

# Long Term Curriculum Map & Long Term Planned Personal Development Opportunities

## Long Term Curriculum Map

Broadhempston rolling programme EYFS - This is a working document evolving & changing to the needs & interests of the children

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Rolling Programme</b>	<b>The Farm</b> <i>"Why are farms so important?"</i>	<b>Seasonal Change &amp; Christmas</b> <i>"How do the seasons affect us?"</i>	<b>Space</b> <i>"Why is planet Earth special?"</i>	<b>Dinosaurs</b> <i>"What if dinosaurs were around today?"</i>	<b>New Life &amp; Minibeasts</b> <i>"Are all animals the same?"</i>	<b>Changing Environments: Sea &amp; Jungle</b> <i>"Where in the World could we go?"</i>
<b>Characteristics of Effective Teaching &amp; Learning supporting learning across all areas</b>	<p>Playing and Exploring – engagement, finding out and exploring, playing with what they know and being willing to ‘have a go’.</p> <p>Active Learning – motivation, being involved and concentrating, keeping trying and enjoying achieving what they set out to do.</p> <p>Creating and Thinking Critically – thinking, having their own ideas, making links and choosing ways to do things.</p>					
<b>Personal, Social &amp; Emotional Development (Prime Area)</b>	<ul style="list-style-type: none"> <li>Supporting children to make good relationships, encouraging self-esteem &amp; awareness of others through all activities.</li> <li>Helping children to manage their feelings &amp; behaviour, whilst developing positive sense of self, independence &amp; social skills.</li> <li>Learning about &amp; encouraging healthy lifestyles and participating in whole-school activities, such as CAP visit &amp; Friendship week.</li> </ul>					
	Being Me In My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Communication &amp; Language (Prime Area)</b>	<ul style="list-style-type: none"> <li>Weekly ‘Show and Tell’ slots. On-going opportunities to encourage listening attentively and developing their skills in answering questions, developing a narrative/explanation and an ability to follow instructions.</li> <li>On-going story sharing and associated discussions as well as role play situations.</li> <li>Oracy embedded throughout – stem sentences to develop across the year.</li> </ul>					
<b>Physical Development (Prime Area) See CP plans</b>	Moving and handling PE-Fundamental movement skills. Funky fingers Cooking CP	Moving and handling PE-Fundamental movement skills. Funky fingers Cooking CP Music & movement	Moving and handling PE-Throwing and Catching Funky fingers Cooking CP	Moving and handling PE-Passing and receiving in teams Funky fingers Cooking CP Music & movement	Moving and handling PE-Team building/problem solving Dance (Mayday). Funky fingers Cooking CP	Moving and handling PE-Athletics skills. Sports day Funky fingers Cooking CP
<b>Literacy (Specific Area)</b>	Farm based texts	Autumn themed texts	Space themed texts	Dinosaur themed texts	New life/minibeast themed texts	Sea/Rainforest themed texts

## Long Term Curriculum Map & Long Term Planned Personal Development Opportunities

<b>Mathematics (Specific Area)</b>	Mathematics is inherent in daily school routines – use of positional language, counting to solve real-life problems, talking about time, etc. • Rich mathematical vocabulary and modelling of using and applying mathematics by all adults in setting. • Discrete ‘Maths Area’ (including a working wall) and integrated opportunities throughout provision. <b>Guided Mathematics Lessons (White Rose Maths) – see school website</b>					
<b>Understanding of the World (Specific Area)</b>	<b>Past &amp; Present</b> •Talk about their family and time at preschool •What did farmers use before they had tractors? • Compare photographs of past and present farming • Farm trip/visitor	<b>Past &amp; Present</b> •Christmas story – compare journey then & now •Visit from a grandparent – What was school like when they were a child? • Compare photographs of past and present Christmas’ • Explore cycle of seasons and time passing • Introduce Bonfire night and Remembrance Day	<b>Past &amp; Present</b> •The first moon landing •Chinese new year • Discuss and share photographs of space travel – particularly moon landing • Compare photographs of past and present buildings, including sitting rooms.	<b>Past &amp; Present</b> •Who was Mary Anning and what did she do? • Sharing of non-fiction texts linked to dinosaurs • Discuss Mary Anning and fossils • Compare photographs of past and present clothing linked to Mary Anning	<b>Past &amp; Present</b> Explore life cycles and time passing • Compare photographs of past and present May-Day (Coronation) celebrations	<b>Past &amp; Present</b> •Identify and talk about changes since being born to now (PSHE) • Compare photographs of past & present transport • Compare photos of past and present beaches • Discuss pirates
	<b>People, Cultures &amp; Communities</b> See FaB planning - Explore school outdoor environment Visit St. Matthew’s church Positional language in mathematics	<b>People, Cultures &amp; Communities</b> •See FaB planning •Celebrations - Diwali & Christmas. • Compare Bethlehem/Landscape •Interpret a map/aerial view of school • Introduce world map/globe • Identify similarities and differences to life in UK/contrasting enviros: Australian Christmas, North Pole, Bethlehem	<b>People, Cultures &amp; Communities</b> •See FaB planning •Chinese New Year •Create map of school • Interpret a range of maps and scales of Landscape • Explore routes to school • Introduce Google Earth • Recognise different environments: Virtual visit to London & Egypt	<b>People, Cultures &amp; Communities</b> •See FaB planning •Mothering Sunday, The Easter Story. •Describe similarities & differences between their local environment and environments in stories & non-fiction texts. • Spatial reasoning in mathematics	<b>People, Cultures &amp; Communities</b> •See FaB planning •May Day celebration •Handa’s surprise & The Ugly Five comparison and contrast between animals, lifestyles, weather etc in Kenya/Devon. • Explore map of world	<b>People, Cultures &amp; Communities</b> •See FaB planning •Interpret a range of maps •Mapping in Mathematics •Identify similarities and differences to life in UK/contrasting enviros: Peru (Rainforest) •Trip to aquarium – different marine environments
	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>

## Long Term Curriculum Map & Long Term Planned Personal Development Opportunities

	<p><b>“Why are farms so important?”</b></p> <ul style="list-style-type: none"> <li>•Where food comes from, jobs on the farm, farm animals &amp; crops, farms in Autumn (Harvest).</li> <li>•Observe farming from school grounds</li> </ul>	<p><b>“How do the seasons affect us?”</b></p> <p>Autumn crowns – walk around school grounds carefully collecting autumn leaves. What do we notice etc?</p> <p>Hibernation – Which animals hibernate and why?</p>	<p><b>“Why is planet Earth special?”</b></p> <p>The Solar system- planets, sun, moon</p> <p>Hot and cold planet investigation – ice planets</p> <p>Landing on the Moon – astronauts</p> <p>Air propelled rockets investigation</p>	<p><b>“What if dinosaurs were around today?”</b></p> <p>What did dinosaurs look like/do/eat?</p> <p>Ice eggs</p> <p>Comparing life on earth during dinosaur era and now.</p>	<p><b>“Are all animals the same?”</b></p> <p>Baby animals and life cycles e.g. Caterpillar-butterfly/chicks/seed</p> <p>Planting seeds and making observations</p>	<p><b>“Where in the World could we go?”</b></p> <p>Compare Stover and Sea/beach environment and creatures.</p> <p>Floating and sinking investigation</p>
	<p><b>Additional computing</b></p> <p>Cbeebies ~Down on the Farm activities.</p> <p>Matching animal sounds Topmarks game or CBeebies</p> <p>Topsy and Tim on the farm</p> <p>Phonics Play/Bug on iPad and class board</p> <p>Introduce Beebots - Little Red Hen</p>	<p><b>Additional computing</b></p> <p>Cbeebies~</p> <p>Numberblocks</p> <p>Phonics Play/Bug</p> <p>Tee and Mo - Our Little World (bbc.co.uk) on ipads(UW-looking after our environment)</p> <p>~ Beebots controlling him to pick up items from ‘Ouch’</p>	<p><b>Additional computing</b></p> <p>Cbeebies~ Stargazing activities</p> <p>Cbeebies~design a planet</p> <p>Phonics Play/Bug on iPad and class board</p> <p>Controlling Beebot – direct him around the solar system.</p>	<p><b>Additional computing</b></p> <p>Cbeebies ~ Andy’s dinosaur adventures</p> <p>Phonics Play/Bug on iPad and class board</p> <p>Controlling Beebot – direct him around dinosaur land</p>	<p><b>Additional computing</b></p> <p>Cbeebies ~</p> <p>Phonics Play/Bug on iPad and class board</p> <p>Beebots – create map of school to programme Beebot to move around</p>	<p><b>Additional computing</b></p> <p>Cbeebies~ Octonauts</p> <p>-looking after the ocean</p> <p>Phonics Play/Bug on iPad and class board</p> <p>Controlling Beebot – direct it to the buried treasure on the treasure map.</p>
<b>Hook or visit</b>	<b>Visit to Occombe Farm / Riverford</b>	<b>Buckfast Abbey – Christmas workshop</b>	<b>Forest school only this half term</b>	<b>Space dome/science week event</b>	<b>Visit to Stover Country Park Vet visit</b>	<b>Aquarium visit &amp; Whole-School Beach trip</b>

## Long Term Curriculum Map &amp; Long Term Planned Personal Development Opportunities

## Broadhempston rolling programme (Year 1 and 2) Year A – 2022/23

	Autumn	Spring	Summer
Science	Living things and their habitats (Y2)	Animals, including humans (Y2)	Plants (Y1)
Taught each term	Seasonal change		
History	Who is the greatest history maker? (Focus on Florence Nightingale)	World War I: Why was Charles I sent to prison?	What does it take to become a great explorer?
Geography	Why does it matter where my food comes from?	How does the geography of Kampong Ayer compare with the geography of where I live?	How does the weather affect our lives?
DT	Cooking & nutrition: Making healthy smoothies	Textiles: Puppets	Structures: Houses/Mechanisms: cars
Art	Fruit and vegetable printing (Printing inc. Digital Art)	African sunset painting	Flowers in art (Drawing and painting)
Music (Y2)	Musical me	African call and response song (Theme: Animals)	Dynamics, tempo, timbre and motifs (Theme: Space)
Spanish	TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y1/2 PROGRAMME		
FaB (RE)	Who is Muslim and how do they live (part 1)? Why is Christmas important to Christians?	Who is Muslim and how do they live (part 2)? Why does Easter matter to Christians?	What is the good news Jesus brings? What makes some places sacred to believers?
PSHE (Y2)	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
Computing	IT around us Digital photography	Making music Pictograms	Robot algorithms Intro to quizzing
Hook or visit	<b>DT: Cooking: Ocombe Farm professional kitchen visit and make</b>	<b>Science: Paignton Zoo- animals &amp; habitat – meet zoo ranger</b>	<b>Science: locally grown fruit &amp; veg. Food miles.</b>

## Broadhempston rolling programme (Year 1 and 2) Year B – 2023/24

	Autumn	Spring	Summer
Science	Uses of everyday materials (Y1 & 2)	Plants (Y1 & 2)	Animals, including humans (Y1)
Taught each term	Seasonal change		
History	How do our favourite toys and games compare to those of the children of the 1960s?	Pompei: How do we know so much about where Sappho used to live?	Why is the history of my locality significant?
Geography	How does a compass help us?	Why don't penguins need to fly?	Why do we love being beside the seaside so much?
DT	Cooking & Nutrition: Riverford farm visit	Levers/ Sliders: Making a moving monster	?
Art	Figures and faces (Sculpture)	Self-portraits (Drawing and painting)	Seascapes (Drawing, painting, collage)
Music (Y1)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
Spanish	TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y1/2 PROGRAMME		
FaB (RE)	Who made the world? What does it mean to belong to a faith community?	What do Christians believe God is like? Who is Jewish and how do they live (part 1)?	Who is Jewish and how do they live (part 2)? How should we care for the world and others, and why does it matter?
PSHE (Y1)	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
Computing	Technology around us Digital painting	Moving a robot Grouping data	Digital writing Introduction to animation
Hook or visit	<b>DT: Cooking: Riverford Field kitchen visit and make</b>	<b>PE/Music: African dance/drumming</b>	<b>Science/English: Plymouth Aquarium or Wembury Beach with rangers</b>

## Broadhempston rolling programme (Year 3 and 4) Year A – 2022/23

	Autumn	Spring	Summer
Science	Forces & Magnets (Y3)	Rocks(Y3) States of Matter (Y4)	All living things (Y4) Plants (Y3)
History	How did the arrival of the Romans change Britain?	How did life change from the stone age to the iron age? (2023) Who were the Anglo-Saxons and how do we know what was important to them?	What did the Vikings want in Britain?
Geography	Why do so many people live in megacities?	Why are jungles so wet and deserts so dry?	How and why is my local environment changing?
DT	Chocolate boxes using nets	Sewing- textiles	Mechanisms- pop up story books
Art	Printing and Rangoli patterns	Work of Other Artists: Henri Rousseau Collage (overlapping and montage): Rainforest scene.	Drawing and Painting.
Music (Y1)	Adapting and transposing motifs	Body and tuned percussion	Samba and Carnival sounds and instrumental
Spanish	TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y3/4 PROGRAMME		
FaB (RE)	What do Hindus believe God is like? Incarnation/God: What is the trinity? Christmas	What does it mean to be a Hindu in Britain today? Salvation: Why do Christians call the day Jesus died good? Easter	Kingdom of God: When Jesus left what was the impact of Pentecost? Why do some people think that life is like a journey and what significant events mark this?
PSHE	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
Computing	(Y4) Computer systems and networks – the internet Creating media – audio production	Programming A – repetition in shapes Data and information – Data logging	Creating media – photo editing Programming B – repetition in games
Hook or visit	<b>Roman Soldier visit (History)</b>	<b>Kent's Cavern to link with rocks, fossils and the Stone age. (Science and History)</b>	<b>Wild wise overnight camping trip (PSHE). Adventurous activity – paddleboarding and climbing wall (PE).</b>

**Broadhempston rolling programme (Year 3 and 4) Year B – 2023/24**

	Autumn	Spring	Summer
Science	Electricity (Y4) Trip – energy from waste plant Plymouth	Animals including humans (Y3) Animals including humans (Y4)	Light (Y3) Sound (Y4)
History	How did the lives of Ancient Britons change during the Stone Age?	Bronze Age Britain: What is the secret of the standing stones?	How do artefacts help us to understand the lives of people in Iron Age Britain?
Geography	How do the biggest earthquakes not always cause the most damage?	Beyond the Magic Kingdom: what is the Sunshine State really like?	How can we live more sustainably?
DT	Circuit: Make a torch	Cooking & nutrition: Make bread and a healthy accompaniment.	Programming: light up boxes
Art	Sculpture - clay	Sculpture – Egyptian masks	Painting and drawing: Narrative art
Music	Ballads	Pentatonic melodies and compositions	Jazz
Spanish	TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y3/4 PROGRAMME		
FaB (RE)	What do Christians learn from the creation story? How do festivals and family life show what matters to Jewish people?	People of God: What is it like to follow God? How do festivals and worship show what matters to a Muslim?	Gospel: What kind of world did Jesus want? How and why do religious people try to make the world a better place?
PSHE	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
Computing	(Y3) Computer systems and networks – connecting computers. Creating media – animation.	Programming A – sequence in music Data and information – branching databases	Creating media – desktop publishing Programming B – events and actions
Hook or visit	<b>Visitor – Stone Age Workshop</b>	<b>Visit to Exeter Mosque (RE and Worldviews)</b>	<b>Adventurous activity - Bear Trails and canoeing (PE)</b>

## Broadhempston rolling programme (Year 5 and 6) Year A – 2022/23

	Autumn	Spring	Summer
Science	Forces.	Animals including humans: Healthy lifestyles. Living things and their habitats: Birth to old age.	Living things and their habitats: Life cycles. Living things and their habitats: Classification.
History	Why did Britain once rule the largest empire the world has ever seen?	How does Dartmoor reflect our national military history?	Why did the ancient Maya change their way of life?
Geography	How do volcanoes affect the lives of people on Heimaey?	Who are Britain's National Parks for?	Why is fair trade fair?
DT	Bridges (structures).	Automata toys (mechanical systems).	Stuffed toys (textiles).
Art	British textile designers (printing).	Dartmoor landscapes (painting and collage).	Gargoyles (sculpture)
Music	Theme and variations (Pop Art).	Music, sound and colour (Holi festival).	Traditional music (South and West Africa). Drumming
Spanish	TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y5/6 PROGRAMME		
FaB (RE)	Why do Hindus want to be good?	Creation and science – conflicting or complementary? What did Jesus do to save human beings?	How can following God bring freedom and justice? How does faith help people when life gets hard?
PSHE (Y1)	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
Computing	Communication and collaboration. Webpage creation.	Variables in games. Introduction to spreadsheets.	3D modelling. Sensing.
Hook or visit	<b>DT - Tamar Bridge and Box Museum visit.</b>	<b>History &amp; Art - Dartmoor National Park Visit</b>	<b>Residential – city based</b>



# Long Term Curriculum Map & Long Term Planned Personal Development Opportunities

## Broadhempston rolling programme (Year 5 and 6) Year B – 2023/24

	Autumn	Spring	Summer
Science	Properties and changes of materials. Evolution and inheritance.	Earth and space	Light. Electricity.
History	How did a pile of dragon bones help to solve an ancient Chinese mystery?	Why was winning the Battle of Britain in 1940 so important?	The story of the Trojan Horse: historical fact, legend or classical myth?
Geography	Why are mountains so important?	How is climate change affecting the world?	What is a river?
DT	Playgrounds (structures)	Seasonal food (cooking and nutrition)	Doodlers (electrical systems)
Art	Chinese art (sculpture).	Still life (drawing and painting).	Greek theatre masks (drawing and sculpture).
Music	Dynamics, pitch and texture (Mendelssohn).	Film music.	Musical theatre.
Spanish	TAUGHT OVER THE YEAR FOLLOWING LA JOLIE RONDE Y5/6 PROGRAMME		
FaB (RE)	What does it mean to be a Muslim in Britain today? Was Jesus the Messiah	What does it mean if God is holy and loving? Why is the Torah so important to Jewish people?	What would Jesus do? What matters most to Humanists and Christians?
PSHE (Y1)	Being me in my world Celebrating difference	Dreams and goals Healthy me	Relationships Changing me
Computing	Systems and searching. Video editing.	Selection in physical computing. Flat-file databases.	Vector drawing. Selection in quizzes.
Hook or visit	Science: Jurassic Coast fossil hunting	History: RAF Harrowbeer visit DT: Field to Fork visit	Residential – Moorland based

## Broadhempston Personal Development Opportunities

## Core Offer

During their time in our school, children will be offered the opportunity to:

- Create an outdoor fire and cook something on it
- Meet an inspirational person
- Have the opportunity to take part and compete in a sporting event
- Have the opportunity to perform in front of an audience
- See our forest school in every season.

We believe that a broad, balanced, creative curriculum will enable children to flourish. With this in mind we have implemented a programme of enriching activities, visits and memorable experiences which underpin our core offer.

**Pupil Voice:** Eco council, School council, School Ambassadors, Buddy system, Play leaders

**Class assemblies** All children will take part in class assemblies, sharing their learning with parents

**Experience events linked to the church calendar:** Harvest, Christmas Nativities, Carol concerts, Mothering Friday, Easter and leavers service. In keeping with our core values, we also support charity events across the year.

**Music Wider opportunities:** children will have regular opportunities to have taster days/ and blocked lessons (usually ½ a terms worth) learning to play a range of instruments including recorders, clarinets, djembes and ukuleles. These lessons will be supported by music specialists as part of the wider opportunities available to Devon schools.

School choir is open to all and performs at whole school events, in local community and within special music events held by local secondary schools.

Peripatetic teachers offer Guitar, recorders & flute lessons

**Additional curriculum weeks/days** (in addition to arts week) where parents are invited to join us:

Health and well-being week, Harvest in a day workshops, Computing & Internet safety week

Science week~ including a day for parents to join children in lessons

PE days ~ a day for parents to join children in lessons.

**Sport:** In addition to a normal range of sports, children will be able to take part in fencing, archery, cross-country events, learning a martial art, as well as having the opportunity to work alongside dance specialists to choreograph their own dance and perform to an audience.

## Long Term Curriculum Map & Long Term Planned Personal Development Opportunities

	Autumn	Spring	Summer
<b>Yearly hooks, visits, experts, community links etc</b>	<ul style="list-style-type: none"> <li>• Forest school days</li> <li>• Displays in the village shop</li> <li>• Eco council to action plan for the year- maintain green flag award</li> <li>• Life skills event for Y5/6</li> <li>• Choir to attend local old folks home to entertain</li> <li>• School to support village carol service</li> <li>• Sports events (timetabled for year)</li> <li>• School to support Village Christmas fair</li> <li>• Charity events: Children in Need, Rowcroft Rudolf run</li> <li>• Cultural champion to visit KS2 – diversity, tolerance, racism Q&amp;A. also leads an assembly about faith.</li> <li>• Artist in residence for arts week</li> <li>• EYFS / KS1 Nativity performance</li> <li>• Termly visits to preschool by EYFS lead</li> </ul>	<ul style="list-style-type: none"> <li>• Displays in the village shop</li> <li>• Forest school days</li> <li>• Science week: supported by PTFA: Expert in the field to offer unique &amp; bespoke experience</li> <li>• Fair trade conference – &amp; link with local shop</li> <li>• Fair trade coffee morning held by Y5/6 for local community</li> <li>• Choir attend SDCC community music event</li> <li>• Sports events (timetabled for year)</li> <li>• School /eco group to support village with maintaining gardens and litter picking</li> <li>• Julian House (homeless charity) greater understanding of homeless issues in our area assembly/workshop</li> <li>• Charity events: Red Nose Day/ comic relief</li> <li>• Mental health week</li> <li>• Safer internet day</li> <li>• CAP workshops / assembly follow up</li> <li>• Author visits coinciding with World Book Day</li> <li>• Support St Peter&amp; St Pauls Church with Easter Garden</li> <li>• Dance workshops – working with Dance teacher</li> <li>• Termly visits to preschool by EYFS lead</li> </ul>	<ul style="list-style-type: none"> <li>• Displays in the village shop</li> <li>• Forest school days</li> <li>• Adventurous activity days</li> <li>• Overnight camping – wild night out Y3/4</li> <li>• Residentials for Y5/6 water base/moorland based</li> <li>• KS1: climbing centre visit</li> <li>• School to support village summer fair</li> <li>• Sports events (timetabled for year)</li> <li>• Community sports day – all parents invited to join &amp; participate. Wide range of experts in their own field.</li> <li>• Charity events: Refugee week – charity run</li> <li>• Shelter box charity fair – toy sale arranged by school council</li> <li>• Y5/6 production</li> <li>• Termly visits to preschool by EYFS lead</li> </ul>