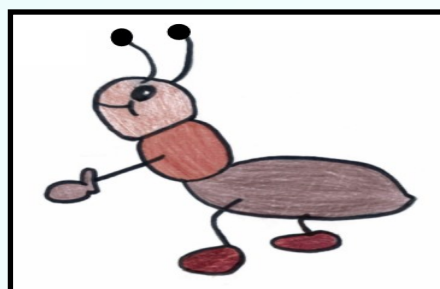
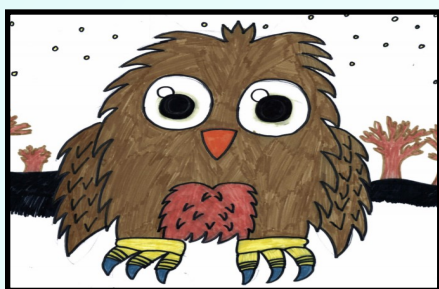
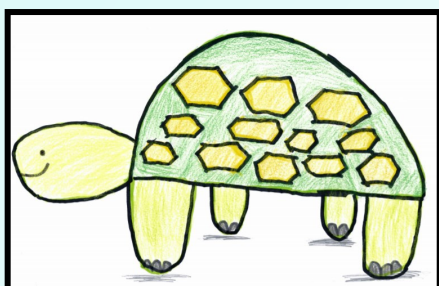




Sexton's Manor

Curriculum



SEXTON'S MANOR CURRICULUM



AIMS AND VALUES <i>Our aims and values are underpinned by our School's Vision Statement, Think, Believe, Achieve. We want all children who leave Sexton's Manor to be:</i>	THINK	BELIEVE	ACHIEVE
	Learners who have inquiring minds, ask questions and who have a thirst for knowledge.	Children who feel valued and who respect others.	Learners who have a positive attitude to their learning.
	Learners who are both independent and collaborative.	Children who are excited and inspired by their learning.	Children who embrace challenges and take risks.
As a school we will:	Provide a safe, calm environment for children to develop into lifelong learners.	Provide an inspiring and exciting curriculum.	Provide a place of excellence, setting high expectations and supporting children to reach their learning goals.

THE LEARNING JOURNEY	LEARNING BEHAVIOURS <i>Sexton's Manor Learners are:</i>	RESOURCEFUL	RESILIENT	REFLECTIVE	TEAM PLAYERS
	LEARNING OPPORTUNITIES <i>Sexton's Manor Learners will develop their learning through:</i>	Taught Sessions			
		Exploration of our School Grounds			
		Community Links			
		Events and Experiences			
	CULTURAL CAPITAL <i>Sexton's Manor Learners will build their Cultural Capital through:</i>	ART STIMULI <i>Appreciating at least 1 piece of art work each half term</i>	MUSIC STIMULI <i>Appreciating at least 1 piece of music each half term</i>	LITERATURE STIMULI <i>Listening to and discussing at least 1 high quality text each half term</i>	
	CURRICULUM STRUCTURE <i>Each term will have an Inspirational People, Global Citizenship or STEM focus – other subjects may also be covered but not in depth.</i>	AUTUMN TERM INSPIRATIONAL PEOPLE History Art R.E. Science	SPRING TERM GLOBAL CITIZENSHIP Geography History Music (Composition) MFL	SUMMER TERM STEM Science Design and Technology Computing (Coding)	
	KEY THREADS ACROSS THE CURRICULUM	READING AND WRITING FLUENCY	MATHEMATICAL FLUENCY	PHYSICAL ACTIVITY	PSHE

IMPACT	TEACHER ASSESSMENTS	FEEDBACK	SUMMATIVE ASSESSMENTS	PUPIL VOICE	MODERATION AND DISCUSSION	PARENTAL INVOLVEMENT
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AIMS AND VALUES

Our curriculum is underpinned by our school vision which is **Think, Believe, Achieve**. As staff and governors we have considered what these words mean for the children in our school. We have thought about what we would like our children to have achieved, both personally and academically by the time they leave our school and have planned our curriculum to embrace these ideas. We have also considered our role within the school in terms of provision, offering all children opportunities to become lifelong learners and to be prepared for secondary school.

THE LEARNING JOURNEY

Our learning journey provides an outline of the curriculum provision at Sexton's Manor and is made up of five elements...

1. Learning Behaviours: As a school, we embrace the concepts of Building Learning Power – Resilience, Resourcefulness, Reflectiveness and Reciprocity (Team Players). These 4 learning powers form the basis of our school assemblies and also underpin the learning behaviours encouraged within the classroom. Every classroom has a Building Learning Power display with a poster and characters designed by the children. Children are encouraged to reflect on these learning behaviours as they learn.

2. Learning Opportunities: Our curriculum is implemented using a range of strategies. High quality taught sessions are fundamental to the learning process with these being supported and enhanced in a number of different ways. Our school grounds are a fantastic resource for learning and are used to support learning opportunities wherever possible. We have established many links with our community and these are important in developing and enhancing learning. Further opportunities to encourage engagement and enthusiasm of learning is through the range of events and experiences that are offered to children during their time at our school.

3. Cultural Capital: As a school, we consider it important to present children with a range of opportunities to develop and add to their cultural capital in order to provide rich and diverse experiences which underpin learning. We have, therefore, decided to incorporate the appreciation and study of a range of high quality music, art and literature. Each half term, the children at our school will be encouraged to reflect upon and appreciate a work of art, a musical composition and at least one high quality text. These are planned across all year groups in order to ensure children will encounter a range of styles and genres throughout their time at our school.

4. Curriculum Structure: As a school, we have thought about the aspects important to us as a school and are using these to plan exciting and engaging topics for learning which allow for National Curriculum (2014) coverage within our school context. Each term will have a particular focus and skills and knowledge will be built upon as children move through our school. A Mantle of the Expert approach adds another dimension to our exciting curriculum.

AUTUMN TERM:

Inspirational People – We want our children to aspire for great things and to be inspired by a range of people from today and in the past. We believe that through the study of these people children will be able to appreciate more fully the historical times they lived in and will appreciate some of the positive qualities and challenges that enabled them to achieve their goals. It is our aim that these studies will, in turn, present opportunities for the children to reflect on their own dreams and ambitions and open their eyes to the opportunities that are available to them.

SPRING TERM:

Global Citizenship – We want our children to develop their understanding of the world in order that they can develop themselves as responsible citizens within the world in which they live. We provide opportunities for children to explore and engage within our school community and our local community as well as learning and understanding their place within the wider global community in order to appreciate and embrace the diversity of an ever changing society.

SUMMER TERM:

STEM – We want our children to be prepared for life in the 21st Century and feel it's important to have a particular focus on the STEM subjects. Although covered throughout the year, this focus will enable children to be able to spend an extended amount of time focusing on STEM subjects and to have opportunities to develop specific skills within these areas.

5. Key Threads across the Curriculum: We believe that there are a number of key threads that need to run throughout the whole of our curriculum implementation. Everything we do is underpinned by high standards in reading, writing and mathematical key skills. Physical activity is also an important aspect running through our curriculum. We want our children to leave our school with an appreciation of the importance of being healthy (both physically and mentally) and active and so many opportunities are provided across the school year for this to be achieved. PSHE is also a key thread that runs through the whole of our curriculum. Throughout their time at Sexton's Manor Primary School, we provide opportunities for children to develop their understanding of concepts such as friendship, peace and belonging in order to further develop their skills when it comes to being an active and responsible citizen within the community that they are part of.

IMPACT

Whilst we believe that our Curriculum is rich, exciting and motivating, it is also grounded in clear outcomes. We want our children to leave our school having learnt more, understood more and wanting to learn more. In order to ensure that these outcomes are fulfilled we are committed to using a range of assessment and feedback tools in order to continually assess, evaluate and improve our curriculum provision.

Teacher Assessment

Teachers are continually assessing the learning that is happening within their classroom and are skilled at adapting and differentiating learning according to individual needs. They are skilled at making judgements against progress measures and sharing these with school leaders in order to evaluate provision across the school.

Feedback

Feedback takes many forms and teachers choose the method of feedback that is most effective in moving children forward in their learning journey and within their current learning opportunities. Possible strategies may include formal written marking, whole class marking and verbal feedback. It is our aim that children will always be aware of their next steps in their learning and will be able to verbalise how they can improve.

Summative Assessments

Key assessment points happen throughout the school and these can be found in our Assessment Policy. EYFS, Year 1, Year 2, Year 4 and Year 6 undergo statutory assessments as directed by the DfE.

Pupil Voice

Pupil Voice is an important part of our curriculum evaluation. Regular discussion between pupils and subject leaders take place in order to establish what is going well and any aspects of learning that may need looking at in light of pupil comments. Our school council's views are also a valuable part of school improvement.

Moderation and Discussion

Moderation and discussion between teachers are a valuable form of assessment and evaluation relating to curriculum provision. They provide a basis for assessing where children are with their learning and for ensuring progression across and within all year groups.

Parental Involvement

Parental involvement is an important aspect of our curriculum evaluation. Regular meetings with parents allow us to establish engagement and enthusiasm within learning. We offer many opportunities for parents to be involved in their children's learning through activities such as Welcome Wednesday and Reading Cafes. We always provide a means for evaluation and always consider parental views when planning new activities.

“The important thing is to never stop questioning.”

Albert Einstein

“Science and everyday life cannot and should not be separated”

Rosalind Franklin

Science at Sexton's Manor Primary School forms an important part of our whole school curriculum. We encourage children to be inquisitive throughout their time at the school and beyond. The Science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living.

We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, children will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that the 'Working Scientifically' skills are built-on and developed throughout children's time at school. This is so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently. Specialist vocabulary is built up progressively within topics across each year group and effective questioning supports the communication of ideas and promotes high level thinking skills.

Science at Sexton's Manor focuses on developing the progression of 5 key skills within all children. These are: pattern seeking, observing over time, identifying and classifying, comparative and fair testing and research. These skills are developed from foundation to year 6 so that children leave our school as confident independent learners ready to continue their education at KS3.

SUBJECT OVERVIEW: SCIENCE



	Autumn Term	Spring Term	Summer Term
Nursery	My Body The Changing Seasons.	Cold and Hot Floating and Sinking.	Planting Seeds, Minibeasts and Discovering How Things Move.
Reception	Exploring the School Environment Using the Senses Weather and Seasons	Changing States of Matter Weather and Seasons	Plants and Growing Weather and Seasons
Year 1	Seasonal Changes (Summer - Autumn) Animals (Minibeasts) Animals (Humans)	Seasonal Changes (Autumn - Winter) Animals (in the water) Plants	Identifying and Classifying Animals Materials
Year 2	Animals including Humans	Living Things and their Habitats Plants	Plants Everyday Materials
Year 3	Animals including Humans	Plants Rocks	Forces and Magnets Light
Year 4	Living Things and their Habitats Animals including Humans	States of Matter	Sound Electricity
Year 5	Living Things and their Habitats. (Animals) Earth and Space.	Animals including Humans Materials, Properties and Change.	Living Things and their Habitats (plants) Forces
Year 6	Animals, including Humans: Circulatory System Electricity (Circuits)	All Living Things and their Habitats Light	Evolution and Inheritance

Key Scientific Concepts:

Observations over time Pattern seeking Identifying and Classifying Research
Fair testing

"The purpose of studying history is not to deride human action, nor to weep over it or hate it, but to understand it. And hopefully then to learn from it as we contemplate our future."

Nelson Mandela

"The more you know about the past, the better prepared you are about the future."

Theodore Roosevelt

History at Sexton's Manor Primary School forms an important part of our whole school curriculum. As a school we believe that History fires children's curiosity to ask questions and know more about Britain's past and that of the wider world. Children should be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present and to inform their opinions and ideas when it comes to future decisions.

Within our school, we want to promote a sense of aspiration and self-belief and we believe that there are many famous people throughout history who can inspire and who we can learn from in order to become the best that we can be and to know the many possibilities that are open to us. We aim to inspire children to aspire to their dreams through learning about the successes and failures of people and events of the past.

History is taught in a variety of different ways and follows a clear progression from Reception to Year 6. Wherever possible links between learning, both across a year group and between year groups are made. Children are encouraged to make links between historical events and people, and key concepts such as significance and hierarchy or cause and effect are addressed throughout our history learning. There are many opportunities for cross curricular links and the understanding of local history, people and events is important to us as a school.

SUBJECT OVERVIEW: HISTORY



	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<i>Nursery</i>	<i>Once we were a Baby</i>	<i>Dinosaurs</i>	<i>Sorting Old and Young</i>
<i>Reception</i>	<i>Our Family</i>	<i>Traditional Tales</i>	<i>Similarities between the past and now</i>
<i>Year 1</i>	<i>Childhood (Family History / Events within Living Memory)</i>		<i>School Days (History of our School and Comparison with Victorian Schools)</i>
<i>Year 2</i>	<i>Movers and Shakers (Significant People who have Shaped History)</i>		<i>Magnificent Monarchs (Introduction to Power and Monarchy)</i>
<i>Year 3</i>	<i>Britain Through the Ages (Changes in Britain from the Stone Age to Iron Age)</i>		<i>Ancient Civilisations (Indus Valley or Ancient Egypt)</i>
<i>Year 4</i>	<i>Emperors and Empires (Roman Invasion of Britain)</i>		<i>Groundbreaking Greeks (Achievements and influence of the Ancient Greeks)</i>
<i>Year 5</i>	<i>Invasion (Vikings and Anglo-Saxons)</i>		<i>Dynamic Dynasties (Ancient China)</i>
<i>Year 6</i>	<i>Britain at War (Focus on First and Second World Wars)</i>		<i>African Kingdoms (Abolition of Slavery)</i>

Key Historical Concepts:

Chronology

Cause and Effect

Similarity and Difference

Significance and Hierarchy

Continuity and Change

“The study of geography is more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents and in the end it’s about using all that knowledge to help bridge divides and bring people together.”

Barack Obama

“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me, geography is a great adventure with a purpose.”

Michael Palin

Our Geography Curriculum aims to inspire all children to investigate the world in which they live and help them to become respectful and responsible citizens.

Through careful planning and progression across the school, our curriculum equips children with knowledge and understanding about diverse places, people and resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

The aims of the Geography National Curriculum are taught through engaging lessons where children are encouraged to take risks as learners and to develop resilience and independence. Links are made between other aspects of learning and children are encouraged to question and find answers.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them for further education and beyond. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Through our carefully planned Geography Curriculum, skills are built upon each year, enabling children to leave Sexton’s Manor with the knowledge outlined in the National Curriculum.

SUBJECT OVERVIEW: GEOGRAPHY



	Autumn Term	Spring Term	Summer Term
Nursery	Where we live	The world has hot and cold places	Places animals like to live
Reception	Our School Environment	Journey Around the World	How does your Garden Grow? Amazing Animals
Year 1	Locational Geography Linked to History Topic Learning about the places where our families come from.	Where are we? (UK Geography)	Geographical Skills Linked to History Topic
Year 2	Locational Geography Linked to History Topic Learning about Jamaica Where is it in relation to the equator? What is it like to live there?	It's a big wide world out there!	Geographical Skills Linked to History Topic
Year 3	Locational Geography Linked to History Topic	Our Continent	Geographical Skills Linked to History Topic
Year 4	Locational Geography Linked to History Topic	The World's Climates	Geographical Skills Linked to History Topic
Year 5	Locational Geography Linked to History Topic	North America	Geographical Skills Linked to History Topic
Year 6	Locational Geography Linked to History Topic	South America	Geographical Skills Linked to History Topic

Key Geographical Concepts:

Climate

Settlement

Terrain

Resources

Population

Continent

Trade

Sustainability

*Music is a science
Music is a foreign language
Music is history
Music is physical education
Music develops insight and demands research
Music is all of these things, but most of all music is art.*

*That is why we teach music:
Not because we expect you to major in music,
Not because we expect you to play or sing all your life.*

*But so you will be human
So you will recognise beauty
So you will be closer to an infinite beyond this world.*

*So you will have something to cling to
So you will have more love, more compassion,
More gentleness, more good -
In short, more life.*

(Author unknown)

Music plays an important part in the life of Sexton's Manor Primary School. The children participate in some kind of musical activity every day, whether that is singing, learning an instrument, performing, listening, composing or evaluating the musical work of others. We believe that music has value as an academic subject, for its social and mindfulness benefits, as well as for fun.

The children's formal music education starts as soon as they enter the school. Children are given many opportunities to sing and explore instruments throughout Key Stage 1, with an organised progression of skills, and through the use of the Charanga Scheme of learning. In Year 3 children begin to learn percussion and participate in weekly music lessons led by a specialist teacher from the Suffolk County Music Service. For some children, this is followed up during Year 4. In Years 5 and 6 children have the opportunity to learn a different instrument, for example French horn, trumpet or guitar. During their time in Key Stage 2, they are also expected to start composing more structured pieces of music, often in groups. This encourages improved social and listening skills, in addition to the many musical skills that are being taught. The focus of these lessons is on the seven common musical elements: tempo, dynamics, pitch, structure, texture, timbre and duration.

During their time at our school, children will listen in depth to 42 pieces of high quality music which have been carefully chosen to provide a rich and varied musical 'diet' in order to widen their horizons and to allow opportunities to recognise and appreciate the amazing musical diversity within the world we live.

SUBJECT OVERVIEW: MUSIC



	Autumn Term	Spring Term	Summer Term
Nursery	Remember and sing entire songs / Sing the pitch of a tone sung by another person ('pitch match') / Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs / Create their own songs, or improvise a song around one they know / Play instruments with increasing control to express their feelings and ideas.		
Reception	Listen attentively, move to and talk about music, expressing their feelings and responses / Watch and talk about dance and performance art, expressing their feelings and responses / Sing in a group or on their own, increasingly matching the pitch and following the melody / Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
Year 1	Menu Song (Playing on the beat / Exploring pitch) Colonel Hathi's March (Beat / Timbre) Christmas Performance	Football (Beat / Pitch) Musical Conversations (Timbre / Graphic Scores)	Cat and Mouse (Tempo / Pitch / Dynamics / Rhythm) As I was Walking Down the Street (Beat)
Year 2	Tony Chestnut (Beat / Rhythm / Pitch) Composing Music inspired by Birdsong (Timbre / Tempo / Dynamics / Pitch) Christmas Performance	Grandma Rap (Duration / Rhythm / Notation) Orawa (Beat / Rhythm)	Swing-a-long with Shostakovich (Beat / Rhythm) Tanczy my Labada (Rhythm)
Year 3	WCET (Glockenspiel/ Percussion) Christmas Performance	WCET (Glockenspiel / Percussion)	WCET (Glockenspiel / Percussion)
Year 4	This Little Light of Mine (Pentatonic Scale / Rhythm) Composing with Colour (Timbre / Dynamics)	The Doot Doot Song (Chords / Structure) Fanfare for the Common Man (Timbre / Dynamics / Texture)	Just 3 Notes (Pitch / Rhythm / Notation) Favourite Songs (Chords / Structure)
Year 5	WCET (Guitar) Christmas Performance	WCET (Guitar)	WCET (Guitar)
Year 6	WCET (Guitar)	WCET (Guitar)	WCET (Guitar)

Key Musical Concepts:

Beat Rhythm Pitch Dynamics Timbre Structure Tempo

“A high quality computing equips pupils to use computational thinking and creativity to understand and change the world.”

National Curriculum Computing

“Everyone should learn how to code, it teaches you to think.”

Steve Jobs

For every pupil at Sexton's Manor Primary School we aim to deliver learning experiences to help them navigate their world to develop computing skills. We will make computing accessible in order to empower our pupils to be safe, responsible, discerning and creative users of digital technologies. The pupils will develop their skills with the use of laptops, iPads, interactive whiteboards, digital cameras and Beebots allowing them to practise and improve their skills as they learn.

At the heart of computing, the curriculum is engaging and meaningful ensuring that it is inclusive for all pupils. Our computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety. These areas are visited across a year group and revisited between year groups through a range of learning and cross-curricular links. During the pupil's time at Sexton's Manor we want to ensure the learning is embedded and skills are developed. We recognise that technology can allow our pupils to share their learning in creative ways and staff will embed computing across the whole curriculum to make learning creative and accessible. Our computing progression is supplemented by the Purple Mash Scheme of work which we follow from EYFS—Year 6 ensuring consistency and progression throughout the school.

In addition, our curriculum develops our pupils' communication skills by learning how to keep themselves safe online through being able to recognise both the opportunities and threats posed in the digital world. In regards to E-safety, we play an important role in allowing our pupils to recognise what information is personal to them and who and when it is safe to share it. To do this effectively, they must have a clear understanding of the meaning of personal information and recognise their own responsibility in safeguarding this. Our pupils will be taught about their digital footprint and where to seek support and advice should they need it.

SUBJECT OVERVIEW: COMPUTING



	Autumn Term	Spring Term	Summer Term
Nursery	Number blocks interactive games	Mini Mash 'around the world'	Mini mash drawing finger control.
Reception	Familiarity with devices and understanding how IT helps us in our everyday life	Use of Google Earth to develop children's understanding of the world.	Familiarity with devices and understanding how IT helps us in our everyday life
Year 1	Online safety Grouping and sorting	Pictograms Lego builders	Maze explorers Animated Stories
Year 2	Online safety Coding	Questioning Effective Searching	Creating pictures Presenting ideas
Year 3	Online safety Coding	Touch typing Email	Simulations Branching databases
Year 4	Online safety Coding	Spreadsheets Writing for different audiences	Logo Animation
Year 5	Online safety Coding	Spreadsheets Databases	Game creator 3D Modelling
Year 6	Online safety Coding	Spreadsheets Blogging	Text adventures Networks

Key Computing Concepts:

Interactivity, Coding, Blogging, Debugging, Networks, Online safety.

"If I could say it in words, there would be no reason to paint."

Edward Hopper

"Every child is an artist. The problem is how to remain an artist when we grow up."

Pablo Picasso

"There are no rules. That is how art is born, how breakthroughs happen. Go against the rules or ignore the rules. That is what invention is about."

– Helen Frankenthaler

Art at Sexton's Manor Primary School forms part of our Arts Curriculum. We see it as essential to personal development and cultural engagement. As a school we believe that high quality Art and Design teaching allows children to follow their individual interests, thoughts and ideas. We nurture children's intuitive choices that enables them to be confident to diverge from the task to own the learning. Pupils should be encouraged to ask questions about artists, craft makers, designers and photographers whether they are local, national, global, past or present. Pupils should be encouraged to develop a wide knowledge as it underpins and enables the application of artistic skills. Studying the work of others allows pupils to understand the artistic process and supports the use of sketchbooks. This will also allow them to understand the thought process to see how artists develop and reflect on their ideas.

Within our school, we want to promote a sense of aspiration and self-belief and we believe that there is a multitude of creative people who can inspire and who we can learn from. We aim to inspire children that all art has value and art cannot be wrong nor can the creative process ever finish.

Art and Design is taught in a variety of different ways and follows a clear progression from Reception to Year 6. Wherever possible links between learning, both across a year group and between year groups are made. Children are encouraged to make links between artists, designers, craft makers and photographers and the varied skills they use and develop.

SUBJECT OVERVIEW: ART



	Autumn Term	Spring Term	Summer Term
Nursery	Beginning to define our mark making - Portraits	Creating imaginative pictures and 3D ideas - dinosaurs	Printing and resist ideas - minibeasts.
Reception	Painting Family Portraits Circles	Sculpture Natural Materials Painting - Waterlilies	Collage Cardboard Box Art
Year 1	DRAWING AND SKETCH-BOOKS Spirals	SURFACE AND COLOUR Inspired by Flora and Fauna CONTINUATION OF THE DRAWING JOURNEY	WORKING IN 3D Making Birds CONTINUATION OF THE DRAWING JOURNEY
Year 2	DRAWING AND SKETCH-BOOKS Explore and Draw	SURFACE AND COLOUR Exploring the World Through Mono-print CONTINUATION OF THE DRAWING JOURNEY	WORKING IN 3D Stick Transformation Project CONTINUATION OF THE DRAWING JOURNEY
Year 3	DRAWING AND SKETCH-BOOKS Gestural Drawing with Charcoal	SURFACE AND COLOUR Cloth, Thread, Paint CONTINUATION OF THE DRAWING JOURNEY	WORKING IN 3D Making Animated Drawings CONTINUATION OF THE DRAWING JOURNEY
Year 4	DRAWING AND SKETCH-BOOKS Storytelling Through Drawing	SURFACE AND COLOUR Exploring Still Life CONTINUATION OF THE DRAWING JOURNEY	WORKING IN 3D Festival Feasts CONTINUATION OF THE DRAWING JOURNEY
Year 5	DRAWING AND SKETCH-BOOKS Typography and Maps	SURFACE AND COLOUR Fashion Design CONTINUATION OF THE DRAWING JOURNEY	WORKING IN 3D Architecture: Dream Big or Small CONTINUATION OF THE DRAWING JOURNEY
Year 6	DRAWING AND SKETCH-BOOKS 2D Drawing to 3D Making	SURFACE AND COLOUR Activism CONTINUATION OF THE DRAWING JOURNEY	WORKING IN 3D Take a Seat CONTINUATION OF THE DRAWING JOURNEY

Key Art Concepts:

Line Space Shape Form Texture Value Colour

"Design is not just what it looks like and feels like. Design is how it works."

Steve Jobs

"Creativity is allowing yourself to make mistakes. Design is knowing which ones to keep."

Adams

"If I have a thousand ideas and only one turns out to be good, I am satisfied."

Alfred Nobel

At Sexton's Manor Primary School we aim to provide children with a Design and Technology education that is exciting and relevant in our rapidly changing world. We aim to inspire children to think creatively and to design, make and evaluate a range of products throughout their time at school. Through carefully planned learning opportunities, children work on a variety of tasks which allow them to exercise their creativity and problem solving skills as well as developing the skills they need to be able to work collaboratively together.

Our Design and Technology curriculum is taught in a variety of different ways and follows a clear progression from Reception to Year 6. It provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. During their time at our school, children are exposed to a wide range of media including textiles, food and woodwork and through this, children develop their skills, vocabulary and resilience within the subject. Our Design and Technology curriculum also allows children to apply and link the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Where possible Design and Technology projects also link to our half termly learning themes which further enhances motivation and meaning for all children.

All teaching of DT follows the design, make and evaluate cycle with each stage being rooted in technical knowledge. Children are taught to choose and select materials appropriately and are given opportunities to evaluate their products against their initial criteria. Evaluation is an integral part of the design process and allows children to adapt and improve their product which is a key skill they need throughout their life. It is our aim that as designers, children will develop skills and attributes they can use beyond school and into adulthood.

SUBJECT OVERVIEW: DESIGN & TECHNOLOGY



	Autumn Term	Spring Term	Summer Term
Nursery	Design a bread face to eat.	Moving slit cut pictures	Design a junk model boat to float.
Reception	Making Salt Dough Decorations	Making Porridge	Preparing the Fruit and Vegetables we have grown
Year 1	POAP Structures: Freestanding Structures	POAP Mechanisms: Sliders and Levers	POAP Food: Preparing fruit and vegetables
Year 2	POAP Textiles: Templates and Joining	POAP Food: Preparing fruit and vegetables	POAP Mechanisms Wheels and Axles
Year 3	POAP Mechanisms: Levers and Links	POAP Electrical Systems: Simple Circuits and Switches	POAP Structures: Shell structures POAP Food: Healthy and Varied Diet
Year 4	POAP Mechanisms: Pneumatics	POAP Structures: Shell structures using CAD	POAP Textiles: 2D shape to 3D product Electrical Systems: Simple programming and control
Year 5	POAP Structures: Frame Structures POAP Textiles: Combining different fabrics	POAP Mechanical Systems: Pulleys or Gears	POAP Electrical Systems: More complex switches and circuits
Year 6	POAP Food: Celebrating culture and seasonality	POAP Mechanical Systems: Cams	POAP Electrical Systems: Monitoring and Control POAP Textiles: Using CAD in textiles

Key Design and Technology Concepts:

Research Focus skills Designing and Making Evaluation

“Religious education emphasises respect for others, regardless of their beliefs, race or social status. In our diverse society, children need an understanding of other principal religions and other world views. In teaching about the beliefs and traditions of other people, the subject promotes discernment and enables pupils to combat prejudice. Such tolerance is vital in a world that is increasingly fraught with extremism, division and hatred.”

THE IMPORTANCE OF FAITH IN EDUCATION Victoria Purcell

*“Sometimes big questions don’t have answers and you are just left with your opinions”
Year 5 student Suffolk Agreed Syllabus 2012*

Teaching RE at Sexton’s Manor Primary School is centred around the statutory requirements as laid out in the Suffolk Agreed Syllabus for RE 2012. It establishes the entitlement for all children to religious education.

‘All pupils in Suffolk schools, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, have an entitlement to learning in religious education.’

Our RE curriculum contributes to the developing knowledge, understanding, skills and attitudes necessary for our children’s self-fulfilment and growth as active and responsible members of our school. From EYFS to year 6 the children study mainly Christianity, our heritage religion as laid out in the agreed syllabus, and then other religions. As the year groups progress this diversity is opened up to more religions seeking to promote a greater understanding of the diversity of our culture and community. Our planning uses the enquiry-type model; encouraging thinking, engaging with a topic, enquiring into an area of study, responding to the learning and evaluating thinking and learning in the light of new knowledge. Staff have a choice as to how they meet the statutory requirement to teach RE. They can teach in weekly blocks or in a concentrated block that covers the 6–8 hours required each half term. Assessment is based on what a child has learnt about a religion or belief and what they have learnt from a religion or belief.

SUBJECT OVERVIEW: RELIGIOUS EDUCATION



	Autumn Term	Spring Term	Summer Term
Nursery	Yearly look at festivals and how we celebrate.		
Reception	Creation 1 Incarnation 1	Salvation 1 Salvation 2	Incarnation 2 Creation 2
Year 1	Belonging Christianity (Baptism / Church) Judaism (Mitzvot / Tzedakah)	Stories and Books Christianity (Parable / Gospel) Symbols and Artefacts Christianity (Resurrection / Joy)	Believing Christianity (Saviour / Jesus) Judaism (Teshuvah / G-D)
Year 2	Leaders and Teachers Christianity (Disciples/Faith) Judaism (Torah/Rabbi)	Stories and Books Different Religions	Prayer and Worship Christianity (Prayer / Worship) Judaism (Tefillah / Blessings)
Year 3	Religion and the Individual Christianity / Islam	Religion and the Individual Hinduism Symbols and Religious Expression Christianity	Beliefs in Action in the World Christianity Symbols and Religious Expression Judaism
Year 4	Inspirational People Islam / Christianity	Inspirational People Hinduism Encountering Inspirational People Sikhism	Religion, Family and Community Christianity Encountering Religion, Family and Community Sikhism
Year 5	Teachings and Authority Christianity / Islam	Teachings and Authority Hinduism Revisiting Worship, Pilgrimage and Sacred Places Judaism	Worship, Pilgrimage and Sacred Places Christianity Encountering Symbolism and Religious Expression Buddhism
Year 6	Beliefs and Questions Christianity Journey of Life and Death Christianity	Beliefs and Questions Hinduism Encountering Journey of Life and Death Buddhism	Beliefs and Questions Islam Encountering Journey of Life and Death Humanism

Key Concepts:

Faith, spirituality, morality, community, belonging, identity, authority, respect, tradition, responsibility, forgiveness, sacrifice, service, life, death

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”

John F. Kennedy

“Just play, have fun and enjoy the game.”

Michael Jordan

Physical Education at Sexton's Manor Primary School forms an integral part of our whole school curriculum. As a school we believe that physical activity is an important part of staying physically and mentally healthy which is why it is a key thread that runs throughout our curriculum. We want all our children, from the coordinated to the less coordinated, from the competitive to the not so competitive, to leave the school having developed an enjoyment in being physically active.

Within our school, we aim to develop learners who are good team players and Physical Education provides many opportunities for this, whether it be developing skills to work collaboratively in a team, or to create and perform interesting and imaginative dance sequences together. Through working in a team children learn to understand the strengths and weaknesses of others, and to develop co-operation and social skills.

We also aim to develop resilient learners and Physical Education provides many opportunities for children to practise perseverance and improve their skills across all the areas of physical activity.

Physical Education is taught in a variety of different ways and follows a clear progression from Reception to Year 6. Throughout the school pupils participate in games, gymnastics, dance, athletics and in KS2 pupils also participate in swimming and Outdoor and Adventurous Activities. In each of these areas pupils acquire and develop skills, select and apply skills, evaluate and improve and develop an understanding of fitness and health. Pupils participate in 2 hours of Physical Education sessions a week and also take part in 'The Daily Mile'. There are extra curricular physical activity clubs offered each term and there is a opportunity to compete in inter school competitions for those who wish to.

To ensure a broad and balanced coverage of all the areas of Physical Education we use the objectives set out by the Suffolk PE and Sport Advisory Team in their document 'Physical Education—Key Stage 1 and 2'. As a school we use a range of resources to support us in the planning and teaching of Physical Education and, where possible, dance units are adapted to link to school topics or other areas of the curriculum.

SUBJECT OVERVIEW: PHYSICAL EDUCATION



	Autumn Term	Spring Term	Summer Term
Nursery	Developing gross motor skills through play.	Developing gross motor skills through play.	Developing gross motor skills through play.
Reception	Developing gross motor skills.	Developing gross motor skills.	Developing gross motor skills.
Year 1	Games Skills Dance Gymnastics – focus on floor	Games Skills Dance Gymnastics – focus on apparatus	Games Skills Athletics Dance Gymnastics – consolidation of floor and apparatus
Year 2	Games Skills Dance Gymnastics – focus on floor	Games Skills Dance Gymnastics – focus on apparatus	Games Skills Athletics Dance Gymnastics – consolidation of floor and apparatus
Year 3	Invasion Games (Netball, Basketball, Hockey) Dance Gymnastics – focus on floor	Invasion Games (Football) Net/Wall Games (Badminton) Dance Gymnastics – focus on apparatus	Net/Wall Games (Tennis) Striking and Fielding Games (Rounders) Athletics Swimming
Year 4	Invasion Games (Tag-Rugby, Basketball, Hockey) Dance Gymnastics – focus on floor	Invasion Games (Football) Net/Wall Games (Badminton) Dance Gymnastics – focus on apparatus	Net/Wall Games (Tennis) Striking and Fielding Games (Cricket) Athletics Swimming
Year 5	Invasion Games (Netball, Football) Dance Gymnastics – focus on floor	Outdoor and Adventurous Activities Net/Wall Games (Badminton) Dance Gymnastics – focus on apparatus	Striking and Fielding Games (Rounders) Athletics Swimming
Year 6	Invasion Games (Hockey, Tag-Rugby) Dance Gymnastics – Focus on composing a sequence on floor and mats that can be performed for an audience	Outdoor and Adventurous Activities Net/Wall Games (Tennis) Dance Gymnastics – Focus on composing a sequence on floor and mats that can be performed for an audience	Striking and Fielding Games (Cricket) Athletics Swimming

Key Concepts:

Develop and acquire skills. Select and apply skills and tactics. Improve strength, stamina and flexibility.

Know what needs to be improved and have the desire to do so.

Creative, competitive, overcoming challenges, achieving personal bests, determined, resilient,