



Devon Moors Federation Whole School Curriculum Map
Two Year Rolling Cycle Version

Key Stage 1 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM		
Science Grammarsaurus	Everyday Materials 1 (6) L1: What are materials? L2: How are materials different? L3: What are objects made from? L4: How can we sort materials? L5: Which material would be best for an umbrella? L6: Which material would be best for curtains?		Animals, including humans 1 (6) L1: What is this animal? L2: How are animals different? L3: Do all animals eat the same thing? L4: What are our body parts called? L5: What are senses? L6: Are all humans the same?	Living things and their habitats 2 (6) L1: Is it living, dead or never been alive? L2: What is a microhabitat? L3: How are habitats different around the world? L4: What conditions do woodlice prefer? L5: How are living things adapted to their habitat? L6: What is a food chain?	Plants 2 (5) L1: Which plants can we eat? L2: Are all seeds the same? L3: What do plants need? L4: Where will they grow? L5: How do plants grow and change?		
Art Grammarsaurus	Monochromatic year 1 L1: How can we make marks with a pencil? L2: How can we use lines and shapes to draw? L3: How does Christa Rijneveld use lines to create art? L4: How can we create our own drawing inspired by Christa Rijneveld? L5: How can we describe art?		Sculpture year 1 L1: What is sculpture and what is clay? L2: How can nature inspire sculptors? L3: How can I be inspired by nature and make a leaf sculpture? L4: How can I use colour to improve my sculpture? L5: How can I evaluate my sculpture?	Monochromatic year 2 L1: What is pattern? L2: How can we collage a monochromatic pattern? L3: How can designers use pattern? L4: How can pattern be used to celebrate?		Sculpture year 2 L1: How have castles inspired Staffordshire Pottery? L2: What is a clay relief sculpture? L3: How can I use colour to enhance my sculpture? L4: How have other artists been inspired by castles? L5: How can I evaluate my sculpture?	



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				L5: How can I evaluate my own artwork?		
DT Grammarsaurus		<p>Picture Books</p> <p>L1: Can I evaluate a range of different moving picture books?</p> <p>L2: Can I use a template to create a mockup slider before creating my own slider to make part of a picture move?</p> <p>L3: Can I create a lever?</p> <p>L4: Can I create a wheel?</p>			<p>Structures</p> <p>L1: Can I create a shelter for someone who has lost their home after the Fire of London?</p> <p>L2: Can I evaluate and talk about houses from different times in history? How have the designs changed?</p> <p>L3: Can I plan my house from 1666 and explain my choice of materials?</p> <p>L4: Can I create a house from 1666 to be included in the class Fire of London model?</p> <p>L5: Can I say things I found easy and difficult when create my house from 1666?</p> <p>Cooking- bread</p> <p>L1: Can I measure ingredients and knead dough to make bread?</p>	
Computing Teach computing	1. Computing systems and networks –	2. Creating media – Digital painting – From year 1	3. Programming A – Moving a robot – From Year 1	1. Computing systems and networks – IT	2. Creating media – Digital photography From Year 2	3. Programming A – Robot algorithms – From Year 2



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	<p>Technology around us – From Year 1</p> <p>L1: Technology in our classroom L2: Using technology L3: Developing mouse skills L4: Using a computer keyboard L5: Developing keyboard skills L6: Using a computer responsibly</p>	<p>L1: How can we paint using computers? L2: Using shapes and lines L3: Making careful choices L4: Why did I choose that? L5: Painting all by myself L6: Comparing computer art and painting</p>	<p>L1: Buttons L2: Directions L3: Forwards and backwards L4: Four directions L5: Getting there L6: Routes</p>	<p>around us – from Year 2</p> <p>L1: What is IT? L2: IT in school Lesson 3 IT in the world L4: The benefits of IT L5: Using IT safely L6: Using IT in different ways</p>	<p>L1: Taking Photographs L2: Landscape or portrait? L3: What makes a good photograph? L4: Lighting L5: Effects L6: Is it real?</p>	<p>L1: Giving instructions L2: Same but different L3: Making predictions L4: Mats and routes L5: Algorithm design L6: Debugging</p>
<p>Online Safety Childnet.com</p>	<p>Smartie the Penguin From Childnet.com</p> <p>Upsetting or frightening content, pop-ups, and screentime.</p>	<p>Smartie the Penguin</p> <p>Contact from strangers, inappropriate games, and being asked for personal information.</p>	<p>Smartie the Penguin</p> <p>Downloading apps, fact versus opinion, and being asked to meet up.</p>	<p>Smartie the Penguin</p> <p>Screentime, password sharing, and online bullying.</p>	<p>Digiduck resources from childnet.com</p> <p>A series of 6 stories on how to be safe on the internet.</p>	
<p>Geography Grammarsaurus</p>	<p>The World and My School (6)</p> <p>L1: What is my classroom like? L2: Where is my school on the street? L3: Where is my town in the country? L4: What are the seasons like in the United Kingdom? L5: Where is my country in the world? L6: How is the weather different around the world?</p>				<p>Our School Grounds (3)</p> <p>L1: Which features in our school grounds encourage plant life? L2: Where on our school grounds could we encourage plant life? L3: How can we share the locations in our school where we would encourage plant life?</p> <p>Our Local Park (3)</p> <p>L1: Where is our local park, and how do people get there?</p>	



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			<p>L2: How can we collect data about the key features of our local park? L3: How can we present data about our local park's facilities?</p>			
<p>History Grammarsaurus</p>	<p>Toys (6)</p> <p>L1: How can we find out about the past? L2: What are toys like now? L3: What was my favourite toy when I was a baby? L4: What were our guardians' toys like and how do we know? L5: What were older relatives' toys like and how do we know? L6: How have toys changed since our older relatives were little?</p> <p>Black History Month – October – 4 lessons</p>		<p>Kings, Queens and Castles (7)</p> <p>L1: How can we find out about the past? L2: Why did monarchs build castles? L3: Who were the kings and queens of the past? L4: Who was Queen Victoria, and where did she live? L5: Who was the first Queen Elizabeth? L6: Why do we remember King William I? L7: Where did kings and queens live through time?</p>		<p>The Great Fire of London (6)</p> <p>L1: What was London like in 1666? L2: What happened on the 2nd September 1666? L3: How did the fire spread and how do we know? L4: What was left of London? L5: How was London rebuilt? L6: How did the fire impact the future?</p>	<p>The Victorian Seaside (4) Visit: Lyme Regis?</p> <p>L1: How can we find out about the past? L2: What was a typical day at the seaside like in Victorian Britain? L3: Were Victorian beach holidays similar to modern-day holidays? L4: What were Victorian seaside resorts like in Devon like in Victorian Britain?</p>
<p>Music Sing Up</p>	<p>Unit: Menu Song YA T1 Musical focus: Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).</p> <p>About the unit: This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty</p>	<p>Unit: Colonel Hathi's march YA T1 Musical focus: Beat, march, timbre, film music.</p> <p>About the unit: This unit is based around the piece 'Colonel Hathi's march' from <i>The Jungle Book</i>. Pupils will explore moving and counting in time to march music,</p>	<p>Unit: Football YA T2 Musical focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p>Pieces: <i>Football</i>.</p> <p>About the unit:</p>	<p>Unit: Who stole my chickens and my hens? YA T2 Musical focus: 4-beat patterns, rests, dotted quaver – semiquaver rhythm ('skippy' rhythm), clapping games.</p> <p>Pieces: <i>Who stole my chickens and my hens?</i></p>	<p>Unit: Dancing and drawing to Nautilus YA T3 Musical focus: Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music</p> <p>Pieces: <i>Nautilus</i> by Anna Meredith.</p>	<p>Unit: Come dance with me YA T3 Musical focus: Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3.</p> <p>Pieces: <i>Come dance with me</i>.</p>



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	<p>dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.</p> <p>Lesson 1: Get to know the song 1. Lesson 2: Get to know the song 2. Lesson 3: Progression snapshot 1. Make a video recording of children singing. Lesson 4: Improvise a percussion accompaniment to <i>Menu song</i>. Lesson 5: Prepare for a dramatic performance of <i>Menu song</i>.</p>	<p>composing their own marching music, listening to contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.</p> <p>Lesson 1: Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments. Lesson 2: Explore instruments found in marching bands. Compose and play simple marching music. Lesson 3: Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.</p> <p>Unit: Magical musical aquarium YA T1 Musical focus: Timbre, pitch, structure, graphic symbols, classical music. Pieces: 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns.</p> <p>About the unit:</p>	<p><i>Football</i> is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower. This unit also contains progression snapshot 2, revisiting the song <i>Rain is falling down</i> covered in Term 1. This is the second of three progression snapshots that will be returned to again and developed in Term 3 in order to collect evidence of pupils' progress.</p> <p>Lesson 1: Learn the chant. Lesson 2: Practise the chant and create a simple ostinato on untuned percussion.</p>	<p>About the unit: This unit is built around a fun song with easy to pick up lyrics and a lively melody. The song provides plenty of opportunities to practise beat work, rests, and explore the 'skippy' (dotted quaver-semiquaver) rhythm. As well as learning the song activities include learning a simple clapping game that can be played in pairs, creating body percussion patterns, and composing new lyrics. There are numerous games to accompany the song that can be found online that you can take into the playground.</p> <p>Lesson 1: Sing a song accurately and copy 4-beat rhythm patterns.</p>	<p>About the unit: Enter the zany world of Anna Meredith's <i>Nautilus!</i> This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.</p> <p>Lesson 1: Explore <i>Nautilus</i> through movement and active listening.</p>	<p>About the unit: This lively warm-up song works well with movement and provides a good springboard into composing new lyrics and actions. The call-and-response nature of the song translates well into instrumental work, with pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments.</p> <p>Lesson 1: Find the beat and learn to sing the 'response' lines. Lesson 2: Practise finding the beat, join in singing the chorus, and play call-and-response rhythms. Lesson 3: Progression snapshot 3. Make a video recording of children singing. Lesson 4: Sing the song confidently and play the</p>
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	<p>Lesson 6: Performance day.</p>	<p>Experiencing music through practical and active learning helps children get inside the music – in this case, ‘Aquarium’ from <i>The carnival of the animals</i> by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening and singing, and of course composing your own musical aquarium.</p> <p>Lesson 1: Experiment with sounds to create aquarium-inspired music. Lesson 2: Listen actively to ‘Aquarium’ and refine aquarium-inspired compositions. Lesson 3: Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece.</p>	<p>Lesson 3: Make a video recording of children singing (<i>Rain is falling down</i>). Progression snapshot 2. Lesson 4: Compose melodies using mi-re-do (E-D-C) and the rhythm of the words from <i>Football</i>. Lesson 5: Compose and perform word patterns in groups. Lesson 6: Compose melodies for their own word patterns using mi-re-do (E-D-C).</p>	<p>Lesson 2: Mark rests with body percussion and play a partner clapping game. Lesson 3: Use instruments to mark rests. Lesson 4: Compose new lyrics. Lesson 5: Create body percussion rhythms. Lesson 6: Create a performance.</p>	<p>Lesson 2: Draw to music – engage imaginatively with the music. Lesson 3: Compare interpretations of the piece.</p> <p>Unit: Cat and mouse YA T3 Musical focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. Pieces: <i>Three little mice, What do you want to eat little mouse, The old grey cat</i></p> <p>About the unit: This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical elements – rhythm, tempo, timbre, and dynamics – to create an</p>	<p>response phrase on tuned percussion. Lesson 5: Sing and play in call-and-response. Lesson 6: Sing the song in call-and-response, invent new song lyrics, and turn new lyrics into musical phrases.</p>
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					<p>emotional response that helps us tell a story.</p> <p>Lesson 1: Play a singing game, experiencing how music creates a mood.</p> <p>Lesson 2: Focus on rhythm – copying, inventing, and reading notation.</p> <p>Lesson 3: Create rhythm compositions and attempt to record them on paper and play them on instruments.</p>	
<p>PSHE You, Me & PSHE</p>	<p>Unit: Fun Times Y1</p> <p>L1: Do I know how to stay in the sun? L2: Can I say games I like to play with my friends? Do I understand that some children might prefer other games? L3: Can I say some games that children like to play around the world? Can play some of these with my friends?</p>	<p>Unit: Keeping Safe and Managing Risk (Y2)</p> <p>L1: Can I recognise dangers around the house? Can I say ways to keep safe around these things? L2: Do I know what to do if there is a fire emergency? L3: Do I know how to stay safe online? Can I explain the acronym TAG and when to “Tell a Grown Up?” L4: Do I know who is responsible for my safety?</p>	<p>Unit: Me and Others Y1</p> <p>L1: Can I say things that make me special? Can I give a compliment to a friend noticing something special about them? L2: Do I know what being responsible looks like? L3: Can I identify different</p>	<p>Unit: My Money Y1</p> <p>L1: Can I say 3 ways people can get money? L2: Do I understand how saving money might feel and make good decisions on what to spend my money on? L3: Do I understand that I might not be able to have everything? Do I</p>	<p>Unit: Medicines and Me (Year 2)</p> <p>L1: Why do we take medicine? L2: Where does medicine come from? L3: What types of medicine are there? L4: How do I stay safe around medicines? L5: What is asthma and how does it affect people?</p>	<p>Unit: Feeling Safe (Year 1)</p> <p>L1: Can I recognise the difference between real and imaginary danger? L2: Do I understand the difference between a surprise and a secret and who to turn to for support? L3: Do I understand the difference between good touch and bad touch? L4: Do I understand that there are parts of the body that are private?</p>



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	<p>L4: Can I talk about food I eat when I celebrate? L5: Do I understand people from around the world will celebrate in different ways and eat different things?</p>	<p>L5: Can I say some rules for staying safe outside? L6: Do I know how to cross a road safely?</p>	<p>responsibilities I have to help at home and school? L4: Can I recognise behaviours that are helpful and unhelpful at home and in the classroom? L5: Do I understand that my behaviour can affect others?</p>	<p>understand the difference between need and want? L4: Can I name at least 5 jobs people might do to earn money?</p>		<p>L5: Do I know how to keep safe outside the home? Do I know who can keep me safe?</p>
<p>RE Devon Syllabus NATRE</p>	<p>What does it mean to belong to a faith or belief community?</p> <p>L1: What does it mean to belong to a community? L2: How do Christians and Muslims show that they belong? L3: How do Christians, Muslims and Jewish people show that they belong? L4: What do worldviews say about how valuable people are? L5: How do Muslims and Christians welcome a new baby? L6: How do people show that they belong to each</p>	<p>Who is Jewish and how do they live?</p> <p>L1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L3: How and why do Jewish people celebrate Shabbat? L4: What stories do Jewish people tell from the Torah? L5: What might the story of Chanukah* make Jewish people think about? L6: Recap and Assessment</p>	<p>What do Christians believe God is like?</p> <p>L1: What is a parable? L2: What do parables teach us? L3: What is forgiveness and how does prayer help? L4: How is God loving and forgiving? L5: How do Christians interact with God? L6: Recap and assessment</p>	<p>Why should we care for others and the world and why does it matter?</p> <p>L1: What do Christian, Jewish and non-religious people believe about caring for people? L2: What do Christian, Jewish and non-religious people believe about caring for people? L3: What do Jewish people believe about caring for people? L4: What do Jewish people believe about caring for people?</p>	<p>Who do Christians say made the world?</p> <p>L1: Who do Christians say made the world? L2: How might Christians describe the creator of the world? L3: How might Christians describe the creator of the world? L4: How might you say thank you to God? L5: When do Christians say thank you to God for what he has made and given them?</p>	<p>What makes some places sacred to believers?</p> <p>L1: Which places are special to me? Where is a sacred place for a believer to go? L2: Which place of worship is sacred for Christians? L3: Which place of worship is sacred for Jewish people? L4: What happens during worship? L5: Which place of worship is sacred for Muslims? L6: How are places of worship similar and different? Why are places of worship important to our community? Assessment.</p>



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	<p>other? Recap and assessment</p>			<p>L5: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? L6: What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world? Recap and assessment</p>	<p>L6: Recap and assessment</p>	
<p>PE Get Set 4 PE</p>	<p>Fitness Y1 L1- Can I develop my understanding of how exercise makes me feel? L2- Can I develop my understanding of how exercise can make you strong and healthy? L3- Do I understand how exercise relates to breathing? L4- Can I develop my understanding of how exercise helps my brain? L5- Can I develop my</p>	<p>Gymnastics Y1 L1- Can I explore travelling movements? L2- Can I develop and combine travelling movements? L3- Can I develop quality when performing and linking shapes? L4- Can I develop quality when linking shapes? L5- Can I develop stability and control when performing balances? L6- Can I develop stability</p>	<p>Team building Y1 L1- Can I cooperate with a partner to complete challenges? L2- Can I explore and develop working as a team? L3- Can I develop talking, listening and sharing skills? L4- Can I use my speaking and listening skills to lead a partner? L5- Can I plan with a partner and small</p>	<p>Dance Y2 L1- Can I remember, repeat and link actions to tell the story of my dance? L2- Can I develop an understanding of dynamics and how they can show an idea? L3- Can I use counts of 8 to help me stay in time to the music? L4- Can I copy, remember and repeat actions using facial</p>	<p>Athletics Y1 L1- Can I move at different speeds over varying distances? L2- Can I develop balance? L3- Can I change in direction quickly? L4- Can I hop, jump and leap for distance? L5- Can I develop throwing for distance? L6- Can I develop throwing for</p>	<p>Target Games Y1 L1- Can I develop my underarm throwing towards a target? L2- Can I develop throwing accuracy? L3- Can I develop my underarm and overarm throwing at a target? L4- Can I develop throwing for accuracy and distance using underarm and overarm? L5- Can I select the correct throw for the targets?</p>



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	<p>understanding of how exercise helps my muscles? L6- Can I develop my understanding of the importance of daily exercise?</p> <p>Fundamentals Y2 L1- Can I explore how the body moves when running in difference speeds? L2- Can I develop changing direction and dodging? L3- Can I develop balance, stability and landing safely? L4- Can I explore and develop jumping, hopping and skipping actions? L5- Can I develop coordination and combining jumps? L6- Can I develop combination jumping and skipping in an individual rope?</p>	<p>and control when performing?</p> <p>Ball Skills Y2 L1- Can I roll a ball to hit a target? L2- Can I stop a rolling ball? L3- Can I dribble a ball with my feet? L4- Can I kick a ball? L5- Can I develop my throwing and catching? L6- LQ: Can I dribble a ball with my hands?</p>	<p>group to complete a challenge? L6- Can I use talking, listening and sharing skills to complete challenges?</p> <p>Sending and Receiving Y2 L1- Can I roll a ball towards a target? L2- Can I track and receive a rolling ball? L3- Can I send and receive a ball with my feet? L4- Can I develop catching skills? L5- Can I develop throwing and catching skills? L6- Can I send and receive a ball using a racket?</p>	<p>expressions to show different characters? L5- Can I explore pathways and levels? L6- Can I remember and rehearse our circus dance showing expression and character?</p> <p>Yoga Y1 L1- Can I explore yoga and mindfulness? L2- Can I copy and remember poses? L3- Can I develop flexibility when holding poses? L4- Can I develop balance whilst holding a pose? L5- Can I create a yoga pose? L6- Can I create a yoga flow with a partner?</p>	<p>accuracy?</p> <p>Striking and Fielding Y2 L1- Can I track a rolling ball and collect it? L2- Can I develop underarm throwing and catching to field a ball? L3- Can I develop overarm throwing to limit a batter's score? L4- Can I develop hitting for distance to score more points? L5- Can I get a batter out? L6- Do I understand the rules of the game and use these to play fairly?</p>	<p>L6- Can I develop throwing accuracy and distance?</p> <p>Invasion Games Y1 L1- Do I understand the role of defenders and attackers? L2- Can I recognise who to pass to and why? L3- Can I move towards goal with the ball? L4- Can I support a teammate when playing in attack? L5- Can I move into a space showing an awareness of defenders? L6- Can I stay with a player when defending?</p>
Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science Grammarsaurus	<p>Seasonal changes 1 (2) L1: What is Autumn? L2: What is Winter?</p>		<p>Seasonal changes 1 (1) L1: What is Spring?</p>		<p>Seasonal changes 1 (3) L1: What is Summer? L2: Rain</p>	



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	<p>Materials 2 (5)</p> <p>L1: What are materials? L2: What are things made from? L3: Which material should the pigs make their house from? L4: Which material will protect Humpty Dumpty? L5: How can we change materials?</p>		<p>Animals including humans 2 (8)</p> <p>L1: What do humans need? L2: What are offspring? L3: How do animals change as they grow into adults? L4: Do we all grow the same? L5: Do we need to exercise? L6: What is a healthy diet? L7: Why do we need to have good hygiene? L8: How can we feel better when we are ill?</p>		<p>L3: Seasonal changes</p> <p>Plants 1 (8)</p> <p>L1: What is a plant? L2: What are the parts of a plant called? L3: Do plants grow? L4: Do wild plants grow in our local area? L5: How can we group plants? L6: Can we eat plants? L7: Are trees a type of plant? L8: What is a leaf?</p>	
<p>Art Grammarsaurus</p>		<p>Chromatic year 1</p> <p>L1: How can we make colours? L2: What is abstract art? L3: Who was Hilma af Klint? L4: What different meanings can abstract art have? L5: How can we talk about abstract art?</p>		<p>Chromatic year 2</p> <p>L1: How can colours work together? L2: How else can colours work together? L3: Who was Ted Harrison? L4: How can Ted Harrison inspire me? L5: How can I evaluate my artwork?</p>		
<p>DT Grammarsaurus</p>	<p>Structures</p> <p>L1: Can I create a garage for a toy car? Can I reflect on how functional and appealing my garage is and how I would make it stronger/more effective next time?</p>		<p>Kites</p> <p>L1: Can I design a plastic bag kite? L2: Can I say why I have chosen certain materials for my design?</p>		<p>Habitats</p> <p>L1: Can I create a design criteria for a toilet roll penguin with my class? L2: Can I make a toilet roll penguin by</p>	<p>Cooking</p> <p>L1: Can I create a magic medicine bottle? L2: Can I say which materials would be good and not so good to use? L3: Can I evaluate my magic medicine bottle design?</p>



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	<p>L2: Can I create a crown (Statue of Liberty)? Can I evaluate the benefits of using card and discuss which they found more effective stapling or sellotaping's?</p> <p>L3: Can I plan a top hat design? Can I tell a partner how I am going to make my hat?</p> <p>L4: Can I make a top hat? Can I evaluate my top hat against the design criteria?</p> <p>L5: Can I use foam and cocktail sticks to create a glider by looking at the Wright Brothers' glider design? Can I evaluate how successful I was using a new material?</p> <p>Cooking- flapjacks</p> <p>L1: Can I measure ingredients and safely use a hob to melt butter, sugar and golden syrup?</p>		<p>L3: Can I use a plastic bag, cocktail sticks or paper straws to create a kite? L4: Can I test my kite? Can I evaluate my design?</p> <p>Cooking- Ice Lolly Making</p> <p>L1: Can I follow a simple recipe to cook independently?</p>		<p>carefully looking at a picture? L3: Can I talk about what went well and what I would do differently with my penguin?</p> <p>Cooking- Potato and leek soup, squash ice cube and decorating a biscuit.</p> <p>L1: Can I use a knife and a peeler safely to cut potatoes and leeks? L2: Can I carefully decorate a biscuit, thinking about how I want it to look before I start? L3: Can I identify what foods are healthy when I am cooking? L4: Can I design a healthy colourful rainforest themed snack?</p>	<p>Cooking- Porridge with healthy and unhealthy toppings.</p> <p>L1: Can I select ingredients that are healthy and those that are unhealthy? L2: Can I measure ingredients and safely use a hob to heat up the porridge?</p>
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Computing Teach computing	4. Data and information – Grouping data – From Year 1 L1: Label and match L2: Group and count L3: Describe an object L4: Making different groups L5: Comparing groups L6: Answering questions	5. Creating media – Digital writing (from Year 1) L1: Exploring the keyboard L2: Adding and removing text L3: Exploring the toolbar L4: Making changes to text L5: Explaining my choices L6: Pencil or keyboard	6. Programming B - Programming animations From Year 1 L1: Comparing tools L2: Joining blocks L3: Make a change L4: Adding sprites L5: Project design L6: Following my design	4. Data and information – Pictograms – From Year 2 L1: Counting and comparing L2: Enter the data L3: Creating pictograms L4: What is an attribute? L5: Comparing people L6: Presenting information	5. Creating media - Digital music (from year 2) L1: How music makes us feel L2: Rhythms and patterns L3: How music can be used L4: Notes and tempo L5: Creating digital music L6: Reviewing and editing music	6. Programming B - Programming quizzes From Year 2 L1: Scratch Jr recap L2: Outcomes L3: Using a design L4: Changing a design L5: Designing and creating a program L6: Evaluating
Online Safety Childnet.com	Smartie the Penguin From Childnet.com Upsetting or frightening content, pop-ups, and screentime.	Smartie the Penguin Contact from strangers, inappropriate games, and being asked for personal information.	Smartie the Penguin Downloading apps, fact versus opinion, and being asked to meet up.	Smartie the Penguin Screentime, password sharing, and online bullying.	Digiduck resources from childnet.com A series of 6 stories on how to be safe on the internet.	
Geography Grammarsaurus	Investigating Weather and Climate (6) L1: What is the difference between weather and climate? L2: How can we read a weather map? L3: How can we collect weather data? L4: How can we collect and record weather data? L5: How can we present weather data? L6: How can we analyse our weather data and evaluate our fieldwork?					My Local Area and Mexico (10) L1: Can I use atlases and globes to discover the continents and oceans of the world? L2: What is the effect of the equator and the poles on the climate across the world? L3: What are the countries, capital cities and surrounding seas of the UK? L4: Where is my local area and what are the key human and physical features?



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						<p>L5: Can I create a map of my school using key map features?</p> <p>L6: Can I create a map of my local area using aerial photographs?</p> <p>L7: Where is Mexico?</p> <p>L8: How do the physical features of Tulum compare to my local area?</p> <p>L9: How do the human features of Tulum compare to my local area?</p> <p>L10: What are the similarities and differences between my local area and Tulum, Mexico?</p>
<p>History Grammarsaurus</p>	<p>Famous Explorers (6)</p> <p>L1: How can we find out about the past?</p> <p>L2: Why do people explore?</p> <p>L3: Who are the important explorers from the past?</p> <p>L4: What are the famous explorations of the past?</p> <p>L5: Can we compare different explorations?</p> <p>L6: How have explorations changed over time?</p> <p>-</p> <p>Black History Month – October – 4 lessons</p>		<p>Hospital and Healthcare (7)</p> <p>L1: How can we find out about the past?</p> <p>L2: Who was Florence Nightingale, and why was she important?</p> <p>L3: Who was Edith Cavell, and why was she important?</p> <p>L4: When did Florence and Edith become significant?</p> <p>L5: Why did Florence and Edith act the way they did?</p> <p>L6: How has the past been represented?</p> <p>L7: Final Response: How did Florence and Edith change our hospitals?</p>		<p>Technology (6)</p> <p>L1: How can we find out about the past?</p> <p>L2: How has technology changed how we write?</p> <p>L3: How has technology changed how we talk?</p> <p>L4: How has technology changed the way we are entertained?</p> <p>L5: Who are the important inventors in the history of technology?</p> <p>L6: How has technology changed our lives over the last 60 years?</p>	
<p>Music Charanga & Sing Up</p>	<p>Unit: Tony Chestnut YB T1 (Y2) Musical focus: Beat, rhythm, melody, echo, call-and-response, tuned and untuned, progression snapshot 1. Pieces: <i>Tony Chestnut</i>.</p>	<p>Unit: The Carnival of Animals YB T1 (Y2) Musical focus: Timbre, tempo, dynamics, pitch, classical music. Pieces: <i>Carnival of the animals</i> by Camille Saint-Saëns.</p>	<p>Unit: Grandma rap YB T2 (Y2) Musical focus: Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p>	<p>Unit: Swing-a-long with Shostakovich YB T2 Musical focus: 2- and 3-time, beat, beat groupings, 20th century Classical music.</p>	<p>Unit: The rockpool rock YB T3 (Y2) Musical focus: 2-part singing, rock 'n' roll, structure, timbre. Pieces: <i>The rockpool rock</i> by Ed Aldcroft, Julia Partington ,</p>	<p>Unit: Tanczomy labada YB T3 (Y2) Musical focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment,</p>



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	<p>About the unit: A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p> <p>Lesson 1: Get to know the song – learn the melody and add actions on the beat.</p> <p>Lesson 2: Get to know the song – improving phrasing and tuning. Track the shape of the melody with gesture.</p>	<p>About the unit: Based around five of the movements from <i>Carnival of the animals</i>, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p> <p>Lesson 1: Learn about <i>Carnival of the animals</i> and listen to 'Aquarium'.</p> <p>Lesson 2: How a composer uses timbre to create character and responding to the music through art.</p> <p>Lesson 3: How a composer uses rhythm and articulation to create character and responding to the music through movement.</p> <p>Unit: Musical conversations (Y1) Musical focus: Question-and-answer, timbre, graphic score</p> <p>About the unit:</p>	<p>Pieces: <i>Grandma rap</i>.</p> <p>About the unit: This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns which they will loop creating an accompaniment to perform the rap to. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress.</p> <p>Lesson 1: Introduce the song, mark the pulse, learn the actions, recap <i>Hi lo chicka lo</i> from term 1.</p> <p>Lesson 2: Learn <i>Grandma rap</i> words and actions, practise pitch pencils,</p>	<p>Pieces: <i>Jazz suite No. 2 – 6 'Waltz II'</i> and <i>Jazz suite No. 1 – 2 'Polka'</i> by Dmitri Shostakovich.</p> <p>About the unit: Sing, swing, and sway your way through this unit on metre! Along the way, your pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich's <i>Jazz suites</i>, each in a different metre, using scarves, ribbons,</p>	<p>Eleanor Mooney and Claire Tustin, <i>Hound dog</i> performed by Elvis and Big Mama Thornton, <i>Rock around the clock</i> performed by Bill Hailey and the Comets, <i>Johnny B. Goode</i> by Chuck Berry, <i>Tutti frutti</i> by Little Richard.</p> <p>About the unit: An upbeat song making a real splash, with a spoken second part and rippling blue notes. This song and unit provide an opportunity to create an end of year 'rockpool inspired' performance, combining singing, playing, and dancing.</p> <p>Lesson 1: Introduction to the song and style of music – rock 'n' roll.</p> <p>Lesson 2: Learn the Chorus in two parts.</p> <p>Lesson 3: Learn Verse 3 and practise the Chorus.</p>	<p>body percussion patterns, progression snapshot 3.</p> <p>Pieces: <i>Tańczymy labada</i>, <i>Płynie statek</i>.</p> <p>About the unit: This unit is based around a welcoming Polish circle game with increasingly tricky actions, which will help to develop children's sense of beat and encourage cooperative play. As well as learning to sing confidently in another language, children will learn to play singing games, play an accompaniment, and invent a 4-beat body percussion pattern. Additionally, they will learn about traditional dances of Poland and plan and rehearse a performance for younger children. This unit also contains the final of three progression snapshots to collect evidence of pupils' progress.</p> <p>Lesson 1: Learn the song and how to sidestep in a circle.</p> <p>Lesson 2: Learn to play the game to <i>Tańczymy labada</i>.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p>
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	<p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Play the songs melody on a tuned percussion instrument.</p> <p>Lesson 5: Improvise rhythms along to a backing track.</p> <p>Lesson 6: Compose call-and-response music.</p>	<p>Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. This unit describes how to create musical conversations with your children. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.</p> <p>Lesson 1: Improvise question-and-answer conversations using percussion instruments. Lesson 2: Create a piece of music called <i>The phone call</i>. Lesson 3: Create, interpret, and perform from graphic scores.</p>	<p>introduce 'walk' duration (action and notation).</p> <p>Lesson 3: Progression snapshot activity 2.</p> <p>Lesson 4: Rehearse the rap, introduce the 'jogging' duration and practise 'walk' duration with notation.</p> <p>Lesson 5: Create 4-beat rhythms using 'walk' and 'jogging' durations using a rhythm grid.</p> <p>Lesson 6: Create looped backing (or body percussion accompaniment) to perform <i>Grandma rap</i> to.</p>	<p>cloths, or even old socks! This unit offers an excellent next step for pupils who have already established a strong sense of beat.</p> <p>Lesson 1: Get moving and swing to the beat! Lesson 2: Feel the beat using body percussion. Lesson 3: Be creative on the beat.</p> <p>Charlie Chaplin YB T2 (Y2) Musical focus: To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft). Pieces: 'The lion's cage' – a scene from the 1928 film <i>The circus</i>, written, produced, and directed by Charlie Chaplin.</p>	<p>Lesson 4: Learn an instrumental introduction.</p> <p>Lesson 5: Practise the instrumental introduction and the song.</p> <p>Lesson 6: Put it all together.</p>	<p>Lesson 4: Invent new words and actions for <i>Tańczymy labada</i> and play an accompaniment on tuned percussion.</p> <p>Lesson 5: Learn a new singing game – <i>Płynie statek</i>.</p> <p>Lesson 6: Prepare a performance for other classes in the school.</p>
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				<p>About the unit: Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements.</p> <p>Lesson 1: Duration – short and long.</p> <p>Lesson 2: Pitch – high and low.</p> <p>Lesson 3: Dynamics – loud and soft.</p>		
<p>PHSE You, Me & PSHE</p>	<p>Unit: What keeps me Healthy (Y2)</p> <p>L1: Do I understand what a healthy diet looks like (links to Science curriculum)? Can I say who helps me to make healthy food choices?</p>	<p>Unit: Friendships (Y2)</p> <p>L1: Can I talk about special people in my life and explain why they are important? L2: Do I understand what makes a good friend? L3: Can I explain how it might feel if someone is left out? L4: Do I know</p>	<p>Unit: Boys, Girls and Families (Y2)</p> <p>L1: Can I say how I am the same and how I am different to a partner? L2: Do I understand that not all boys and girls like the same things?</p>		<p>Unit: Feelings Y1</p> <p>L1: Can I name good and bad feelings? L2: Do I understand that different people might feel differently about the same thing?</p>	<p>Unit: What do we put into and onto our bodies? Y1</p> <p>L1: Can I say things that go into my body that make me feel good and not so good? L2: Can I say things that would be harmful to eat and do I understand what to do when I'm not sure if it's harmful?</p>



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	<p>L2: Do I understand how different foods help my body? L3: Can I explain the importance of exercise? L4: Can I explain how it makes my body feels? L5: Can I explain why sleep is important for keeping healthy? L6: Do I understand why keeping clean is important for keeping healthy?</p>	<p>who to talk to if I'm worried about friendships? L5: Can I explain how to make a new friend? L6: Can I give ways that a friendship problem could be resolved?</p>	<p>L3: Do I know the names of the male and female private parts? L4: Can I say how we change as we grow? L5: Do I understand that everybody needs to be looked after and how this looks different at different ages? L6: Do I understand that everyone's families look different? Can I say how my family is special to me?</p>		<p>L3: I describe how different feelings make my body feel? L4: Do I understand how to manage 'big' feelings? L5: Can I describe how people might feel if they have had a change or a loss? L6: Do I know how to help someone who feels unhappy?</p>	<p>L3: Do I understand that some substances can be absorbed through the skin? L4: Can I say basic rules to follow to keep my body safe?</p>
<p>RE Devon Syllabus</p>	<p>Who is Muslim and how do they live (1)?</p> <p>L1: What do people think about God? What do Muslims think about God? L2: What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? L3: What do Muslims think about God? What</p>	<p>Why does Christmas matter to Christians?</p> <p>L1: What is Christmas? L2: What is the Christmas story? L3: Where was Jesus born? L4: What are Christians waiting for in the lead up the Christmas? L5: What are Christians thankful for at Christmas? L6: Recap and assessment</p>	<p>Who is a Muslim and how do they live (2)?</p> <p>L1: Who was the Prophet Muhammad and why is he important to Muslims? L2: What difference does worshipping God make to Muslims? L3: What difference does worshipping God make to Muslims?</p>	<p>What is the 'good news' Christians believe Jesus brings (1)?</p> <p>L1: Who is Matthew? L2: Retell Matthew's story L3: What is forgiveness? L4: Who needs the peace of Jesus? L5: How do Christians follow the life of</p>	<p>Why does Easter matter to Christians?</p> <p>L1: What are the main events of Easter? L2: Can you explain the events of Easter? L3: Which events are happy or sad? L4: What is sin? L5: What is salvation? What is</p>	<p>What is the 'good news' Christians believe Jesus brings (2)?</p> <p>L1: Who is Hannah Dunnett and what does she do? L2: Can I produce art showing some Good News? L3: What is prayer? L4: What is prayer? L5: How do people share the Good News? L6: Recap and assessment</p>



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	<p>does the Shahadah say about Muslim beliefs? L4: Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? L5: Why is the Prophet Muhammad so important to Muslims? L6: What do Muslims do because they love to treat the Quran with respect? Assessment.</p>		<p>L4: What difference does worshipping God make to Muslims? L5: What difference does worshipping God make to Muslims? L6: Recap and assessment.</p>	<p>Jesus and spread the Good News? L6: Recap and assessment</p>	<p>secular and religious? L6: Recap and assessment.</p>	
<p>PE Get Set 4 PE</p>	<p>Fitness Y2: L1- Can I learn how to run for a long time? L2- Can I develop jumping in a long rope using timing? L3- Can I develop co-ordination in individual skipping? L4- Can I develop stamina and change of direction? L5- Can I explore exercises to develop strength? L6- Can I develop agility, balance and co-ordination?</p>	<p>Gymnastics Y2: L1- Can I perform gymnastic shapes and link them together? L2- Can I perform gymnastic shapes with control and link them together? L3- Can I use shapes to create balances? L4- Can I link travelling actions and balances using apparatus? L5- Can I develop travelling actions and balances using apparatus? L6- Can I demonstrate different shapes, take-off and landing when performing jumps?</p>	<p>Team Building Y2: L1- Can I follow instruction and work with others? L2- Can I cooperate and communicate in a small group to solve challenges? L3- Can I create a plan with a group to solve the challenges? L4- Can I communicate effectively and develop trust? L5- Can I use teamwork skills to work as a group to solve problems? L6- Can I work with a</p>	<p>Dance Y1: L1- Can I use a count of 8 to move in time? L2- Can I explore pathways in my dance? L3- Can I create my own dance using actions, pathways and counts? L4- Can I explore speeds and actions? L5- Can I copy, remember and repeat actions? L6- Can I copy, repeat, create and perform actions?</p>	<p>Athletics Y2: L1: Can I develop the sprinting action? L2: Can I develop jumping for distance? L3: Can I develop jumping for height? L4: Can I develop throwing for distance? L5: Can I develop throwing for accuracy? L6: Can I select and apply knowledge and techniques in an athletics carousel?</p>	<p>Net Wall Games Y1: L1- Can I defend space using the ready position? L2- Can I play against an opponent and keep score? L3- Can I explore hitting with a racket? L4- Can I develop racket and ball skills? L5- Can I develop sending a ball using a racket? L6- Can I develop hitting over a net?</p> <p>Invasion Games Y2: L1- Can I understand what being in possession means and support a teammate to do this?</p>



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	<p>Fundamentals Y1: L1- Can I explore balance, stability and landing safely? L2- Can I explore how the body moves differently when running at different speeds? L3- Can I explore changing direction and dodging? L4- Can I explore jumping, hopping and skipping actions? L5- Can I explore coordination and combination jumps? L6- Can I explore combination jumping and skipping in an individual rope?</p>	<p>Ball Skills Y1: L1: Can I develop dribbling a ball with my hands? L2: Can I explore accuracy when rolling a ball? L3: Can I explore throwing with accuracy towards a target? L4: Can I catch a ball with two hands? L5: Can I explore dribbling a ball with my feet? L6: Can I explore tracking a ball that is coming towards me?</p>	<p>group to copy and create a basic map?</p> <p>Sending and Receiving Y1: L1- Can I develop rolling and throwing a ball towards a target? L2- Can I develop receiving a rolling ball and tracking skills? L3- Can I send and receive a ball with my feet? L4- Can I develop throwing and catching skills over a short distance? L5- Can I develop throwing and catching skills over a longer distance? L6- Can I apply sending and receiving skills to small games?</p>	<p>Yoga Y2: L1- Can I copy and repeat yoga poses? L2- Can I develop an awareness of strength when completing yoga poses? L3- Can I develop an awareness of flexibility when completing yoga poses? L4- Can I copy and remember actions linking them into a flow? L5- Can I create a flow, perform and teach it to a partner? L6- Can I explore poses and create a yoga flow?</p>	<p>Striking and Fielding Games Y1: L1- Can I develop my underarm throwing and catching? L2- Can I develop my overarm throwing? L3- Can I develop hitting a ball? L4- Can I develop collecting a ball? L5- Can I learn how to get a batter out? L6- Can I play games and understand how to score points?</p>	<p>L2- Can I understand that scoring goals is an attacking skill and to explore ways to do this? L3- Can I understand that stopping goals is a defending skill and explore ways to do this? L4- Can I explore how to gain possession? L5- Can I mark an opponent and understand that this is a defending skill? L6- Can I apply simple tactics for attacking and defending?</p>
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Lower Key Stage 2 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science Grammarsaurus	Rocks and soils 3 (6) - Chemistry L1: What are rocks? L2: Are all rocks the same? L3: How are rocks formed? L4: Which rocks make up the Earth? L5: What are soils? How are fossils formed?	Animals including humans 3 (5) - Biology L1: How does our skeleton help us? L2: Do our bones affect what we can do? L3: What do our muscles do? L4: Do all animals have the same skeleton? L5: What types of nutrition do we need?	Plants 3 (6) - Biology What do plants need? Visit: Seaton Wetlands L1: Do the different parts of the plant have a function? L2: What are roots? L3: How do plants transport water? L4: How do plants reproduce? L5: How are seeds dispersed?	Electricity 4 (5) Physics L1: Which appliances use electricity? L2: How can I make a simple circuit? L3: Why don't some circuits work? L4: How can we test if a material is a conductor or an insulator? L5: How do switches affect a circuit?	Sound 4 (7) Physics L1: How are sounds made? L2: What is a sound vibration? L3: What is inside your ear? L4: Does the size of the pinna affect the volume of the sound? L5: What is pitch? L6: What is volume? L7: Which material is best at muffling sound?	
Art Grammaraurus	Monochromatic year 3 L1: How can we draw texture? L2: How can artists draw eyes? L3: How can artists draw noses? L4: How can artists draw mouths? L5: How can I evaluate my artwork while learning from others?		Monochromatic year 4 L1: What is the difference between shape and form in drawing? L2: How can we use linear perspective in drawing? L3: How can we use atmospheric perspective in drawing? L4: How can I be inspired by how Patrick Hughes uses perspective? L5: How can we evaluate our artwork?	Sculpture year 3 L1: How have Mexican artists been influenced by where they live? L2: How can Mexico inspire us? L3: How can I develop my mastery of clay sculpture? L4: How can I best use colour to enhance my sculpture? L5: How have other artists been influenced by where they live?		Sculpture year 4 L1: How has pottery taught us about the Ancient Egyptian time? L2: How can we best make a coil pot? L3: How can I develop my mastery of clay sculpture? L4: How can I best use colour to enhance my sculpture? L5: What can we learn from pottery?



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DT Grammarsaurus		Bread L1: Can I research the history of bread? L2: Can I collect information about different breads and represent this in a graph and table? (Class survey) L3: Can I investigate and collate information about different types of bread? (Taste Testing) L4: Can I design my own bread type/flavour? (design a shape and flavour for a specific event) L5: Can I make my own bread and butter? L6: Can I evaluate and compare our breads?			Sewing L1: FPT: How can I thread a needle? L2: FPT: How can I tie a knot at the back of my sewing and cast on? L3: FPT: How can I sew the following stitches: Running stitch, back stitch, cross stitch? L4: FPT: How can I cast off once I have finished sewing? L5: Can I create a bookmark design? L6: Can I sew my design? L7: Can I evaluate my sewing skills?	
Computing Teach Computing	1. Computing systems and networks – Connecting computers (from Year 3) L1: How does a digital device work? L2: What parts make up a digital device? L3: How do digital devices help us?	2. Creating media - Stop-frame animation (from Year 3) L1: Can a picture move? L2: Frame by frame L3: What's the story? L4: Picture perfect L5: Evaluate and make it great	3. Programming A - Sequencing sounds (From Year 3) L1: Introduction to Scratch L2: Programming sprites L3: Sequences L4: Ordering commands L5: Looking good L6: Making an instrument	1. Computing systems and networks – The Internet (From Year 4) L1: Connecting networks L2: What is the internet made of? L3: Sharing information L4: What is a website? L5: Who owns the web?	2. Creating media - Audio production (from Year 4) L1: Digital recording L2: Recording sounds L3: Creating a podcast L4: Editing digital recordings L5: Combining audio L6: Evaluating podcasts	3. Programming A – Selection in physical computing (From Year 4) L1: Programming a screen turtle L2: Programming letters L3: Patterns and repeats L4: Using loops to create shapes



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	L4: How am I connected? L5: How are computers connected? L6: What does our school network look like?	L6: Lights, camera, action!		L6: Can I believe what I read?		L5: Breaking things down L6: Creating a program
Online Safety (Be Internet Legend)	Lesson 1 Children learn: <ul style="list-style-type: none"> How they can protect their online reputation. How to work out whether information online is true and reliable.	Lesson 2 Children learn: <ul style="list-style-type: none"> How to make strong passwords to secure their information online. Ways in which they can be kind to others online.	Lesson 3 Children learn: <ul style="list-style-type: none"> How online content can be interpreted in different ways through the eyes of different people. That it's hard to fully understand the meaning behind online content. Everything online comes from a range of sources, children will learn how to choose the best sources of information online.	Lesson 4 Children learn: <ul style="list-style-type: none"> To create stronger passwords and know not to share them with their friends. To identify who they can go to if they need help with something online. To make good decisions when choosing how and what to communicate – and whether to communicate at all. #To identify situations when it's better to wait to communicate face-to-face with a peer rather than text them right away.	Lesson 5 Children learn: <ul style="list-style-type: none"> How to identify situations of harassment or bullying online. How to evaluate what it means to be a bystander or helper. Specific ways to respond to bullying when you see it. How to behave if you experience harassment.	Lesson 6 Children learn: <ul style="list-style-type: none"> How to recognise that seeking help for oneself or others is a sign of strength. How to 'think out loud' about situations where talking it out can really help. About apps' and services' community standards, or terms of service – as well as online tools for reporting abuse.
Geography Grammarsaurus	Land Use, Economic Activity and Travel (4) Visit: Land Use at Seaton L1: What are the types of land use? L2: What are the important features of a settlement and why do settlers choose specific places?		The United Kingdom (10) L1: What are the countries of the UK and the regions of England? L2: What are the settlements of the UK and the counties of England?		Bee Conservation (5) Visit: Honey Farm? L1: What can we learn about bees? L2: What are the key issues affecting bees? L3: How can our school environment help bees?	



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	<p>L3: How can I record the facilities that are available in my local area? L4: How can I present and analyse information about local facilities?</p>	<p>L3: What are the human features of the UK? L4: What are the physical features of the UK? L5: How can I use compasses, keys and symbols to read a map? L6: How can I use 4-figured grid references to read a map? L7: What are the key topographical features found in the UK? L8: How have land use patterns changed over time in the UK? L9: What are my regions key human and physical features? L10: Can I create a sketch map of my local area?</p>	<p>L4: How can we plan and carry out effective ways to conserve bees? L5: How can I record and evaluate the effectiveness of the conservation in my school?</p>
<p>History Grammarsaurus</p>	<p>Stone Age to Iron Age (11) Visit: Simon's Roundhouse.</p> <p>L1: What was life like in the Paleolithic and Mesolithic? L2: What changed from the Paleolithic to the Mesolithic? L3: What did people eat in the Paleolithic and Mesolithic? L4: How did the search for food change the Neolithic? L5: What tools were used in the Neolithic? L6: Who were the beaker people? L7: How did tools change after the Neolithic? L8: How did the Bronze age move into the Iron age? L9: What are round houses? L10: What is a hill fort? L11: What was life like in different regions of England during the Stone age?</p> <p>Black History Month – October – 4 lessons</p>		<p>Ancient Egypt (10) Visit: Torquay Museum?</p> <p>L1: What is the chronology of Ancient Egypt? L2: What was life like in early Egypt? L3: Did the Ancient Egyptians write anything down? L4: Who were the Egyptian gods? L5: What did the Ancient Egyptians believe about the afterlife? L6: How were the pyramids built? L7: What were the consequences of invasion on the Old Kingdom of Ancient Egypt? L8: What were the successes of the New Kingdom? L9: Who was Ramses II? L10: How did the Egyptian Empire end?</p>



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Music Sing Up	<p>I've been to Harlem YA T1 (Y3) Musical focus: Pitch shape, ostinato, round, pentatonic, call-and-response, progression snapshot 1. Pieces: <i>I've been to Harlem</i></p> <p>About the unit: A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and</p>	<p>Chilled out clap rap YA T1 (Y3) Musical focus: Beat, rhythm, dynamics, crotchet, paired quavers, notes C-D-E, crotchet rest. Pieces: <i>Chilled-out clap rap</i>.</p> <p>About the unit: This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help pupils develop their understanding of beat and rhythm. Lesson 1: Learn a rap, observing changes in dynamics. Lesson 2: Clap a range of different patterns and perform in groups. Lesson 3: Explore notation in relation to three durations – crotchets ('walk'), paired quavers ('jogging'), and crotchet rest ('shh').</p>	<p>Latin dance YA T2(Y3) Musical focus: Salsa, beat, clave rhythm, timbre, chords, rhythm pattern, progression snapshot 2. Pieces: <i>Latin dance</i>.</p> <p>About the unit: In the unit <i>Latin dance</i>, pupils will explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. They will also compose rhythm patterns to incorporate into their whole-class performance. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 in order to collect evidence of pupils' progress. Lesson 1: Feel the rhythm. Lesson 2: Learn to play the chords A minor and F major. Lesson 3: Progression snapshot. Make a video recording of children singing.</p>	<p>'March' from The nutcracker YA T2 (Y3) Musical focus: Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music. Pieces: 'March' from <i>The Nutcracker</i> by Pyotr Ilyich Tchaikovsky.</p> <p>About the unit: This unit is based upon the 'March' from <i>The Nutcracker</i> by Tchaikovsky. It follows the rondo form structure, embracing its repeating nature of musical themes. Veering away from the nutcracker story, this unit explores the character and flow of each musical section and focuses on showing how the music might look or move if it were visible. Drawing on different pieces of art, as well as varying styles of movement, children will discover how the abstract nature of music can be analysed and experienced. Lesson 1: Listening to 'March' from <i>The</i></p>	<p>Just three notes YA T3 (Y3) Musical focus: Pitch (notes C-D-E), rhythm patterns, structure, minimalism, dot notation. Pieces: <i>Musica ricercata</i> by György Ligeti, <i>Drumming part IV</i> by Steve Reich.</p> <p>About the unit: With just three pitches (C-D-E) and four rhythmic durations, the combinations are almost endless! This unit shows how to make simple yet effective music using just a handful of elements, how to read and understand notation to capture compositions, and how to structure ideas. The resulting music will sound a little like a 20th-century American musical movement called minimalism.</p>	<p>Fly with the stars (classroom percussion) YA T3 (Y3) Musical focus: Minor and major chords (A minor, C major), arpeggio, chord, dot notation, durations (crotchet, quavers), progression snapshot 3. Pieces: <i>Fly with the stars</i>.</p> <p>About the unit: <i>Fly with the stars</i> is a song in an electronic dance style, based on a verse/chorus structure using two chords A minor and C major. During the unit, pupils will develop listening skills in recognising a song's structure and changing chords, practise identifying crotchet and quaver durations, and develop composing skills using these durations and chords to create an accompaniment for the song. The unit will conclude with a performance of their</p>
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	<p>3 in order to collect evidence of pupils' progress.</p> <p>Lesson 1: Get to know the song.</p> <p>Lesson 2: Sing <i>I've been to Harlem</i> showing the shape of the tune with voices and add an accompaniment using notes from the pentatonic scale.</p> <p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Invent 3-note melodies to accompany <i>I've been to Harlem</i>.</p> <p>Lesson 5: Learn cup rhythms to <i>I've been to Harlem</i>.</p> <p>Lesson 6: Create and perform a class arrangement of <i>I've been to Harlem</i>.</p>	<p>Lesson 4: Create rhythm patterns in pairs.</p> <p>Lesson 5: Create rhythm patterns and translate them onto tuned percussion instruments.</p> <p>Lesson 6: Play a part in a group performance.</p>	<p>Lesson 4: Practise the song and learn about Cuban music.</p> <p>Lesson 5: Compose a rhythm pattern.</p> <p>Lesson 6: Putting it all together.</p>	<p><i>Nutcracker</i> by Tchaikovsky and interpreting the music through movement and art.</p> <p>Lesson 2: Exploring pattern and structure in response to 'March' from <i>The Nutcracker</i>.</p> <p>Lesson 3: Demonstrating the structure of rondo form using movement and performance. Written for Sing Up by Becca Spencer with contributions from Libby Lane.</p> <p>From a railway carriage YA T2 (Y3)</p> <p>Musical focus: Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, Classical music.</p> <p>Pieces: <i>Night mail</i> by Benjamin Britten and <i>Geographical fugue</i> by Ernest Toch.</p> <p>About the unit: Take a musical journey and explore the relationship between words and music through listening and composing using a variety of stimuli including music,</p>	<p>Lesson 1: Rhythm patterns.</p> <p>Lesson 2: Just three notes.</p> <p>Lesson 3: Keep it minimalist.</p> <p>Samba with Sergio YA T3 (Y3)</p> <p>Musical focus: Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community.</p> <p>Pieces: <i>Fanfarra (Cabua-le-le)</i> and <i>Magalenha</i> by Sérgio Mendes.</p> <p>Number of lessons: 3 x 50-minute lessons.</p> <p>About the unit: This unit explores call-and-response through word rhythms, and body and vocal percussion. It also gives a snapshot into samba and carnival. Carnival is a serious business in Brazil, celebrating freedom and bringing together, communities regardless of class or culture.</p>	<p>own arrangement of the song using voices and classroom percussion. This unit also contains the final of three progression snapshots designed to collect evidence of pupils' progress.</p> <p>Lesson 1: Get inside the song structure 1.</p> <p>Lesson 2: Get inside the song structure 2.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p> <p>Lesson 4: Play note rhythms to the verse and chorus following the chord changes in the song.</p> <p>Lesson 5: Explore accompaniment ideas.</p> <p>Lesson 6: Create a class arrangement of <i>Fly with the stars</i></p>
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				poetry, and works of art – all featuring trains and railways. Lesson 1: Create a piece of music using Benjamin Britten’s <i>Night mail</i> as a starting point. Lesson 2: Compose a piece using a poem and a painting as inspiration. Lesson 3: Use word patterns to create a geographical rhythm rap.	Lesson 1: Introduction to Brazilian carnival, samba, and Sérgio Mendes. Lesson 2: Exploring beat with <i>Magalenha</i> . Lesson 3: Learning more about Afro-Brazilian music by exploring vocal percussion.	
PHSE	Year 4 Unit: Identity, society and equality: Democracy: L1: Is democracy good? L2: What is parliament? L3: Why do we have laws? L4: What does local council do?	Year 4 Unit: Drug, alcohol and tobacco education: Making choices L1: Which drugs are common in everyday life and why do people choose to use them? L2: What are the effects and risks of drinking alcohol? L3: How do people behave around alcohol?	Year 4 Unit: Physical health and wellbeing: What is important to me? L1: Why do people eat differently? L2: What is fair trade? L3: Why should I sleep?	Year 3 Unit: Yr 3- Identity, society and equality: Celebrating difference L1: What is similar and different about me and other children? L2: What is a community? L3: Can I be different and accepted?	Year 4 Unit: Keeping safe and managing risk: Playing safe L1: Can I play safely online? L2: Can I cross the road safely? L3: What is first aid?	Year 4 Unit: Sex and relationship education: Growing up and changing L1: Can I identify changes throughout the human life cycle? L2: How do boys and girls differ between stages?
RE Devon Syllabus	What do Christians learn from the Creation story?		What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What is the Trinity and why is it important to Christians?	How and why do people try to make the world a better place?



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	<p>L1: Where does creation belong in the 'Big Story' of the Bible? L2: What kind of world do Christians believe in? What do we mean by 'good'? L3: How have Christians interpreted 'looking after the world'? L4: How do different Christians think about and look after the environment? L5: What do Christians mean by 'the fall'? L6: What do many Christians learn from the stories of 'the creation and 'the fall'?</p>		<p>L1: How did Noah follow God? L2: How did Noah's emotions and feelings change through the story? L3: How does the story of Noah help us to care about the world? L4: What promises would a new Christian give to God? L5: How did Abram/Abraham follow God? L6: What have we learnt about how people can show that they follow God?</p>	<p>L1: How do festivals and family life show what matters to a Muslim? L2: What does the opening chapter of the Qur'an teach Muslims about God? L3: Why does prayer matter to Muslims? L4: What is the mosque important to Muslims? L5: Why do Muslims celebrate the end of Ramadan? L6: How do festivals and worship show what matters to Muslims?</p>	<p>L1: What is baptism? L2: What is the Trinity? L3: Who is John the Baptist? L4: What is baptism like today? L5: How does baptism in a 'Baptist' church differ from other Christian churches? L6: What is the Trinity and why is it important to Christians?</p>	<p>L1: How and why do people try to make the world a better place? What is wrong with the world? L2: How can the 'Golden Rule' help people to work out how to make the world a better place? L3: Tikkum Olam repairing the world: How do Jewish people try to make the world a better place? L4: Who is inspired by Jesus' example of sacrifice? L5: How do Muslims try to make the world a better place? L6: How do non-religious people try to make the world a better place?</p>
<p>PE Get Set for PE</p>	<p>Ball Skills Y3/4 L1: Assessment. To develop dribbling skills with hands and feet L2: To develop tracking and catching skills L3: To develop tracking and throwing skills</p>	<p>Gymnastics Y3/4 L1: Assessment. To be able to create interesting point and patch balances. L2: To develop point and patch balances on apparatus.</p>	<p>Dance Y3 L7 THEME: Country and Western To use straight pathways and clear changes in direction in a line dance. L8 THEME: Country and Western</p>	<p>Yoga Y3/4 L1: Assessment. To explore poses that challenge my balance. L2: To create a flow using poses that challenge my balance. L3: To explore poses that</p>	<p>Netball Y3/4 L1: Assessment & develop passing and moving and play within footwork rule. L2: To use a variety of passes to move towards</p>	<p>Athletics Y3/4 L1: Assessment. To develop stamina and an understanding of speed and pace in relation to distance.</p>



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	<p>L4: To develop tracking and kicking skills L5: To track a ball that is not sent directly to me. L6: To apply sending and receiving skills in games & assessment</p> <p>OAA Y3/4 (Forest School) L1: Assessment. To develop co-operation and teamwork skills. L2: To develop trust and teamwork. L3: To involve all team members to work towards a shared goal. L4: To develop trust whilst listening to others and following instructions. L5: To be able to identify objects, draw and follow a simple map. L6: To draw a route using directions, orientate a map and navigate around a grid. Assessment.</p>	<p>L3: To develop stepping into shape jumps with control. L4: To develop stepping into shape jumps using apparatus. L5: To develop the straight, barrel, and forward roll. L6: To include rolls in sequence work using apparatus. L7: To be able to transition smoothly into and out of balances. L8: To be able to transition smoothly in and out of balances using apparatus. L9: To create a sequence with matching and contrasting actions and shapes. L10: To create a sequence on apparatus using matching and contrasting. L11: To create a partner sequence using the skills I have learnt and including a hoop. L12: To create a partner sequence using the skills that I have learnt and apparatus.</p>	<p>To use canon and unison to make our line dance look interesting. L9 THEME: Country and Western To use formations, canon and unison to make our line dance look interesting. L10 THEME: Superpowers To remember, repeat and create actions around a theme. L11 THEME: Superpowers To understand and use formations. L12 THEME: Superpowers To structure a dance to represent a theme.</p> <p>Tag Rugby Y3/4 L1: Assessment. To develop throwing, catching and running with the ball. L2: To develop an understanding of how to defend using tagging rules. L3: To begin to use the 'forward pass' and 'offside' rule. L4: To develop movement skills to dodge a defender. L5: To track an opponent and begin to defend as a team.</p>	<p>challenge my flexibility. L4: To create a flow using poses that challenge my flexibility. L5: To explore poses that challenge my strength. L6: To create a flow using poses that challenge my strength. Assessment</p> <p>Handball Y3/4 L1: Assessment. To begin to throw and catch while on the move. L2: To move towards goal or away from a defender. L3: To move towards goal to create shooting opportunities. L4: To use defending skills to delay an opponent and gain possession. L5: To use a change of direction and speed to lose a defender and move into space. L6: To apply skills and knowledge to compete in game situations. Assessment.</p>	<p>goal. L3: To develop movement skills to lose a defender. L4: To defend an opponent and try and win the ball. L5: To develop the shooting action. L6: To apply skills and knowledge to play games using netball rules. Assessment</p> <p>Cricket Y3/4 (Possible Chance to Shine coach) L1: Assessment. To learn how to score points in a striking and fielding game. L2: To develop batting to score points. L3: To develop fielding skills to limit the batter's score. L4: To understand the role of a bowler. L5: To develop my understanding of tactics and begin to use them. L6: To apply skills and knowledge to play</p>	<p>L2: To develop power and speed in the sprinting technique. L3: To develop technique when jumping for distance. L4: To develop power and technique when throwing for distance. L5: To develop a pull throw for distance and accuracy. L6: To develop officiating and performing skills. Assessment.</p> <p>Tennis Y3/4 L1: Assessment. To develop racket and ball control. L2: To develop returning the ball using a forehand and understand when to use it. L3: To develop the backhand and understand when to use it. L4: To keep a continuous rally going showing increased technique.</p>
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		<p>Hockey Y3/4</p> <p>L1: Assessment. To develop sending and receiving the ball with accuracy and control. L2: To develop the attacking skill of dribbling. L3: To develop dribbling to beat a defender. L4: To use defending skills to delay an opponent and gain possession. L5: To apply attacking skills to move towards goal and find space. L6: To apply skills and knowledge to compete in a tournament. Assessment.</p>	<p>L6: To apply the rules and skills you have learnt and play in a tag rugby tournament. Assessment</p>		<p>games using cricket rules. Assessment.</p>	<p>L5: To use and apply rules and simple tactics. L6: To understand and use rules to manage a game. Assessment.</p>
<p>French Grammarsaurus</p>	<p><u>Greetings and names (2)</u></p> <p>L1: Use simple greetings L2: Greet people at the right time of the day L3: Ask how people are feeling - Say how I am feeling L4: Ask someone's name L5: Say my name</p> <p><u>Numbers 0-20 (2)</u></p>	<p><u>Date and birthdays (3)</u></p> <p>L1: Name months of the year - Use numbers up to 31 L2: Say my birthday L3: Ask someone's birthday L4: Say today's date L5: Name days of the week - Say the year L5: Use numbers up to 31</p>	<p><u>My family</u></p> <p>L1: Key concepts seen in Y3 L2: Name members of my family L3: Say if I have brothers and sisters L4: Ask someone if they have brothers and sisters</p>	<p><u>Pets</u></p> <p>L1: Name pets in French L2: Say if I have pets L3: Ask someone if they have pets</p>	<p><u>Going to School</u></p> <p>L1: Learn names of modes of transport L2: Accurately pronounce the modes of transport L3: Recognise names of modes of transport when written L4: Show understanding when hearing the words</p>	<p><u>Lunch at School</u></p> <p>L1: Name some food and drinks items L2: Recognise food and drinks when said out loud L3: Recognise food and drinks when written L4: Use correct gender (article) in front of the</p>



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	<p>L1: Count from 0-20 in French</p> <p><u>Classroom Instructions (1)</u></p> <p>L1: Stand up/ Sit down</p> <p><u>Colours (1)</u></p> <p>L1: Name the French colours</p> <p>L2: Say my favourite colour</p> <p>L3: Say which colours I like/don't like</p>	<p>L6: Ask someone the date</p> <p>L7: Use the days in a sentence</p> <p><u>French Christmas</u></p> <p>L1: List some Christmas-related vocabulary</p>			<p>L5: Know the words for each mode of transport</p> <p>L6: Label the pictures, using matching activities</p> <p>L7: Play games co-operatively in French, practising the words</p> <p>L8: Understand the question: "Comment vas-tu à l'école?" (How do you go to school?)</p> <p><u>In the Classroom</u></p> <p>L1: Name things and items in the classroom</p> <p>L2: Describe what is in the classroom/pencil case and how many items</p> <p>L3: Ask for items in French</p>	<p>name of food (un/une/du/des/de la)</p> <p>L5: Say what I eat and drink</p> <p>L6: Read a menu</p> <p>L7: Write a menu</p> <p>L8: Play games co-operatively in French, practising the words</p> <p><u>School subjects</u></p> <p>L1: Name the different school subjects</p> <p>L2: Say what I like/love/don't like/hate</p> <p>L3: Say what my favourite school subject is</p> <p>L4: Name food items</p> <p>L5: Say what I eat at school</p> <p>L6: Say what I like/don't like eating at school</p>
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Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science Grammarsaurus	Animals including Humans 4 (5) – Biology L1: What is the digestive system? L2: Why are teeth different shapes? L3: What drink causes the most tooth decay? L4: How can I construct a food chain?	Light 3 (6) – Physics L1: What is a light source? L2: What is reflected light? L3: Is the Sun dangerous? L4: What is a shadow? L5: Does moving the light source above the object make the object's shadow longer? L6: How do mirrors work?	States of Matter 4 (7) – Chemistry L1: What are solids, liquids and gases? L2: Do all liquids behave the same? L3: What is a thermometer used for? L4: How do materials change state? L5: What is the water cycle? L6: Do all liquids evaporate? L7: Does temperature affect the rate of evaporation?		Magnets 3 (6) - Physics L1: What is a force? L2: Do objects move the same on different surfaces? L3: How do magnetic forces work? L4: Which materials are magnetic? L5: Do magnets attract each other? L6: Are all magnets the same strength?	Living things and their habitats 4 (6) – Biology Visit: Seaton Wetlands L1: What are the seven life processes? L2: How can we sort and group animals? L3: What are vertebrate animals? L4: Which living things can be found in the local area? L5: What is a classification key? L6: How is our environment changing?
Art Grammarsaurus		Chromatic year 3 L1: How are watercolour paints different to acrylic paints? L2: What does an illustrator do? L3: How can illustrations help people? (1) L4: How can illustrations help people? (2) L5: How can we talk about illustrations?		Chromatic year 4 L1: How do artists use sketchbooks? L2: If art isn't to hang on a wall, what else can it be for? L3: What is mixed media? L4: How can I use my sketchbook to help my process? L5: How can we evaluate our artwork?		



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DT Grammarsaurus	Shelters L1: Can I work with others to design and build a shelter? L2: Can I help to find sticks and twigs suitable for the shelter? L3: Can I listen to others' ideas and try them? L4: Can I come up with my own ideas to improve the shelter further? L5: Can I evaluate the shelter? L6: Can I positively evaluate other teams' shelters?		Levers L1: FPT: Can I make and explore a range of levers around a pivot? L2: Can I design and sketch my own moving lever? L3: Can I make my own lever model? L4: Can I decorate, evaluate and improve my model? L5: Can I evaluate and use my model?		Romans L1: Can I research and draw on ideas from Roman architecture? L2: Can I design a Roman building based on architectural details? L3: FPT: Can I build 3d structures using nets of shapes? L4: Can I build my Roman building? L5: Can I evaluate and improve my building? Can I decorate my building?	
Computing Teach Computing	4. Data and information – Branching databases (from Year 3) L1: Yes or no questions L2: Making groups L3: Creating a branching database L4: Structuring a branching database L5: Using a branching database L6: Two ways of presenting information	5. Creating media – Desktop publishing (From year 3) L1: Words and pictures L2: Can you edit it? L3: Great template! L4: Can you add content? L5: Lay it out L6: Why desktop publishing?	6. Programming B - Events and actions in programs (from Year 3) L1: Moving a sprite L2: Maze movement L3: Drawing lines L4: Adding features L5: Debugging movement L6: Making a project	4. Data and information – Data logging (from Year 4) L1: Answering questions L2: Data collection L3: Logging L4: Analysing data L5: Data for answers L6: Answering my question	5. Creating media – Photo editing (from Year 4) L1: Changing digital images L2: Changing the composition of images L3: Changing images for different uses L4: Retouching images L5: Fake images L6: Making and evaluating a publication	6. Programming B – Repetition in games (from Year 4) L1: Using loops to create shapes L2: Different loops L3: Animate your name L4: Modifying a game L5: Designing a game L6: Creating our games



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<p>Online Safety (Be Internet Legend)</p>	<p>Lesson 1 Children learn:</p> <ul style="list-style-type: none"> How they can protect their online reputation. <p>How to work out whether information online is true and reliable.</p>	<p>Lesson 2 Children learn:</p> <ul style="list-style-type: none"> How to make strong passwords to secure their information online. <p>Ways in which they can be kind to others online.</p>	<p>Lesson 3 Children learn:</p> <ul style="list-style-type: none"> How online content can be interpreted in different ways through the eyes of different people. That it's hard to fully understand the meaning behind online content. <p>Everything online comes from a range of sources, children will learn how to choose the best sources of information online.</p>	<p>Lesson 4 Children learn:</p> <ul style="list-style-type: none"> To create stronger passwords and know not to share them with their friends. To identify who they can go to if they need help with something online. To make good decisions when choosing how and what to communicate – and whether to communicate at all. <p>#To identify situations when it's better to wait to communicate face-to-face with a peer rather than text them right away.</p>	<p>Lesson 5 Children learn:</p> <ul style="list-style-type: none"> How to identify situations of harassment or bullying online. How to evaluate what it means to be a bystander or helper. Specific ways to respond to bullying when you see it. <p>How to behave if you experience harassment.</p>	<p>Lesson 6 Children learn:</p> <ul style="list-style-type: none"> How to recognise that seeking help for oneself or others is a sign of strength. How to 'think out loud' about situations where talking it out can really help. <p>About apps' and services' community standards, or terms of service – as well as online tools for reporting abuse.</p>
<p>Geography Grammarsaurus</p>	<p>Investigating Weather and Climate (5)</p> <p>L1: What is the difference between weather and climate? L2: How can we collect weather data? L3: How can we collect and record weather data? L4: How can we present weather data? L4: How can we analyse our weather data and evaluate our fieldwork?</p>		<p>Italy (11)</p> <p>L1: How is the world represented on maps and globes? L2: What are the key features of the UK and my region (recap)? L3: What are Europe's human and physical features including countries and capital cities? L4: What are the key geographical features of Italy? L5: What is plate tectonics? L6: What are earthquakes and how do they occur? L7: What are volcanoes and how do they occur?</p>		<p>Locality Unit – Bristol (6)</p> <p>L1: Where is Bristol? L2: How is the land used in Bristol? L3: What are the geographical features of Bristol? L4: Can I draw a sketch map of a Bristol locality? L5: Field trip to Bristol. L6: Assessment.</p>	



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			<p>L8: What are the key physical features of Campania, Italy and how do they compare with my region L9: What are the key settlements in Campania, Italy and how do they compare with my region? L10: How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region? L11: What are the similarities between my region and the region of Campania, Italy?</p>		
<p>History Grammarsaurus</p>	<p>Ancient Greece (9) L1: What can excavations tell us about early Greece? L2: What was life like in early Greece? L3: How did the Minoans trade in early Greece? L4: What was life like in Athens and Sparta? L5: How did the city-states overcome the Persian invasion? L6: What was life like in the city-states after the Persians retreated? L7: How did King Philip II grow the Macedon Empire? L8: Who was Alexander the Great and what made him a significant leader? L9: What were the greatest achievements of Ancient Greece?</p> <p>Black History Month – October – 4 lessons</p>				<p>Romans (9) Visit: RAMM & Exeter, Dorchester Museum L1: What do we know about early Rome and how do we know this? L2: Who was in charge of the Roman Empire? L3: How powerful was the Roman army? L4: What events led up to Emperor Claudius invading Britain? L5: How did the Roman settlements compare to the Celtic villages? L6: Who was Boudicca and why did she take revenge on the Romans? L7: How did the Romans protect their land and how do we know this? L8: What happened in the final years of the Roman Empire? L9: What was life like in the different regions of England during the Roman era?</p>
	<p>This little light of mine YB T1 (Y4) Musical focus: Pentatonic scale, gospel music, off-beat, rhythm, call-and-</p>	<p>My Fantasy football team YB T1 (Y4) Musical focus: Beat, rhythm, rondo, rhythm notation.</p>	<p>The doot doot song (classroom percussion) YB T2 (Y4) Musical focus: Chords (A minor, C and F major),</p>	<p>Fanfare for the common man YB T2 (Y4) Musical focus: Fanfare, timbre, dynamics, texture, silence.</p>	<p>Global pentatonics YB T3 (Y4) Musical focus: Pentatonic scale, different music</p>



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	<p>response, progression snapshot 1.</p> <p>Pieces: <i>This little light of mine</i>.</p> <p>About the unit: <i>This little light of mine</i> is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus’s speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2</p>	<p>Pieces: <i>My fantasy football team</i>.</p> <p>About the unit: A fun, rhythmic song about football-playing animals in the style of a football chant, <i>My fantasy football team</i> provides inspiration for recognising, playing from, and composing with crotchets, quavers, and minims. There are opportunities for movement, improvisation, and group performance.</p> <p>Lesson 1: Get to know the song and learn about duration.</p> <p>Lesson 2: Practise moving to and identifying duration.</p> <p>Lesson 3: Understand durations written as notation.</p> <p>Lesson 4: Create rhythm sequences and play them on percussion instruments.</p> <p>Lesson 5: Translate rhythms onto instruments.</p>	<p>acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2.</p> <p>Pieces: <i>The doot doot song</i></p> <p>About the unit: <i>The doot doot song</i> has a summery and relaxed swing feel, reminiscent of Jack Johnson. It is based on a typical song structure and uses C major, A minor, and F major chords. During the unit pupils learn to sing and play the song, develop technical skills on tuned percussion, learn about chords, ‘doodle’ (improvise) with their voices and experience playing in a class band. Playing, singing, and improvising is supported by listening to, and appraising music based around the acoustic guitar, comparing and contrasting different artists styles. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 2 and 3 in order to</p>	<p>Pieces: <i>Fanfare for the common man</i> by Aaron Copland.</p> <p>About the unit: This listening unit is based around the piece <i>Fanfare for the common man</i> by Aaron Copland. It provides the foundation for investigating how unique music is in creating dramatic effect and atmosphere, and is an excellent starting point for exploring the use of pitch, melody, texture, and timbre.</p> <p>Lesson 1: Explore the features of Aaron Copland’s <i>Fanfare for the common man</i>.</p> <p>Lesson 2: Improvise fanfare melodies based around three notes and repeated rhythms.</p> <p>Lesson 3: Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence.</p> <p>Spain YB T2 (Y4) Musical focus: To create music inspired by Spain,</p>	<p>traditions and cultures, graphic/dot notation.</p> <p>Pieces: <i>Skye boat song</i> – Traditional Scottish, <i>Om Namah Shivaya</i> – Traditional Hindu, <i>Busy weaving</i> by Liu Tianyi, <i>Desert blues</i> by Alhousseini Anivolla and Girum Mezmur.</p> <p>About the unit: This listening unit is based around the pentatonic scale – a five-note musical scale, which takes its name from the Latin ‘penta’ meaning five, and ‘tonus’, which means sound or tone. It has a distinctive and recognisable sound. Music from around the world, through history and across many traditions and cultures, is based on the pentatonic scale. Integral to improvisation, blues, jazz, rock and pop music, the pentatonic scale continues to influence modern music globally. Children will</p>	<p>minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p>Pieces: <i>Favourite song</i>.</p> <p>About the unit: <i>Favourite song</i> is in a fast, folk-rock style with a driving rhythm, reminiscent of the style of Mumford and Sons. With a simple verse/chorus structure and easy to follow chord pattern, the song builds on from the unit <i>The doot doot song</i>, introducing G major to previously learnt chords C, F, and A minor.</p> <p>During the unit, pupils will learn to sing and play the song, develop technical skills on tuned percussion, and experience playing in a class band. Playing and singing activity is supported by listening to range of music in a folk and folk-rock style, comparing and contrasting different artists’ styles.</p>
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	<p>and 3 in order to collect evidence of pupils' progress.</p> <p>Lesson 1: Get to know the song 1.</p> <p>Lesson 2: Get to know the song 2.</p> <p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Play bass notes and a rhythm ostinato with the backing track.</p> <p>Lesson 5: Improvise on the notes of the pentatonic scale using the voice and instruments.</p> <p>Lesson 6: Create an arrangement of This little light of mine.</p>	<p>Lesson 6: rehearse and perform a whole-class 'rondo'.</p>	<p>collect evidence of pupils' progress.</p> <p>Lesson 1: Get to know the song 1.</p> <p>Lesson 2: Get to know the song 2.</p> <p>Lesson 3: Make a video recording of children singing. Progression snapshot 2.</p> <p>Lesson 4: Listen and compare acoustic styles and practise playing and singing the song.</p> <p>Lesson 5: 'Doodle'! Scat sing along to the song.</p> <p>Lesson 6: Create an arrangement of <i>The doot doot song</i> and perform as a class band.</p>	<p>habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p>Pieces: <i>Habanera</i> by Emmanuel Chabrier.</p> <p>About the unit: The habanera is a rhythm most closely and instantly associated with Spain (despite it actually originating in Cuba!). It works well in the classroom as a tool for learning to count and play together because it is perhaps a bit more fun than a straightforward pulse. In this unit children will listen to it, play it, and compose with it.</p> <p>Lesson 1: Dance and play the habanera.</p> <p>Lesson 2: Hot Spanish sunshine.</p> <p>Lesson 3: Spanish fiesta!</p>	<p>experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments.</p> <p>Lesson 1: Listen to pentatonic melodies.</p> <p>Lesson 2: Improvise pentatonic melodies.</p> <p>Lesson 3: Compose and notate pentatonic melodies.</p> <p>The Horse in motion YB T3 (Y4)</p> <p>Musical focus: To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <p>Pieces: <i>The horse in motion</i> by Eadweard Muybridge (Moving image, 1878).</p> <p>About the unit: Film composing is an art form all of its own – different, and distinct</p>	<p>This unit also includes the collection of further evidence of pupils' progress – the third and final progression snapshot that will complete the progression picture for Year 4.</p> <p>Across the year the following picture will have been built: Sing Part 1 of a partner song – <i>I wanna sing scat</i> – rhythmically.</p> <p>Sing Part 2 of a partner song – <i>I wanna sing scat</i> – rhythmically.</p> <p>Adopt a rhythmic accompaniment while singing.</p> <p>As a class (or group), perform the partner song <i>I wanna sing scat</i> rhythmically, in two parts and from memory.</p> <p>Lesson 1: Get to know the song – Learn Verse 1, learn the verse chords.</p> <p>Lesson 2: Get to know the song – Learn the</p>
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					<p>from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will explore one of the first films ever made (from 1878!) and use it as inspiration for composing repeating patterns (ostinatos), and structuring ideas.</p> <p>Lesson 1: Hooves and rider – body percussion. Lesson 2: Hooves and rider – orchestrated. Lesson 3: Hooves and rider, and his thoughts.</p>	<p>Chorus, learn the Chorus chords. Lesson 3: Progression snapshot 2. Make a video recording of children singing. Lesson 4: Recap playing Verse 1 and the Chorus, and compare pieces of music. Lesson 5: Practise singing and playing the song. Lesson 6: Rehearse and perform.</p>
<p>PHSE You, Me & PSHE</p>	<p>Unit: Year 3 – Drug, alcohol and tobacco education Tobacco is a drug</p> <p>L1: What is a drug and how is it harmful? L2: What are the risks and effects of smoking tobacco? L3: What is secondhand smoke? L4: What is asthma?</p>	<p>Unit: Yr 3– Mental health and emotional wellbeing: Strengths and challenges.</p> <p>L1: What have I achieved so far in my life? L2: What would I like to achieve? L3: How can I deal with put-downs? L4: How can I bounce back from a set-back?</p>	<p>Unit: Year 3: Keeping safe, managing behaviour and risk. – Bullying – see it, say it, stop it.</p> <p>L1: What is bullying? L2: What types of bullying are there and how do we deal with it? L3: What can we do if we see bullying? disablism,</p>		<p>Unit: Physical health and wellbeing: What helps me choose?</p> <p>L1: How can I make healthy choices about food? L2: What is branding and how does it affect us? L3: How can we keep active and how can this be challenging?</p>	<p>Unit: Year 3 - Careers, financial capability and economic wellbeing: Saving, spending and budgeting.</p> <p>L1: What is value for money? L2: What is budgeting? L3: Which type of job would I like?</p>



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RE Devon Syllabus NATRE	What do Hindus believe God is like? L1: How do many Hindus describe ultimate reality? L2: How might the idea of Brahman being in everything affect how you live? L3: What can we find out about some Hindu deities? L4: How do many Hindus understand deities? L5: What can we learn about deities from Ganesh? L6: What do Hindus believe God is like? - assessment		Why do Christians call the day Jesus died 'Good Friday'? L1: Can I order key events of the Easter story? L2: How did Mary feel at key points in the Easter story? L3: Why is the day called Good Friday? L4: How might people who are not Christians respond to the Easter story? L5: What do you think is the most important part of the Easter story? L6: Why do Christians call the day that Jesus died 'Good Friday'? - Assessment		When Jesus left; What was the impact of Pentecost? L1: How did the disciples feel when Jesus left? L2: Can I research the key events of Pentecost? L3: Can I represent Pentecost through art? L4: What is the holy spirit? L5: Can I explain the holy spirit and trinity? L6: When Jesus left; What was the impact of Pentecost – assessment.	What does it mean to be a Hindu in Britain today? L1: What is Hindu Dharma? L2: How and why do many Hindus perform Puja? L3: What is dharma? What can we learn from the story of King Yudhishtira? L4: What does the Ramayana tell Hindus about dharma? L5: How and why do many Hindus celebrate Diwali? L6: Can I plan a Diwali celebration for my local community?	What kind of world did Jesus want? L1: What did Jesus mean when he called the disciples 'fishers of men'? L2: Who were Jesus' first disciples? L3: What is an evangelist? L4: Why did Jesus' treatment of a leper shock people at the time? L5: How did Jesus use the parable of the Good Samaritan to teach people about God? L6: What kind of world did Jesus want? - Assessment



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<p>PE Get Set for PE</p>	<p>OAA Y3/4 (Forest School) L1: Assessment. To develop co-operation and teamwork skills. L2: To develop trust and teamwork. L3: To involve all team members to work towards a shared goal. L4: To develop trust whilst listening to others and following instructions. L5: To be able to identify objects, draw and follow a simple map. L6: To draw a route using directions, orientate a map and navigate around a grid. Assessment.</p> <p>Basketball Y3/4 L1: To understand the role of an attacker when in possession. L2: To learn how to maintain possession whilst dribbling. L3: To develop passing and moving to support my team. L4: To understand the role of a defender and explore ways to gain possession.</p>	<p>Gymnastics Y3/4 L1: Assessment. To develop individual and partner balances. L2: To develop individual and partner balances using apparatus. L3: To develop control in performing and landing rotation jumps. L4: To develop rotation jumps and sequence building using apparatus . L5: To develop the straight, barrel, forward and straddle roll. L6: To assess my straight, barrel, forward and straddle roll. L7: To link actions that flow using the rolls I have learnt. L8: To link actions that flow in a partner sequence using the rolls I have learnt. L9: To develop strength in inverted movements. L10: To develop strength in inverted movements. L11: To create a great partner sequence to include the skills I have learnt and apparatus.</p>	<p>Dance Y3/4 L1 THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space. L2 THEME: The Spy To choose actions which relate to the theme. L3 THEME: The Spy To develop a dance using matching and mirroring. L4 THEME: Carnival To learn and create dance moves in the theme of carnival. L5 THEME: Carnival To develop a carnival dance using formations, canon and unison. L6 THEME: Carnival To develop a dance phrase and perform as part of a class performance. L7 THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter. L8 THEME: States of Matter To use actions, dynamics, space and relationships to represent a state of matter.</p>	<p>Yoga Y3/4 L1: To explore connecting breath and movement. L2: To explore new yoga poses and begin to connect them. L3: To explore gratitude when remembering and repeating a yoga flow. L4: To develop flexibility and strength in a positive summer flow. L5: To develop flexibility and wellbeing in an individual yoga flow. L6: To develop confidence and strength through arm balances.</p> <p>Football Y3/4 L1: Assessment. To understand the role of an attacker when in possession. L2: To develop movement skills to lose a defender and move into space. L3: To understand that scoring goals is an attacking skill and learn how to do this. L4: To understand the role of a defender.</p>	<p>Rounders Y3/4 L1: Assessment. To learn how to score points in a striking and fielding game. L2: To develop batting to score points. L3: To develop fielding skills to limit the batter's score. L4: To understand the role of a bowler in the fielding team. L5: To develop an understanding of tactics and begin to use them in game situations. L6: To be able to apply skills and knowledge to play games using rounders rules.</p> <p>Cricket Y3/4 L1: Assessment. To learn how to score points in a striking and fielding game.</p>	<p>Fitness Y3/4 L1: Assessment. To understand how balance helps us in everyday life. L2: To understand how co-ordination helps us in everyday life.. L3: To understand how strength helps us in everyday life. L4: To understand how speed helps us in everyday life. L5: To understand how agility helps us in everyday life. L6: To understand how stamina helps us in everyday life. Assessment.</p> <p>Tennis Y3/4 L1: Assessment. To develop racket and ball control. L2: To explore rallying using a forehand. L3: To explore returning the ball using a forehand.</p>
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	<p>L5: To understand that scoring goals is an attacking skill and learn how to do this. L6: To apply skills and knowledge to compete in a tournament.</p>	<p>L12: To create a great partner sequence to include the skills I have learnt and apparatus.</p> <p>Hockey Y3/4</p> <p>L1: Assessment. To develop sending and receiving the ball with accuracy and control. L2: To develop the attacking skill of dribbling. L3: To develop dribbling to beat a defender. L4: To use defending skills to delay an opponent and gain possession. L5: To apply attacking skills to move towards goal and find space. L6: To apply skills and knowledge to compete in a tournament. Assessment.</p>	<p>L9 THEME: States of Matter To order and structure phrases to create a dance performance. L10 THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy and rhythm. L11 THEME: The Twist To learn and perform a partner dance in a 1960s style. L12 THEME: The Twist To develop my own 1960s inspired dance using changes in relationships.</p> <p>Dodgeball Y3/4</p> <p>L1: Assessment. To develop throwing, towards a moving target. L2: To develop throwing to get players out. L3: To identify and develop the skills needed to avoid being hit. L4: To develop and apply dodging skills within a game. L5: To develop catching skills. L6: To develop catching skills and be confident to</p>	<p>L5: To apply tactics to small sided games. L6: To apply skills and knowledge to compete in game situations. Assessment.</p>	<p>L2: To develop batting to score points.</p> <p>L3: To develop fielding skills to limit the batter's score.</p> <p>L4: To understand the role of a bowler.</p> <p>L5: To develop my understanding of tactics and begin to use them.</p> <p>L6: To apply skills and knowledge to play games using cricket rules. Assessment.</p>	<p>L4: To explore returning the ball using a backhand. L5: To learn how to score and use simple rules. L6: To work co-operatively with others to begin to manage a game. Assessment.</p>
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			attempt this within a game. Assessment.			
French Grammarsaurus	<p>Greetings and names (2)</p> <p>L1: Use simple greetings L2: Greet people at the right time of the day L3: Ask how people are feeling - Say how I am feeling L4: Ask someone's name L5: Say my name</p> <p>Numbers 0-20 (2)</p> <p>L1: Count from 0-20 in French</p> <p>Classroom Instructions (1)</p> <p>L1: Stand up/Sit down</p> <p>Colours (1)</p> <p>L1: Name the French colours L2: Say my favourite colour L3: Say which colours I like/don't like</p>	<p>Alphabet (3)</p> <p>L1: Learn the French pronunciation and sounds of the alphabet L2: Spell my name L3: Spell words</p> <p>French Christmas</p> <p>L1: Christmas related vocabulary</p>	<p>At the Farm</p> <p>L1: Name some farm animals L2: Learn the noises of the animals in French Accurately pronounce the list of farm animals Know the genders of the words (male/female: un/une) L3: Recognise names for animals when written Show understanding when hearing the words L4: Label the different animals, using matching activities</p> <p>Play games co-operatively in French, practising the words Describe the animals at the farm by using the numbers: "À la ferme il y a..."(At the farm, there is/are...).</p>	<p>At home</p> <p>L1: Describe where I live (in a house/flat/in the city/in the countryside/at the seaside/in the mountains) L2: Name the rooms in the house L3: Say where people/animals are in the house</p>	<p>Sports and Hobbies</p> <p>L1: Name sports L2: Name hobbies L3: Say what I like, love, don't like and hate L4: Ask someone about their hobbies L5: Ask someone about their favourite sport</p> <p>Play an Instrument</p> <p>L1: Learn names of instruments L2: Accurately pronounce the instruments L3: Recognise names of instruments when written L4: Show understanding when hearing the words Know the words for each instrument Label the pictures, using matching activities Play games co-operatively in French, practising the words Understand the question: "Tu joues d'un</p>	<p>The Weather and Seasons</p> <p>L1: Name the different weather conditions L2: Name the seasons L3: Locate the main cities in France L4: Say the weather forecast L5: Say the temperature</p> <p>Fruits</p> <p>L1: Name some fruits L2: Recognise fruits when said out loud L3: Recognise fruits when written L4: Accurately pronounce the words Use correct gender (article) in front of the name of fruits (un/une) L5: Ask for fruits at the market Use numbers and kilograms Know useful sentences at the market Take part in a role play</p>



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					instrument?"(Do you play an instrument?) Answer the question appropriately « Oui, je joue du/de l'/de la ____. » or « Non, je ne joue pas d'un instrument.	Play games co-operatively in French, practising the words Answer the question correctly about their favourite fruit
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Upper Key Stage 2 Curriculum Map

Year A	AUTUMN TERM		SPRING TERM		SUMMER TERM
Science Grammars aurus	Earth and space 5 (6) – Physics Visit: Sidmouth Observatory L1: What are the names of the planets in the solar system? L2: How do we know the Earth is a sphere?	Electricity 6 – Physics L1: How do I draw a scientific diagram of a circuit? L2: How does voltage in a circuit affect the brightness of a bulb? L3: How do I plan a fair test experiment to investigate	Animals including humans - Heart and Blood 6 (6) – Biology L1: What is the circulatory system? L2: How does our heart work? L3: How does exercise affect my heart rate?	Forces 5 (6) - Physics L1: What is gravity? L2: What is friction? L3: Friction investigation L4: Identify the effects of air resistance L5: What is water resistance?	Living things and their Habitats 6 (6) – Biology Visit: Seaton Wetlands L1: How are animals classified? L2: What is a classification key? L3: How can we classify plants? L4: Is yeast a living microorganism? L5: What are the five main groups of microorganisms? L6: Who was Carolus Linnaeus?



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	<p>L3: How long does it take for Earth (and other planets) to orbit the Sun once? L4: What is the largest object that orbits the Earth? L5: Why is there day and night on Earth? L5: Does the Moon change shape?</p>	<p>variations in how components function? L4: How do I write a conclusion for my investigation? L5: What is renewable and non-renewable energy?</p>	<p>L4: What does the blood transport around the body? L5: How can I live a healthy lifestyle? L6: What can damage our health?</p>	<p>L6: Gears, levers and pulleys</p>		
<p>Art Grammars aurus</p>	<p>Monochromatic year 5 L1: How can we describe different styles of drawing? L2: Can a doodle be art? L3: How can we describe different styles of drawing? (2) L4: How can we draw in a geometric style? L5: How can I explore my own style of drawing?</p>		<p>Monochromatic year 6 L1: What are the common mistakes people make when drawing eyes? L2: What are the proportions of a face? L3: What mistakes might we make when drawing a realistic nose? L4: How can we draw a realistic mouth? L5: How can I avoid common mistakes when drawing a self-portrait?</p>	<p>Sculpture year 5 L1: Which sculptors have been inspired by flowers? L2: How can we manipulate clay to create flower-based sculptures? L3: How can I develop my mastery of clay sculpture? L4: How can I best use colour to enhance my sculpture? L5: How have flowers inspired other artists?</p>		<p>Sculpture year 6 L1: Which sculptors have been inspired by food? L2: How can we manipulate clay to create food-based sculptures? L3: How can I develop my mastery of clay sculpture? L4: How can I best use colour to enhance my sculpture? L5: Who else has been inspired to create food-inspired art?</p>
<p>DT Grammars aurus</p>		<p>Can I design and construct a 3D sculpture inspired by cardboard artist James Lake?</p>			<p>Vikings</p>	<p>Summer Show Costume and set design</p>



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		<p>L1: Can I describe the construction process used by James Lake?</p> <p>L2: Can I research and design a 3D cardboard sculpture?</p> <p>L3: Can I construct the frame for my 3D sculpture?</p> <p>L4: Can I build my 3D sculpture?</p> <p>L5: Can I present and evaluate my 3D sculpture?</p>			<p>L1: FPT: Can I measure the circumference using string and blow up a balloon?</p> <p>L2: FPT: Can I overlap papier mache in 3-4 layers to strengthen my helmet?</p> <p>L3: Can I cut and shape my helmet?</p> <p>L4: Can I add horns to my helmet?</p> <p>L5: Can I paint and decorate my helmet?</p> <p>L6: Can I evaluate my helmet?</p>	
<p>Computing Teach Computing</p>	<p>1. Computing systems and networks - Systems and searching (from Year 5)</p> <p>L1 Systems</p> <p>L2 Computer systems and us</p> <p>L3 Searching the web</p> <p>L4 Selecting search results</p> <p>L5 How search results are ranked</p> <p>L6: How are searches influenced</p>	<p>5. Creating media – Introduction to vector graphics (from Year 5)</p> <p>L1: The drawing tools</p> <p>L2: Creating images</p> <p>L3: Making effective drawings</p> <p>L4: Layers and objects</p> <p>L5: Manipulating objects</p> <p>L6: Create a vector drawing</p>	<p>1. Computing systems and networks - Communication and collaboration (from Year 6)</p> <p>L1: Internet addresses</p> <p>L2: Data packets</p> <p>L3: Working together</p> <p>L4: Shared working</p> <p>L5: How we communicate</p> <p>L6: Communicating responsibly</p>	<p>3. Programming A – Selection in physical computing (from Year 5)</p> <p>L1: Connecting Crumbles</p> <p>L2: Combining output components</p> <p>L3: Controlling with conditions</p> <p>L4: Starting with selection</p> <p>L5: Drawing designs</p> <p>L6: Writing and testing algorithms</p>	<p>5. Creating media – 3D Modelling (from Year 6)</p> <p>L1: Introduction to 3D modelling</p> <p>L2: Modifying 3D objects</p> <p>L3: Make your own name badge</p> <p>L4: Making a desk tidy</p> <p>L5: Planning a 3D model</p> <p>L6: Make your own 3D model</p>	<p>3. Programming A – Variables in games – (From Year 6)</p> <p>L1: Introducing variables</p> <p>L2: Variables in programming</p> <p>L3: Improving a game</p> <p>L4: Designing a game</p> <p>L5: Design to code</p> <p>L6: Improving and sharing</p>
<p>Online Safety (Be Internet Legend)</p>	<p>Lesson 7</p> <p>Children learn:</p>	<p>Lesson 8</p> <p>Children learn:</p> <ul style="list-style-type: none"> How to be a critical consumer online. 	<p>Lesson 9</p> <p>Children learn:</p> <ul style="list-style-type: none"> Ways to develop safer habits online, 	<p>Lesson 10</p> <p>Children learn:</p> <ul style="list-style-type: none"> How to develop respectful, 	<p>Lesson 11</p> <p>Children learn:</p> <ul style="list-style-type: none"> Specific ways to respond to bullying when you see it. 	<p>Lesson 12</p> <p>Children learn:</p> <ul style="list-style-type: none"> How mean behaviour online



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	<ul style="list-style-type: none"> What having a positive digital footprint means. <p>Ways in which they can start to build a positive digital footprint.</p>	<p>About different online scams, including what 'phishing' means.</p>	<p>including the importance of protecting personal information.</p> <ul style="list-style-type: none"> How to respect online privacy boundaries for themselves and others. <p>Ways to seek or ask for help if they or others feel unsafe online.</p>	<p>empathetic and healthy online relationships.</p> <p>Ways to manage and respond in a healthy and safe way to hurtful online behaviour.</p>	<ul style="list-style-type: none"> How to behave if you experience harassment. Different ways to step in and be a helper in a specific situation. How to recognise upsetting content and strategies for refusing it. <p>Strategies for upsetting content, including reporting it to an adult.</p>	<p>can lead to conflicts at school.</p> <ul style="list-style-type: none"> How to identify ways to avoid escalating conflicts online. That seeking behaviour for oneself or others is a sign of strength. To think out loud together about situations when talking it out can really help. To know about apps' and services' community standards, or terms of service. Be aware of online tools for reporting abuse. To consider when to use them. <p>To talk about why and when to report the abuse.</p>
<p>Geography Grammars aurus</p>	<p>Biomes and Ecosystems (4) Visit: Eden Project?</p>	<p>United States (12)</p> <p>L1: What are the key features of the UK and my region?(recap)</p>		<p>Rivers (4) Visit: River Axe?</p>		



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	<p>L1: What biomes and ecosystems are found in the UK? L2: What can I learn about ecosystems by studying the New Forest? L3: How can I study a local ecosystem? L4: What data can I collect from my local woodland ecosystem? L5: How can I present the data collected from my local ecosystem?</p>	<p>L2: What is the geography of the North American continent? L3: What is the USA? L4: What is the main economic activity of states in the Western United States? L5: What is the water cycle? L6: What are rivers ? (including comparison case study) L7: What are mountains ? (including comparison case study) L8: What are the biome and climate zones of the Western United States? L9:What are the vegetation belts of the Western United States? L10: What are the volcanoes and earthquake zones of the Western United States? L11: What are the key settlements in the Western United States and how do they compare to my region? L12: What are the similarities and differences between my region and the Western United States?</p>	<p>L1: What are rivers and how are they formed? L2: What can I learn about rivers from studying the River Trent? L3: How can I collect data from a local river in my region? L4: How will I present and analyse data collected from fieldwork?</p>	
<p>History Grammars aurus</p>	<p>Ancient Maya (9) Visit: Cadbury World?</p> <p>L1: Where and when did the Maya live? L2: What made the Maya civilisation so successful? L3: How do we know about the Maya? L4: How were the Maya ruled? L5: How was Anglo-Saxon England ruled? L6: What do we know about the Maya City States and the Anglo-Saxon Kingdoms? L7: How do the leaders of the Maya and the Anglo-Saxons compare?</p>		<p>Anglo-Saxons and Vikings (9) Visit: Escot?</p> <p>L1: What was life like in England at the end of the 4th Century? L2: How did life change in England after the fall of the Roman Empire? L3: Why did the Angles, Saxons and Jutes settle in Britain? L4: How was Anglo-Saxon Britain ruled? L5: How did the Anglo-Saxons keep control of their kingdoms? L6: What shifts in religion and power were there and how do we know this? L7: Who were the Vikings and why did they carry out raids?</p>	



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	<p>L8: How did the abandonment of the Southern Maya lowlands help the Northern city-states to thrive? L9: Who was involved in the struggle for power in England from the 8th to the 10th century?</p> <p>Black History Month – October – 4 lessons</p>			<p>L8: Where did the Vikings settle and who was in charge at the time?</p>		
<p>Music Sing Up</p>	<p>What shall we do with the drunken sailor? YA T1 (Y5) Musical focus: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Pieces: <i>What shall we do with the drunken sailor?</i> About the unit: <i>What shall we do with the drunken sailor?</i> is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and</p>	<p>‘Why we sing’ YA T1 (Y5) L1: Learn about Gospel songs and spirituals. L2: Singing in a Gospel style – phrasing and articulation. L3: Exploring Gospel music further. Introduction to songwriting YA T1 (Y5) Musical focus: Structure (verse/chorus), hook, lyric writing, melody. About the unit: Songwriting can sometimes appear daunting. This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs. Lesson 1: Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor.</p>	<p>Madina tun nabi YA T2 (Y5) Musical focus: Nasheed (Islamic song), drone, melody, harmony, chords (D and G), vocal decoration, microtones, progression snapshot 2. Pieces: <i>Madina tun nabi.</i> About the unit: <i>Madina tun Nabi</i> is a catchy modern Nasheed (Islamic song) with a chorus in two parts. Pupils will learn to sing the song, develop their own accompaniment with a drone, chords, and improvisation, and play together with a percussion backing track. On the way, they</p>	<p>Building a groove YA T2 (Y5) Musical focus: Beat, rhythm, basslines, riffs. Pieces: <i>Watermelon man</i> by Herbie Hancock. About the unit: This unit aims to provide some straightforward starting points for composing within a groove music context. Using <i>Watermelon man</i> by Herbie Hancock as a stimulus, students will develop their rhythmic awareness, listening skills, and compositional skills through a series of practical activities. Lesson 1: Create a drum groove. Lesson 2: Create a bassline</p>	<p>Baloo baleerie YA T3 (Y5) Musical focus: Lullaby, 3/4 time, pentatonic scale, question-and-answer, accompaniment. Pieces: <i>Baloo baleerie.</i> About the unit: <i>Baloo baleerie</i> is the inspiration for this unit about one of the most ancient types of song – the lullaby. Pupils will explore lullabies from across the globe, learn about 3/4 time, as well as sing and play this beautiful lullaby from the Shetland Islands. Lesson 1: Sing the song <i>Baloo baleerie</i> with expression and feeling. Lesson 2: Understand 3/4 time and explore lullabies from around the world. Lesson 3: Play a musical accompaniment to <i>Baloo baleerie.</i> Lesson 4: Identify the Scotch snap in music. Lesson 5: Compose a 3/4 melody to help send a baby to sleep.</p>	<p>Kisne banaaya YA T3 (Y5) Musical focus: A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3. Pieces: <i>Kis nay banaayaa/Kisne banaaya</i> About the unit: This song from India and Pakistan explores how our world, and the different creatures that inhabit it, came into existence. Pupils will learn choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion. This unit also includes the collection of further</p>



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<p>purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p> <p>Lesson 1: Sing a sea shanty expressively and with a strong beat.</p> <p>Lesson 2: Learn a cup rhythm game, keeping to the beat of the song.</p> <p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Create body percussion patterns to</p>	<p>Lesson 2: Writing the lyrics of a hook.</p> <p>Lesson 3: Create a tune for your hook.</p>	<p>will be developing their 'ear' with lots of echo singing and playing by ear. They'll find out about the type of song called a Nasheed and its connection with the Islamic faith. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress. In Term 1, children sang <i>Hey, ho! Nobody home</i> in unison while playing an instrumental beat. This time children will learn to sing the song as a two-part round while playing an instrumental beat. The activity should be videoed and passed to the Music Lead/Coordinator.</p> <p>Lesson 1: Get to know the song and where it comes from.</p> <p>Lesson 2: Get to know the song and learn more about Islamic</p>	<p>Lesson 3: Create a riff-based melody.</p> <p>Epoca YA T2 (Y5) Musical focus: Texture, articulation, rhythm, tango. Pieces: <i>Época</i> by Gotan Project. About the unit: This unit is based upon <i>Época</i> by Gotan Project. With four prominent parts that are sufficiently different that the ear can track them, the piece offers a tangible way in to exploring texture in music. The activities 'unpack' each of the four parts and through movement explore their articulation and rhythm. The unit culminates in bringing all four parts together to create a physical representation of the music, revealing the interaction and complementary nature of the individual textures.</p>	<p>Lesson 6: Perform the song and accompaniment.</p>	<p>evidence of pupils' progress, the third and final progression snapshot that will complete the progression picture for Year 5.</p> <p>Lesson 1: Get to know the song.</p> <p>Lesson 2: Begin to learn to play the song.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p> <p>Lesson 4: Practise the song – singing and playing.</p> <p>Lesson 5: Create an accompaniment.</p> <p>Lesson 6: Create a class arrangement of <i>Kisne banaaya</i> and perform.</p>
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	<p>accompany a sea shanty. Write the patterns out using a rhythm grid.</p> <p>Lesson 5: Create accompaniments with bass notes and chords.</p> <p>Lesson 6: Rehearse and perform <i>What shall we do with the drunken sailor?</i></p>		<p>music and the Nasheed.</p> <p>Lesson 3: Progression snapshot 2. Make a video recording of children singing.</p> <p>Lesson 4: Learn to sing Verse 1, play the drone, and improvise.</p> <p>Lesson 5: Learn to sing Verse 2 and play the chorus chords.</p> <p>Lesson 6: Practise all of the elements, bringing them together in a performance of the piece</p>	<p>Lesson 1: Getting to know <i>Época</i>.</p> <p>Lesson 2: Exploring the history of Argentine tango.</p> <p>Lesson 3: Exploring the accordion, bass, and drum kit.</p>		
<p>PHSE You, Me & PSHE</p>	<p>Unit: Year 6- Weighing up risk</p> <p>L1: Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>L2: About assessing the level of risk in different situations involving drug use</p> <p>L3: About ways to manage risk in</p>	<p>Unit: Year 6- Healthy Minds</p> <p>L1: Pupils learn what mental health is</p> <p>L2: Pupils learn about what can affect mental health and some ways of dealing with this</p> <p>L3: Pupils learn about some everyday ways to look after mental health</p> <p>L4: Pupils learn about the stigma and discrimination that can surround mental health</p>	<p>Unit: Human Rights</p> <p>L1- Pupils learn about people who have moved from other places including refugees</p> <p>L2: About human rights and the UN Convention on the Rights of the Child</p> <p>L3: About homelessness</p>	<p>Year 6- Keeping safe-out and about</p> <p>L1: Pupils learn about feelings of being out and about in the local area with increasing independence</p> <p>L2: About recognising and responding to peer pressure</p> <p>L3: About the consequences of anti-social behaviour (including gangs and gang-related behaviour)</p>	<p>Unit: Year 5-Borrowing and earning money</p> <p>L1: Pupils learn that money can be borrowed but there are risks associated with this</p> <p>L2: Pupils learn about enterprise</p> <p>L3: Pupils learn what influences people’s decisions about careers</p>	



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	situations involving drug use					
RE Devon Syllabus NATRE	<p>What does it mean to be a Muslim in Britain today?</p> <p>L1: How many Muslims and how many mosques are there in Britain? L2: How might the five pillars affect the lives of Muslims in Britain today? L3: Why is Zakah/charity important to Muslims? How is charity important to you? L4: Why do Muslims go on pilgrimage? L5: Why do Muslims go on pilgrimage? L6: What does it mean to be a Muslim in Britain today? - assessment</p>	<p>How can following God bring Justice and freedom?</p> <p>L1: What can we learn about the story of the Exodus in the Bible? L2: Where do we think the Exodus story shows Moses' trust in God? L3: How might the Exodus story help Christians when life gets tough? L4: What do we think about the importance of the Ten Commandments? L5: How do many Christians try to bring freedom and justice (themes from the Exodus story) into today's world? L6: What can we say about the Exodus story, its themes and its importance for Christians today?</p>	<p>What does it mean if Christians believe God is holy and loving?</p> <p>L1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? L2: What does the Bible say God is like? L3: How can ideas of God be expressed in art? L4: How do some Christians respond to a holy and loving God? L5: How do churches and cathedrals reflect Christian ideas about God? L6: What does it mean if Christians believe God is holy and loving?</p>	<p>Why is the Torah so important to Jewish people?</p> <p>L1: What do Jewish people look like, and where do we find Jewish people in the UK? L2: What is the Torah? What is a Sefer Torah? L3: Why are there different types of synagogue in the UK? L4: How does the Torah influence what Jewish people might eat? L5: How are Jewish people adapting festivals in the UK? L6: Why is the Torah important to Jewish people?</p>	<p>What does it mean to be a humanist in Britain today?</p> <p>L1: What matters most to Humanists and to Christians? Rules: do we need them? Who breaks them? L2: Who is a Humanist? What codes for living do non-religious people use? L3: Who is a Humanist? What codes for living do non-religious people use? L4: What values matter most to Christians? How does it show? How can our different values be discussed? L5: How do Humanists and Christians know how to act? What do they base their decisions on? L6: What matters most to Humanists and to Christians?</p>	<p>Creation and Science: Conflicting or Complimentary?</p> <p>L1: What can we find out about the creation story in Genesis 1? L2: What might many Christians see as important in Genesis 1? L3: What relationships do scientists have with religious worldviews? L4: How and why do some Christians see both science and religion as important? L5: What are some different Christian views about the relationship between science and religion? L6: Science and religion: conflicting or complementary?</p>
PE Get set 4 PE	<p>Basketball Y5/6</p> <p>L1: To dribble with control under pressure.</p>	<p>Dance Y5/6</p> <p>L1 THEME: Dance by Chance To create a dance using a random structure and</p>	<p>Fitness Y5/6</p> <p>L1: To understand how speed helps me in other activities and</p>	<p>Dodgeball Y5/6</p> <p>L1: To develop throwing skills and apply them</p>	<p>OAA Y5/6</p> <p>L1: To develop communication and negotiation skills. L2: To develop strong</p>	<p>Rounders Y5/6</p> <p>L1: To develop throwing and catching skills and</p>



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	<p>L2: To move into and create space to support a teammate. L3: To choose when to pass and when to dribble. 4: To use the appropriate defensive technique for the situation. L5: To develop shooting technique and make decisions about when to pass, dribble or shoot. L6: To apply principles, rules and tactics to a tournament.</p> <p>Hockey Y5/6</p> <p>L1: To develop dribbling to beat a defender. L2: To send and receive the ball with control under pressure. L3: To select the appropriate skill, choosing when to pass and when to dribble. L4: To move into and</p>	<p>perform the actions showing quality and control. L2 THEME: Dance by Chance To understand how changing dynamics changes the appearance of the performance. L3 THEME: Dance by Chance To understand and use relationships and space to change how a performance looks. L4 THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll. L5 THEME: Rock 'n' Roll To work with a partner to copy and repeat actions in time with the music. L6 THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. L7 THEME: Ancient Maya To develop set choreography inspired by a Mayan god. L8 THEME: Ancient Maya To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.</p>	<p>apply this. L2: To understand how strength helps me in other activities and apply this L3: To understand how agility helps me in other activities and apply this. L4: To understand how balance helps me in other activities and apply this. L5: To understand how co-ordination helps me in other activities and apply this. L6: To understand how stamina helps me in other activities and apply this.</p> <p>Gymnastics Y5/6</p> <p>L1: To perform symmetrical and asymmetrical balances. L2: To perform interesting symmetrical and asymmetrical balances L3: To develop the straight, forward, straddle and backward roll.</p>	<p>appropriately to the situation. L2: To develop dodging skills and apply them appropriately to the situation. L3: To develop catching skills and apply them appropriately to the situation. L4: To develop blocking skills and apply them appropriately to the situation. L5: To understand the need for tactics and identify how to create and use them. L6: To apply rules, skills and tactics when playing in a tournament.</p> <p>Tag Rugby Y5/6</p> <p>L1: To select the appropriate skill, choosing when to run and when to pass. L2: To move into space to support a teammate abiding by the rules. L3: To use defending skills to gain possession. L4: To work as a</p>	<p>communication and negotiation skills to solve challenges. L3: To develop planning and problem solving skills. L4: To share ideas and work as a team to solve problems. L5: To develop navigation skills and map reading. L6: To create and follow a key and route on a map.</p> <p>Cricket Y5/6</p> <p>L1: To develop throwing and catching skills and apply them relevantly to the situation. L2: To develop bowling accuracy and perform the skill within the rules of the game. L3: To develop batting skills, identify when I am successful and what I need to do to improve. L4: To develop fielding techniques and begin to use these under some pressure. L5: To understand the need for tactics and identify when to use them. L6: To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit.</p>	<p>apply them relevantly to the situation. L2: To develop bowling accuracy and perform the skill within the rules of the game. L3: To develop batting skills, identify when I am successful and what I need to do to improve. L4: To develop fielding techniques and begin to use these under pressure. L5: To understand the need for tactics and identify when to use them. L6: To apply skills and knowledge to compete in a tournament. Using tactics identified</p> <p>Tennis Y5/6</p> <p>L1: To return the ball using a forehand groundstroke under pressure. L2: To return the ball using a backhand groundstroke under pressure. L3: To use a variety of shots to keep a continuous rally going. L4: To develop the underarm serve and understand the rules of serving.</p>
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	<p>create space to support a teammate. L5: To use the appropriate defensive technique for the situation. L6: To apply rules, skills and principles to play in a tournament.</p>	<p>L9 THEME: Ancient Maya To use structure to choreograph a dance performance. L10 THEME: Chinese Dance To use matching, canon and unison in the style of the lion dance. L11 THEME: Chinese Dance To use space and relationships to create a dragon dance. L12 THEME: Chinese Dance To select and combine dance tools to choreograph and perform a Chinese dance. Yoga Y5/6 L1: To understand how breath can help me to hold and move from pose to pose. L2: To identify and use balance when exploring poses and creating a flow. L3: To identify and use flexibility when exploring poses and creating a flow. L4: To identify and use strength when exploring poses and creating a flow. L5: To create and refine a flow with a partner. L6: To lead others through our flow.</p>	<p>L4: To develop the straight, forward, straddle and backwards roll into a sequence. L5: To explore different travelling actions using both canon and synchronisation. L6: To explore different methods of travelling, linking actions in both canon and synchronisation. L7: To perform progressions of inverted movements. L8: To perform progressions of inverted movements. L9: To explore matching and mirroring in sequence work. L10: To explore matching and mirroring using actions both on the floor and on apparatus. L11: To create a partner sequence using apparatus. L12: To create a group sequence using apparatus.</p>	<p>defending unit to prevent attackers from scoring. L5: To use a variety of attacking skills to beat a defender. L6: To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p>	<p>L5: To develop the volley and understand when to use it. L6: To apply rules, skills and principles to play against an opponent.</p>
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French Grammars auras	<p>Review</p> <p>L1: Key concepts seen in Y3 and Y4 L2: Numbers 0-50 and 50-100 L3: Count up to 80 in French</p>	<p>Emotions</p> <p>L1: Name the different emotions according to gender L2: Say how I feel L3: Ask someone how they feel</p>	<p>Countries and Cities</p> <p>L1: Say where I live (city + country) L2: Name and locate different cities in the world L3: Name and locate different countries in the world L4: Name different nationalities according to gender L5: Say my nationality L6: Say what language(s) I can speak L7: Recognise flags</p> <p>Travel Around the World</p> <p>L1: Learn names of modes of transport L2: Recognise names of modes of transport when written L3: Show understanding when hearing the words L4: Locate and name the continents and countries L5: Recognise the flags Say how and where I travel</p>	<p>Time</p> <p>L1: Read the time on the clock L2: Say the time accurately L3: Show the time on a clock L4: Write the time in a sentence L5: Understand the time when said out loud L6: Read the time in a sentence L7: Accurately pronounce the words</p> <p>Play games co-operatively in French, practising the words Understand the words “du matin (morning), de l’après midi (afternoon), du soir (evening)” Ask and answer about the time: “Quelle heure est-il?” (What time is it?) Il est ... (It is ...) Daily Routine Read the sentences correctly Say the sentences correctly</p>	<p>Clothes and colours</p> <p>L1: Name different items of clothing L2: Recognise and use colour adjectives L3: Understand the position of colour adjectives L4: Add the feminine ending when appropriate in spoken and written form L5: Describe what someone is wearing and the colour of the items of clothing L6 : Use phrases, eg: je/il/elle porte un tee shirt jaune et une jupe rose</p> <p>Going Shopping for Clothes</p> <p>L1: Name items of clothing in French L2: Use the colours correctly according to the gender of the item of clothing L3: Understand the questions when said out loud and answer correctly L4: Read the sentences and understand the meaning L5: Accurately pronounce the words L6: Understand the questions when written L7: Use numbers up to 100</p>	<p>Occupations/professions</p> <p>L1: Name some professions/occupations L2: Recognise professions/occupations when said out loud L3: Recognise professions/occupations when written L4: Understand the differences with genders and changes of the words L5: Use vocabulary from previous topics (family, numbers 0-50, age, countries, places in the city) L6: Use “I am”, “He is”, “She is” and “I would like” L7: Use correct gender (article) in front of the name of jobs/occupations (un/une/le/la/l’) L8: Say what their parents’ occupations are L9: Understand and answer the question about the jobs/occupations correctly</p> <p>Play games co-operatively in French, practising the words</p>
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			<p>L6: Label the pictures, using matching activities</p> <p>Play games co-operatively in French, practising the words</p> <p>Understand the question: "Où vas-tu en vacances?" (Where do you go on holiday?) and "Où est...?" (Where is...?)</p> <p>Answer the question appropriately « Je vais (country), (transport). » (I'm going to (country), (transport))</p>	<p>Understand the sentences when said out loud</p> <p>Use and understand the reflexive verbs for first</p> <p>Put the daily routine in the correct order</p> <p>Use the time in a sentence</p> <p>Use connective words "ensuite", "après", "puis", "et", "à", "vers"</p> <p>Play games co-operatively in French, practising the words</p>	<p>L8: Use euros accurately</p> <p>L9: Take part in a role play</p> <p>Play games co-operatively in French, practising the words</p>	
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Year B	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science	Evolution 6 (6) - Biology L1: How are plants adapted to their environment? L2: How are animals are adapted to their environment? L3: What is natural selection, how does this lead to evolution? L4: How do adaptations lead to evolution? L5: What characteristics can you inherit from your parents? L6: How can fossils help us explain evolution?		Light 6 (5) – Physics L1: How does light travel? L2: Which materials make the best reflectors? L3: How does the eye work? L4: How do shadows change during the day? L5: Why do objects look different in water? L6: How do mirrors work?	Materials 5 (7) – Chemistry L1: What are the properties of solids, liquids and gases? L2: How can I describe the properties of materials? L3: Which materials make the best thermal insulators? L4: Which materials are magnetic? L5: Which materials are soluble, and which are insoluble? L6: How can mixed materials be separated? L7: What is irreversible changes?	Animals including humans 5 (4) - Biology L1: How do humans change throughout their life? L2: How do we develop in the womb? L3: How do we change through puberty? L4: How do we change when we are senior?	Living things 5 (6) – Biology Visit: Seaton Wetlands L1: What are the seven life processes? L2: How do mammals reproduce? L3: Do animals reproduce in the same way? L4: How do plants reproduce? L5: What is a lifecycle? L6: What are the stages in the lifecycle of a plant?
Art		Chromatic year 5 L1: What are the seven elements of art? L2: What is a portrait? L3: Who was Sarah Biffin? L4: Who is Noor Bahjat? L5: What can portraits tell us?		Chromatic year 6 L1: How can art be an act of protest? L2: How can art raise money for good causes? L3: How can art reduce its environmental impact?		



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				L4: How can my art save the planet? L5: How can I help others evaluate their art?		
DT	Packaging L1: Can I research food that was eaten in WW2? L2: Can I make a simple dish using ingredients from WW2? L3: Can I compare the nutritional value of some foods from WW2 and today? L4: Can I evaluate different packaging? L5: Can I design my own packaging? L6: Can I make my own packaging? L7: Can I evaluate my packaging?		Textiles - L1: FPT: How can I thread a needle? L2: FPT: How can I tie a knot at the back of my sewing and cast on? L3: FPT: How can I sew the following stitches: Running stitch, back stitch, cross stitch? L4: FPT: How can I cast off once I have finished sewing? L5: Can I create a bookmark design? L6: Can I sew my design? L7: Can I evaluate my sewing skills?		Summer Show Costume and Set design	
Computing	4. Data and information – Flat-file databases (from Year 5) L1: Creating a paper-based database	2. Creating media - Video production (from Year 5) L1: What is video? L2: Filming techniques L3: Using a storyboard L4: Planning a video	6. Programming B – Selection in quizzes (from Year 5) L1: Exploring conditions L2: Selecting outcomes L3: Asking questions	4. Data and information - Introduction to Spreadsheets (from Year 6) L1: Collecting Data	2. Creating media – Web page creation (from Year 6) L1: What makes a good website? L2: How would you layout your web page? L3: Copyright or Copy WRONG? L4: How does it look?	6. Programming B - Sensing movement (from Year 6) L1: The micro:bit L2: Go with the flow L3: Sensing inputs L4: Finding your way



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	<p>L2: Computer databases L3: Using a database L4: Using search tools L5: Comparing data visually L6: Databases in real life</p>	<p>L5: Importing and editing video L6: Video evaluation</p>	<p>L4: Planning a quiz L5: Testing a quiz L6: Evaluating a quiz</p>	<p>L2: Formatting a spreadsheet L3: What's the formula? L4: Calculate and duplicate L5: Event planning L6: Presenting data</p>	<p>L5: Follow the breadcrumbs L6: Think before you link!</p>	<p>L5: Designing a step counter L6: Making a step counter</p>
<p>Online Safety (Be Internet Legend)</p>	<p>Lesson 7 Children learn:</p> <ul style="list-style-type: none"> • What having a positive digital footprint means. <p>Ways in which they can start to build a positive digital footprint.</p>	<p>Lesson 8 Children learn:</p> <ul style="list-style-type: none"> • How to be a critical consumer online. <p>About different online scams, including what 'phishing' means.</p>	<p>Lesson 9 Children learn:</p> <ul style="list-style-type: none"> • Ways to develop safer habits online, including the importance of protecting personal information. • How to respect online privacy boundaries for themselves and others. <p>Ways to seek or ask for help if they or others feel unsafe online.</p>	<p>Lesson 10 Children learn:</p> <ul style="list-style-type: none"> • How to develop respectful, empathetic and healthy online relationships. <p>Ways to manage and respond in a healthy and safe way to hurtful online behaviour.</p>	<p>Lesson 11 Children learn:</p> <ul style="list-style-type: none"> • Specific ways to respond to bullying when you see it. • How to behave if you experience harassment. • Different ways to step in and be a helper in a specific situation. • How to recognise upsetting content and strategies for refusing it. <p>Strategies for upsetting content, including reporting it to an adult.</p>	<p>Lesson 12 Children learn:</p> <ul style="list-style-type: none"> • How mean behaviour online can lead to conflicts at school. • How to identify ways to avoid escalating conflicts online. • That seeking behaviour for oneself or others is a sign of strength. • To think out loud together about situations when talking it out can really help. • To know about apps' and services' community standards, or terms of service.



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						<ul style="list-style-type: none"> • Be aware of online tools for reporting abuse. • To consider when to use them. <p>To talk about why and when to report the abuse.</p>
Geography		UK Depth Study (9) L1: What are the key geographical features of the UK? L2: What are the sectors of the UK economy? L3: How sustainable is agriculture in the UK? L4: How sustainable is energy generation in the UK? L5: How sustainable is water use in the UK? L6: How sustainable is the use of rare earth elements? L7: How does automation affect the economic activity of the UK? L8: How sustainable is waste management in the UK? L9: How sustainable is the economic activity of the United Kingdom?		Sustainability (4) Visit: Devon Waste Hub, Waste workshop L1: What is plastic waste? L2: What can our school do to reduce plastic waste? (case study: Cornwall beaches) L3: How can we plan and carry out effective ways to reduce plastic waste in school? L4: How can we record and evaluate the effectiveness of reducing plastic waste in school?		
History	World War 2 (9) Visit: Self Guided Tour of Exeter, Bovington L1: What is modern day Germany like, and how was it ruled before the start of WW2? L2: How did Hitler come to power and become the leader of Germany?		Crime and Punishment (9) L1: What is crime and punishment? L2: What was crime and punishment like in Roman Britain? L3: What was crime and punishment like in the Anglo-Saxon period? L4: What was crime and punishment like in the Tudor period?			



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	<p>L3: How did the Second World War begin? L4: How did Britain react to the outbreak of WW2? L5: How were the lives of civilians changed during WW2? L6: How did Britain's Home Front cope when under attack? L7: How did the Second World War impact specific localities? L8: Why was the Royal Air Force (RAF) so vital to the defence of Britain? L9: What major victories led to Britain winning the war?</p> <p>Black History Month – October – 4 lessons</p>			<p>L5: What was crime and punishment like in the Stuart period? L6: What was crime and punishment like in Georgian Britain? L7: What was crime and punishment like in the Victorian period? L8: How did the police force develop through the 20th Century? L9: What are crime and punishment like today compared with the past?</p>		
<p>Sing up Music</p>	<p>Hey, Mr Miller YB T1 (Y6) Musical focus: Swing music, syncopation, swing rhythm, Big band instruments, scat singing, social and historical context (WWII, segregation), <i>Hey, Mr Miller, In the mood</i>, progression snapshot 1. Pieces: <i>Hey, Mr Miller</i>. About the unit: <i>Hey, Mr Miller</i> is an extremely popular song with three layers in a jazz/swing style. The title and song lyrics</p>	<p>Shadows YB T1 (Y6) Musical focus: Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). Pieces: <i>Shadows</i> by Lindsey Sterling. About the unit: This listening unit is based around the piece <i>Shadows</i> by Lindsey Stirling – an American violinist and dancer. As an artist, she creates music that is a fusion of country, electronic dance music (EDM), and rock. There are lots of video examples to</p>	<p>Dona nobis pacem YB T2 (Y6) Musical focus: Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations: crotchet, rest, quavers, minim, dotted minim, dotted crotchet, sacred vocal music, singing in harmony, progression snapshot 2. Pieces: <i>Dona nobis pacem</i> (<i>Give us peace</i>). About the unit: <i>Dona nobis pacem</i> is a round in three parts</p>	<p>Ain't gonna let nobody YB T2 (Y6) Musical focus: Civil rights movement in the USA, compare musical styles (gospel, rhythm and blues, choral), spiritual turned protest song, <i>Ain't got let nobody</i>, vocal improvisation, chords C minor and G7. Pieces: <i>Ain't gonna let nobody</i>. About the unit: This unit features an R'n'B-inspired arrangement of a traditional spiritual,</p>	<p>Race! YB T3 (Y6) Musical focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat. Pieces: 'Theme' from <i>Chariots of Fire</i> by Vangelis. About the unit: Film composing is an art form all of its own, different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape and structure their ideas. In this unit we will</p>	<p>Ame sau vala tara bal YB T3 (Y6) Musical focus: Indian music, bhairavi raga, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3. Pieces: <i>Ame sau vala tara bal</i>. About the unit: <i>Ame sau vala tara bal</i> is a Gujarati devotional song with a melody based on the bhairavi raga. During this unit, in addition to singing the song, pupils will learn about a variety of styles of Indian music, focussing on three in particular – bhangra, Bollywood, and classical – as well as composing</p>



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	<p>refer to the well-known American musician Alton Glenn Miller and his swing band. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s America, the activities in this unit will allow children to explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p> <p>Lesson 1: Introduction and begin learning <i>Hey, Mr Miller</i>.</p> <p>Lesson 2: Learn Section 3 <i>Hey, Mr Miller</i> and find out about swing music.</p>	<p>watch with focused questions to guide listening and base discussions around. Tokio Myers is also included in this unit as an artist who found fame on the TV programme <i>Britain's Got Talent</i>. He studied classical piano at the Royal College of Music and uses his talents to create music that fuses many different genres. The unit ends with a creative response to music using shadows.</p> <p>Lesson 1: Who is Lindsey Stirling?</p> <p>Lesson 2: Who is Tokio Myers?</p> <p>Lesson 3: Create a response to music using shadows.</p> <p>Composing for protest! YB T1 (Y6)</p> <p>Musical focus: To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus. Lyrics, melody, steady beat, tempo, ostinato, coda.</p>	<p>that is set to a short prayer for peace. It is in Latin and comes from the <i>Agnus Dei</i> of a Roman Catholic Mass. The phrase 'Dona nobis pacem' translates as 'Grant us peace'. As well as being sung in churches, it has also been adopted for use as a song with a broader message about peace. The melody has been passed down orally and is thought to be traditional. In this unit, pupils will explore pulse work in 3-time, learn to sing the song as a round, learn about texture in music, and compare music with different textures. They will create their own pieces using given rhythms and chords, working from stick notation. This unit also contains the second of three progression snapshots.</p> <p>Lesson 1: Find out about texture, sing scales and arpeggios,</p>	<p>sung in unison and three-part harmony. In addition to singing the song, comparing versions, writing new lyrics, and creating their own accompaniment ideas, in this unit pupils will learn about the social and historical context of the civil rights movement in the USA.</p> <p>Lesson 1: Listen, developing knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.</p> <p>Lesson 2: Play chords to accompany a song.</p> <p>Lesson 3: Improvised conversations.</p> <p>Lesson 4: Create a rhythmic backing.</p> <p>Lesson 5: Organise and rehearse for a final performance.</p> <p>Lesson 6: Final performance.</p>	<p>use clips from the 1981 film <i>Chariots of Fire</i> as a basis for creating an accompaniment and extended melody, and exploring harmony to create a new soundtrack.</p> <p>Lesson 1: Accompaniment.</p> <p>Lesson 2: Extended melody.</p> <p>Lesson 3: Full soundtrack.</p> <p>Exploring identity through song YB T3 (Y6)</p> <p>Musical focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems.</p> <p>Pieces: <i>Smalltown boy</i> by Bronski Beat, <i>Say my name</i> by Destiny's Child, <i>Chosen family</i> by Rina Sawayama.</p> <p>About the unit: It is extremely common for songwriters to use the creative process to explore difficult and personal experiences and feelings, especially those that contribute to their sense of identity. This unit features two songs taken from the Model Music Curriculum</p>	<p>their own rhythmic piece for percussion instruments.</p> <p>This unit also contains the final of three progression snapshots developed to collect evidence of pupils' progress.</p> <p>Lesson 1: Develop knowledge and understanding of a variety of musical styles from India 1.</p> <p>Lesson 2: Develop knowledge and understanding of a variety of musical styles from India 2.</p> <p>Lesson 3: Progression snapshot 3. Make a video recording of children singing.</p> <p>Lesson 4: Learn to dance to bhangra.</p> <p>Lesson 5: Create a rhythmic piece for drums and percussion instruments.</p> <p>Lesson 6: Create a final performance.</p>
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	<p>Lesson 3: Progression snapshot 1. Make a video recording of children singing.</p> <p>Lesson 4: Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington.</p> <p>Lesson 5: Improvise syncopated melodies using notes of the C major scale.</p> <p>Lesson 6: Sing and play a class arrangement with a good sense of ensemble.</p>	<p>Pieces: <i>March of the women</i> by Ethel Smyth.</p> <p>About the unit: English composer Ethel Smyth used music to put across the message of the suffragettes when she wrote their <i>March of the women</i> anthem. In this unit, children will learn how to make their own protest song inspired by Ethel’s anthem and the suffragette movement.</p> <p>Lesson 1: Protest words.</p> <p>Lesson 2: Protest song.</p> <p>Lesson 3: Protest!</p>	<p>and learn Section 3 of <i>Dona nobis pacem</i>.</p> <p>Lesson 2: Practise Section 3 and learn Section 2 of the round. Compare music with different textures.</p> <p>Lesson 3: Progression snapshot 2. Make a video recording of children singing.</p> <p>Lesson 4: Learn Section 1 of the round, play a notation game, find out about sacred music in Latin.</p> <p>Lesson 5: Practise singing different sections of the music together. Compose Part 1.</p> <p>Lesson 6: Put the round together. Compose Part 2.</p>		<p>listening list for Year 6, plus another contemporary pop song on a related theme, and uses them as a starting point for exploring themes around identity, as well as aspects of lyric writing and expressive singing to convey mood and emotion.</p> <p>Lesson 1: <i>Smalltown boy</i> – LGBTQ+ themes, exploring different vocal registers and voice change.</p> <p>Lesson 2: <i>Say my name</i> – #SayHerName movement, exploring internal rhymes in song lyrics.</p> <p>Lesson 3: <i>Chosen family</i> – anthemic songs and collective identity.</p>	
PSHE	<p>Unit: Year 5-In the media</p> <p>L1: Messages given on food adverts can be misleading L2: Children learn about role models L3: Pupils learn about how the media can manipulate images and that these</p>	<p>Unit: Year 5- Dealing with feelings</p> <p>L1: Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</p>	<p>Unit: Year 5- When things go wrong</p> <p>Lesson 1: Pupils will learn about keeping safe online Lesson 2: Pupils learn that violence within relationships is not acceptable</p>	<p>Unit: Year 5- Stereotypes, discrimination and prejudice (including tackling homophobia)</p> <p>L1: Pupils will learn about stereotyping,</p>	<p>Unit: Year 5- Different influences</p> <p>L1: Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis L2: Pupils learn about different influences on drug</p>	



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	<p>images may not reflect reality</p>	<p>L2: Pupils learn about times of change and how this can make people feel L3: Pupils learn about the feelings associated with loss, grief and bereavement</p>	<p>Lesson 3: Pupils learn about problems that can occur when someone goes missing from home</p>	<p>including gender stereotyping L2: Workshop from Diversity Role Models L3: About prejudice and discrimination and how this can make people feel</p>	<p>use- alcohol, tobacco and nicotine products L3: Pupils learn strategies to resist pressure from others about whether to use drugs- smoking drugs and alcohol</p>	
<p>RE</p>	<p>Why do Hindus want to be good? L1: Who or what is Brahman? L2: Lesson 2: What is atman? What can be learned about atman through a Hindu story? L3: What is samsara? Why is atman important? What else is important? L4: How might dharma affect the way someone lives their life? L5: What is ahimsa and how does it affect the lives of Hindu people? L6: Why do Hindus want to be good?</p>	<p>Christians and how to live – ‘what would Jesus do?’ L1: Where do Christians find out about what Jesus did? L2: Why do Christians think it is wise to follow Jesus’ teachings? L3: What was Jesus’ sermon on the mount about? L4: How do some Christians follow Jesus’ example in caring for those in need? (part 1) L5: How do some Christians follow Jesus’ example in caring for those in need? (part 2) L6: How far do Jesus’ teachings and actions inspire others?</p>	<p>Why do Christians believe Jesus was the ‘Messiah’? L1: What was going on that meant the People of God needed a saviour? L2: What kind of rescuer/Messiah were people expecting? L3: Why do Christians believe Jesus fulfils the expectations of the Messiah? L4: Why do most Christians believe Jesus is the Messiah? L5: How does Christmas fit in with Christian beliefs about Jesus?</p>	<p>What difference does the resurrection make to Christians? L1: Why do Christians believe Jesus was resurrected? L2: How do many churches mark Good Friday and Easter Sunday? L3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? L4: When and why might a Christian have to stand up for their beliefs? L5: Why do Christians have hope even when someone dies?</p>	<p>Why do some people believe in God and some do not? L1: Belief in God: what patterns can we see in our local area, our country and our world? L2: What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy L3: How can psychology help us understand what people mean when they think about the idea of God? L4: What can we learn from theology about the idea of God? L5: Why do some people believe that God does not exist? L6: Why do some people believe in God and some</p>	<p>For Christians what kind of King is Jesus? L1: In Jesus’ parables, who is invited into God’s kingdom? L2: : According to Jesus’ teachings, how important is forgiveness in God’s kingdom? L3: How does Christian Aid try to make the world more like God’s kingdom? L4: How do Christians see God’s kingdom as being now and in the future? L5: For Christians, what are the features of God’s kingdom and Jesus’ kingship? L6: How do Christians try to live in God’s kingdom?</p>



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			L6: Why do Christians believe that Jesus was the Messiah?	L6: What difference does the resurrection make to Christians?	people not? Where do I stand?	
PE	<p>Netball Y5/6</p> <p>L1: To develop passing and moving to maintain possession. L2: To use a variety of attacking skills to lose a defender. L3: To move into and create space to support a teammate. L4: To use defending skills to gain possession. L5: To develop accuracy in the shooting action under pressure. L6: To use and apply skills, principles and tactics to a game situation.</p> <p>Football Y5/6</p> <p>L1: To maintain possession when dribbling. L2: To dribble with control under pressure. L3: To select the appropriate skill,</p>	<p>Dance Y5/6</p> <p>L1 THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements. L2 THEME: Stamp, Clap To work with others to explore and develop the dance idea. L3 THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. L4 THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. L5 THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. L6 THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations. L7 THEME: Waiting for... To develop a dance phrase</p>	<p>Gymnastics Y5/6</p> <p>L1: To develop the straddle, forward and backward roll. L2: To develop rolling into sequence work and on apparatus. L3: To develop counter balance and counter tension. L4: To develop counter balance and counter tension into sequence work with apparatus. L5: To develop jumps and explore the effect of height. L6: To explore jump sequence work with consideration of performance tools. L7: To develop inverted movements with control. L8: To develop inverted movements with control. L9: To use flight from hands to travel over apparatus.</p>	<p>Dance Y5/6</p> <p>Tag Rugby Y5/6</p> <p>L1: To select the appropriate skill, choosing when to run and when to pass. L2: To move into space to support a teammate abiding by the rules. L3: To use defending skills to gain possession. L4: To work as a defending unit to prevent attackers from scoring. L5: To use a variety of attacking skills to beat a defender. L6: To apply rules, skills and tactics learnt to play in a tag rugby tournament.</p>	<p>Cricket Y5/6</p> <p>L1: To develop throwing and catching under pressure and apply these to a striking and fielding game. L2: To develop bowling under pressure whilst abiding by the rules of the game. L3: To strike a bowled ball with increasing consistency. L4: To develop fielding techniques and select the appropriate action for the situation. L5: To understand and apply tactics in a game. L6: To apply skills and knowledge to compete in a tournament.</p> <p>OAA Y5/6</p> <p>L1: To build communication and trust whilst showing an awareness of safety. L2: To collaborate as a team to solve problems. L3: To develop tactical planning and problem solving.</p>	<p>Rounders Y5/6</p> <p>L1: To develop throwing and catching under pressure and apply these to a striking and fielding game. L2: To develop bowling under pressure whilst abiding by the rules of the game. L3: To strike a bowled ball with increasing consistency. L4: To develop fielding techniques and select the appropriate action for the situation. L5: To understand and apply tactics in a game. L6: To apply skills and knowledge to compete in a tournament.</p> <p>Athletics Y5/6</p> <p>L1: To develop my own and others sprinting technique. L2: To identify a suitable pace for the event. L3: To develop power, control and technique for the triple jump.</p>



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	<p>choosing when to pass and when to dribble. L4: To move into and create space to support a teammate. L5: To use the appropriate defensive technique for the situation. L6: To apply rules, skills and principles to play in a tournament.</p>	<p>using actions, dynamics, space and relationships. L8 THEME: Waiting for... To copy and create actions with consideration to stimulus. L9 THEME: Waiting for... To use choreographic devices to improve the aesthetics of a performance. L10 THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco style. L11 THEME: 70s Disco To choreograph a freeze frame montage in the 1970s style. L12 THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance.</p> <p>Yoga Y5/6</p> <p>L1: To develop flexibility through the sun salutation flow. L2: To develop strength through yoga flows. L3: To create your own flow showing quality in control, balance and technique.</p>	<p>L10: To use flight from hands to travel over apparatus. L11: To create a group sequence using formations and apparatus. L12,: To create a contrasting group sequence using formations and apparatus.</p> <p>Fitness Y5/6</p> <p>L1: To develop an awareness of what your body is able to do. L2: To develop speed and stamina. L3: To develop strength using my own body weight. L4: To develop co-ordination. L5: To develop agility. L6: To develop balancing with control.</p>		<p>L4: To work as a team and use critical thinking to determine the best approach. L5: To develop navigational skills and map reading. L6: To use a key to identify objects and locations.</p>	<p>L4: To develop power, control and technique when throwing for distance. L5: To develop throwing with force and accuracy for longer distances. L6: To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</p>
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Two Year Rolling Cycle Version

		<p>L4: To develop balance through yoga flows. L5: To work collaboratively to create a controlled paired yoga flow. L6: To create your own yoga flow that challenges technique, balance and control.</p>				
<p>French</p>	<p><u>Review</u></p> <p>- Key concepts seen in Y3 and Y4</p> <p>- Count up to 80 in French Numbers 0-50 and 50-100</p>	<p><u>Body parts</u></p> <p>Name the different body parts Describe a monster</p> <p><u>At the Doctors</u> Say where it hurts using the body parts</p> <p>Name diseases</p> <p>Name remedies</p> <p>Take part in a role play</p>	<p><u>Money/Euros</u></p> <p>Recognise euro coins and notes Recognise names for amount of money when written Show understanding when hearing the amount of money Write a cheque Say a price Use numbers 0 up to 100 Play games co-operatively in French, practising the words</p> <p><u>At the Supermarket</u> Name some food items Recognise food when said out loud Recognise food when written</p>	<p><u>Physical Description</u></p> <p>Understand and say a number of adjectives Understand the agreement of simple nouns and adjectives</p> <p>Use adjectives to describe yourself by saying "je suis..."</p> <p>- Understand and use the genders</p> <p>Describe your portrait by stating your name, gender, age, hair colour/length, height, eye colour, glasses Listen to a description and understand it</p>	<p><u>In the City and Directions</u></p> <p>Name places in the city Ask where places are Give directions to go somewhere Understand and follow directions given</p>	<p><u>At the Café</u></p> <p>Name items of food and drinks you can find on the menu Order food at a cafe Use numbers, money and useful sentences Take part in a role play</p>



Devon Moors Federation Whole School Curriculum Map
Two Year Rolling Cycle Version

			<p>Pronounce the words accurately</p> <p>Use correct gender (article) in front of the name of the food (du/des/de la)</p> <p>Say what I'm going to buy</p> <p>Use numbers 0-100</p> <p>Learn how to say hundreds (200, 300, 400, 500 etc.)</p> <p>Use grams, kilograms and litres</p> <p>Read a shopping list</p> <p>Know useful sentences at the supermarket</p> <p>Take part in a role play</p> <p>Play games co-operatively in French, practising the words</p>	<p>Describe myself and others (He/She)</p> <p><u>Personality</u></p> <p>Read the adjectives for personalities</p> <p>Accurately pronounce the words</p> <p>Understand female and male</p> <p>Know the rule according to gender</p> <p>Recognise personalities when written</p> <p>Show understanding when hearing the words</p> <p>Label the pictures, using matching activities</p> <p>Play games co-operatively in French, practising the words</p> <p>Describe my personality</p> <p>Describe someone else's personality</p> <p>Use frequency adverbs</p> <p>Understand the questions "Tu es comment?" and "Es-tu (adjectives)?" answer correctly</p>		
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