 Making and evaluating a publication	Data logging (4.4) Lesson 1 Answering questions Lesson 2 Data collection Lesson 3 Logging Lesson 4 Analysing data Lesson 5 Data for answers Lesson 6 Answering my question -	Introduction to Spreadsheets (6.4) Lesson 1 Collecting data Lesson 2 Formatting a spreadsheet Lesson 3 What's the formula? Lesson 4 Calculate and duplicate Lesson 5 Event planning Lesson 6 Presenting data



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	Lesson 6 Evaluating a quiz					
Online Safety (Be Internet Legend)	Unit 01: Think before you share – Activity 6,	Unit 02: Check it's for real – Activity 6,	Unit 03: Protect Your Stuff – Activity 6,	Unit 04: Respect Each Other – Activity 6,	Unit 05: When In Doubt, Discuss – Activity 6,	Digital Well-being: Lesson 4
Geography	Land Use, Economic Activity and Travel (4) (Farm Wise?) <ul style="list-style-type: none"> – What are the types of land use? – What are the important features of a settlement and why do settlers choose specific places? – How can I record the facilities that are available in my local area? – How can I present and analyse information about local facilities? 		Italy (11) <ul style="list-style-type: none"> – How is the world represented on maps and globes? – What are the key features of the UK and my region (recap)? – What are Europe's human and physical features including countries and capital cities? – What are the key geographical features of Italy? – What is plate tectonics? – What are earthquakes and how do they occur? – What are volcanoes and how do they occur? – What are the key physical features of Campania, Italy and how do they compare with my region – What are the key settlements in Campania, Italy and how do they compare with my region? – How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region? – What are the similarities between my region and the region of Campania, Italy? 			



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History	Romans (9) (RAM?) <ul style="list-style-type: none"> - What do we know about early Rome and how do we know this? - Who was in charge of the Roman Empire? - How powerful was the Roman army? - What events led up to Emperor Claudius invading Britain? - How did the Roman settlements compare to the Celtic villages? - Who was Boudicca and why did she take revenge on the Romans? - How did the Romans protect their land and how do we know this? - What happened in the final years of the Roman Empire? - What was life like in the different regions of England during the Roman era? 			Anglo-Saxons and Vikings (9) (Escot?) <ul style="list-style-type: none"> - What was life like in England at the end of the 4th Century? - How did life change in England after the fall of the Roman Empire? - Why did the Angles, Saxons and Jutes settle in Britain? - How was Anglo-Saxon Britain ruled? - How did the Anglo-Saxons keep control of their kingdoms? - What shifts in religion and power were there and how do we know this? - Who were the Vikings and why did they carry out raids? - Where did the Vikings settle and who was in charge at the time? 		
PHSE	Y4 Keeping safe and managing risk Playing safe Pupils learn how to be safe in their computer gaming habits. <ul style="list-style-type: none"> - about keeping safe near roads, rail, water, building sites and around fireworks - about what to do in an emergency 	Y4 Identity, society and equality Democracy Pupils learn about Britain as a democratic society <ul style="list-style-type: none"> - about how laws are made - about the local council 	Y5 Mental health and emotional wellbeing Dealing with feelings Pupils learn <ul style="list-style-type: none"> - about a wide range of emotions and feelings and how these are experienced in the body - about times of change and how this can make 	Y5 Drug, alcohol and tobacco education Different influences Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis <ul style="list-style-type: none"> - about different influences on drug use –alcohol, tobacco and 	Y 6 Sex and relationship education Healthy relationships / How a baby is made 5. Pupils learn how a baby is made and grows (conception and pregnancy) 7. Pupils learn to answer each other’s questions about sex and relationships with confidence, where to find support and	Y 6 Sex and relationship education Healthy relationships / How a baby is made



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	and basic emergency first aid procedures		people feel - about the feelings associated with loss, grief and bereavement	nicotine products - strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol	advice when they need it	
Music	Sing Up (3) Fly with the stars	Ukulele	Sing Up (4) This little light of Mine	Percussion	Sing Up (6)Ame Sau Vala Tara Bal	recorder
RE	U2.7 Why do Hindus what to be good?	U2.4 Christians and how to live: What would Jesus do?	U2.2 Creation and science: conflicting or complimentary?	U2.6 For Christians, what kind of king is Jesus?	U2.10 What matters most to humanists and Christians?	U2.14 What do religious and non-religious world views teach about caring for the Earth?
PE	Net wall Tennis (A4A) Pickleball	Dance (A4A) Hockey	Gymnastics (A4A) Football	Invasion Tag rugby (A4A) Netball/basketball / handball	Athletics Running and jumping (A4A) Throwing	Striking and fielding Cricket (A4A) Rounders /golf
French	Review Greetings and Name Numbers 0 - 50	The colours Y3 Christmas cards	The very hungry caterpillar Y3	Fruits and at the market y4	At the supermarket Y5	At the cafe Y6