

At the Vine Schools of Christian Malford, Seagry and Walter Powell, our curriculum is driven by the ambition to foster children's growth in all aspects of life, including spiritual, interpersonal skills, critical thinking as well as academic knowledge.

Through direct teaching, our curriculum is designed to guide children in establishing values that are important to their wellbeing. This will be facilitated by the teaching of our whole school Christian 'GRAPES' values, a foundation in British Values and planned opportunities to discuss and consider real world problems.

Our Grapes values are:

Generosity

Respect

Acceptance

Perseverance

Empathy

Selflessness

Our curriculum is designed to develop and expand Empathy. By approaching the curriculum through empathy, we want our children not just to be engaged in their learning but to be 'bothered' about what's going on in the world around them, empowering them to become courageous advocates and have their voice heard.

Empathy has three main benefits:

Empathy Connects Us to Others:

One of the most important benefits of empathy is that it helps us connect with others. When we feel empathy for someone, we feel a connection to them—we see them as fellow human beings with hopes, dreams, and fears, just like us. And this connection can be the foundation for relationships built on trust and understanding.

Empathy Reduces Conflict:

When we empathize with someone, we're able to see things from their perspective. And this can help us resolve conflicts in a more peaceful way. Instead of seeing the other person as an adversary, we see them as a fellow human being who is worthy of our understanding and respect.

Empathy Builds Stronger Relationships:

Empathy is the foundation for strong relationships—whether they're relationships between friends, family members, or colleagues. When we empathize with others, we develop a deeper understanding of them. And this understanding leads to trust, respect, and communication—all key ingredients for strong relationships.

Why is Empathy important in our curriculum?

The Vine Schools' bespoke, unique curriculum was built for the community they serve. We want children at The Vine Schools to learn, engage with and cherish modern Britain. We want them to show empathy and understanding of the world around them, so that they can play an active part in wider society.

Our staff are motivated to create engaging lessons which are relevant to the modern world. Through addressing modern world issues, children become better global citizens and are able tackle problems with a positive attitude. Children, from our rural setting, leave the Vine Schools with their eyes wide open to the world around them and enter it ready to embrace its challenges.

By addressing modern world issues through the lens of empathy, children become better global citizens and are able tackle problems with compassion, understanding and a positive attitude.

To achieve this, we:

- Discuss current topics, both nationally and internationally. We are supported by Votes for Schools within this. Each week, classes discuss an assembly topic and have the chance to exercise their British democratic right in voting. By voting on topics, children get a voice, which Votes for Schools shares with big organisations, MP's and even royalty.
- The texts we use have been chosen to support the topic we are teaching. We also make sure that texts reflect the diversity of modern Britain to further reinforce the importance of empathy.
- Using mobile cooking equipment children get to experience a wide range of cooking techniques.
- Visitors from the community support us with different topics. We have visits arranged by former Olympians and children's authors.
- At The Vines Schools' children get a wide variety of experiences, from professional Hockey coaches to Fencing with a former Olympic level athlete.

How do we implement the intentions of our curriculum?

At the core of The Vine's curriculum is the National Curriculum. We have used this to plan topics, which inspire our children, whilst enabling them to develop key knowledge and skills in a systematic and progressive way. We have considered how our curriculum will be implemented to ensure that this happens.

Whole Curriculum Implementation

- Topics/units of work contain a clear learning journey, which enables the children to build on their prior knowledge.
- Connections are made between new learning and prior knowledge. Children are encouraged to look for links which connect their learning experiences.
- Children are provided with the opportunity to apply their maths and English skills across the curriculum.
- The use of pre-teaching enables children's access to new vocabulary within lessons.
- The children have access to a broad range of experiences, trips and visitors. During the year of 20/21 these experiences will be limited for children due to COVID-19 restrictions and instead staff will include active and engaging activities using the outside area of school, invite visitors in and make best use of technology.
- Collective worship enables our children to understand and apply the values of the school.
- Skills progressions are used to ensure children the children develop their knowledge and skills in a progressive manner.
- Assessment for learning informs gap filling intervention support to ensure the children have the key building blocks needed to secure age appropriate knowledge and skills.

Subject Specific Implementation

- Writing – Children are exposed to high quality texts, which stimulate writing opportunities for a range of audiences and purposes. Grammar is taught and embedded within writing provisions.
- Reading – A mix of Whole class and Guided group reading is used to teach reading. 1:1 and small group reading activities are also used. The children develop the knowledge of key reading skills (inference, retrieval, summarising, sequencing, understanding vocabulary, predicting). The children practise the skills across the curriculum. Reading for pleasure is encouraged through the use of our school library, the sharing of class texts at the end of the day, book clubs and recommendations from peers.
- Phonics – Little Wandle is used to support the teaching of phonics. The children progress through the year group appropriate phases. This begins with phase 2 in nursery, progressing through to phase 3 and 4 in reception, finishing with phase 5 in Year 1. Phase 6 is covered through the teaching of spelling in Year 2. The children apply their phonics skills to reading and spelling. Where children have not secured their understanding of phonics by the end of year 1, intervention support is implemented to ensure that by the end of Key Stage One the children have secured the phonics skills needed. This is continued into Key Stage 2 if still necessary.
- Spelling – Spelling patterns and key word lists outlined in the National Curriculum are taught to the children through application in English and wider curriculum lessons. Spelling Frame is used to support this.

- Maths - White Rose Maths is used to support the teaching of maths, enabling the children to develop fluency in concepts before applying this knowledge to reasoning and problem solving activities. Times Table Rockstars is used to enhance children's maths learning outside of the classroom.
- PE - The children are able to develop fundamental movement skills through the use of Fortius. The children are also able to apply their skills to invasion games, gymnastics and net and wall games. Specialist provision has enabled staff to be trained in alternative sports such as fencing and archery.
- Religion and World Views – we use a combination of the Swindon Agreed Syllabus for Religious Education and Understanding Christianity to enable our children to engage in systematic enquiry to explore the big questions about life. We want our children to ask questions and wonder about religion as well as to explore and celebrate their own and other people's beliefs.
- Art and Music - Our curriculum supports the children in developing healthy lifestyles and supporting positive physical and mental health. This is also supported through PSHE lessons and day-to-day classroom practice. For music, Charanga is used to support the teaching of Music.
- Purple Mash is used to support the teaching of Computing. Lessons are used to focus on the teaching of computing skills, which are then applied in other subjects.
- Science – our science curriculum fosters in our children a healthy curiosity about the world. The children develop a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them think scientifically, gain an understanding of scientific processes and also a deeper understanding of the uses and implications of science today and for the future.
- History - The use of topics supports the children in developing their chronological understanding through making links with prior knowledge. Progressions of history skills support progression in seven key strands: Chronology, historical enquiry, historical terms, interpretation, continuity and change similarity and difference, cause and consequence and significance.
- Geography - The use of topics support the children in understanding their knowledge of place. Progression documents support the learning of knowledge of place, knowledge of patterns and communicating geographical knowledge.
- PSHE – Jigsaw is used to support the teaching of PSHE.
- Modern Foreign Languages – As a school, we teach French. Language Angels supports us with this.

What impact do we hope to achieve with our curriculum?

- We develop life-long learners.
- We develop children's knowledge and skills across all subjects.
- The work of our wider curriculum will impact on attainment at the end of each key stage.
- Our children successfully transition into the next stage of their life as empathetic learners.
- Our children will believe that they can make a difference in our school and wider community and continue to uphold our values in their lives.

How have we designed our curriculum?

When developing our curriculum, we have considered the following key strands:

Progression – We have designed a whole school curriculum overview, which ensures the children develop their knowledge and skills in a progressive way. The design of this overview has ensured that children consistently build on prior knowledge and make links in their learning.

Breadth and depth of experiences – We ensure that our children have access to a wide variety of subjects and experiences. The children are given opportunities to study each curriculum area in depth to build solid knowledge and understanding.

Support and challenge for all – Differentiation is used across our curriculum to ensure that children of all abilities can access the learning and achieve their full potential. Children are given the opportunity to deepen their knowledge

Relevance – In curriculum areas, children are given the purpose of what they are learning to support them in understanding why they are learning what they are. STEMS give children the opportunity to place their learning in real life contexts, highlighting the relevance of why they learn what they learn. We have chosen topics which link to our local context and the heritage of our children, as well as some key historical and geographical topics, which provide the children with key knowledge needed for the next stage of their lives.

Because we have mixed year group classes across our schools' our KS1 curriculum follows a three year cycle, whilst our KS2 curriculum follows a four year cycle. This helps us to ensure that there is a clear progression in skills and knowledge, without children repeating topics.

Topic (Geography and History)						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching Value	Generosity	Respect	Acceptance	Perseverance	Empathy	Selflessness
EYFS Topic	Amazing Authors and Marvellous Me!	London Lights	Toys	Once upon a Time	What a Wonderful World	Olympics
Key Milestones	<ul style="list-style-type: none"> Children will be able to talk about their needs, interests and experiences. Children will begin to know about what keeps them healthy. Children will begin to join in with a group. Children will be able to talk about their own personal history and their families and people within their own community. Children will begin to know about important people from the past. Children will be able to identify differences and changes in materials. Children will be able to identify features of a place. Use new vocabulary from books and stories as they discuss and retell stories Listen to a story and identify characters Begin to answer how questions. 		<ul style="list-style-type: none"> Children will be able to identify similarities and differences about life in the past and present. Discuss images from the past and contrast Children will begin to use new vocabulary linked to stories. Join in with repeated refrains from stories Identify characters and setting in a familiar book Use language from a story in discussions and role play Sequence a familiar story Make simple predictions based on events of a story so far Retell parts of a familiar story through puppets, toys, masks or small world Look at maps and notice features. Make their own maps Discuss changes in seasons Make observations and discuss the natural world 		<ul style="list-style-type: none"> Children will be able to show care for living things. Children will be able to share knowledge and make observations about the natural world inc animals. Children will be able to use books and stories to help them to understand the past and the world around them. Children will be able to share their knowledge of different countries. Compare different environments to their own Explain some similarities and differences between life in this country and life in other countries 	
KS1 2023/24	Amazing Authors and Marvellous Me!	London Lights Gunpowder Plot - Who was king in 1605? Why was he unpopular? What was London (and	Toys Toys old and new – the history of toys and the timeline.	Once upon a Time A look inside a traditional tale	What a Wonderful World What is our world made up of? What is a	Olympics

	<p>Famous authors and comparisons to class name author.</p> <p>Where do I live and what is the community in which I live like?</p> <p>What is my own personal history? How have I grown and changed? How am I special and who is special to me?</p> <p>UK – countries and capital cities. Introducing London. Where is London? Why is London important?</p> <p>Children to look at modern day London – human geography – identifying landmarks and their use.</p> <p>Comparing London with our locality. Similarities/ differences?</p>	<p>the country) like at the time? Who was Guy Fawkes? What were the events of Gunpowder Plot?</p> <p>The Great Fire of London - Comparing London at the time of the fire with modern London – similarity and difference.</p> <p>Look at the fire: Why it started? Why it spread? How it was stopped.</p> <p>Find out how we know about the great fire from sources of information. (A less</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>Post-fire: Fire regulations – linking to chimney sweeps when reaching KS2 (get fire safety office in to help)</p>	<p>What are toys made of? How would you use them? What has changed? What makes them the same or different? Are they better now and in what way?</p> <p>Traditional playground games – Victorian playtime.</p> <p>Using historical language old and new – past and present</p>	<p>What are the features of a traditional tale? How can we change it? Exploring characters and their traits. Developing storytelling language.</p> <p>Journeys inside a story – creating settings and simple maps(Little Red Riding Hood)</p> <p>Where do plants feature in a story? Jack and the Beanstalk Keeping a bean diary – how to plants grow? What do plants need to survive?</p>	<p>continent? What are the different continents? Seas, oceans?</p> <p>What is human geography? What is physical geography?</p> <p>What is special about our natural world?</p> <p>How do we travel around the world – past and present?</p> <p>Comparing hot and cold places around the world.</p>	<p>What is the Olympics? Countries from across the world gather together to compete and celebrate their accomplishments and diversity.</p> <p>Our continent: Europe. Where is the Olympics being held this year? Our continent – France -> what do we know about France? Similarities and differences between the UK and France – physical and human features</p> <p>What are the different sports in the Olympics?</p> <p>Looking at popular sports across the world.</p> <p>What is an athlete? Do we know any influential athletes past and present?</p>
BIG QUESTIONS	What is special about me and those around me?	What was it like to live during the Great Fire of London?	What makes toys special?	What journey can a story take you on?	What makes our world wonderful?	In what ways can athletes inspire us?
KS2 2023/24	Bristol	The Victorians		Migration/Windrush		Ancient Greeks
	Revise human and physical geography. Use of maps to compare – lots of physical geog in rural	When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time?		Why do people migrate around the world? Economic migration (Windrush) – the initial reason people moved was for jobs, more pay and better conditions post-war.		Where was Ancient Greece? Understanding of chronological framework of world history.

	<p>areas, lots of human geog in cities.</p> <p>Cultural makeup and demographics. Links to Bristol schools?</p> <p>Comparison between Bristol and London – different cities of the UK.</p>	<p>What was everyday life like for children in Victorian Britain? Compare with modern day life. (Jobs, workhouses, education)</p> <p>Explore George Muller's work</p> <p>Different acts that affected children over the time. Did life improve for children over the Victorian period?</p> <p>What legacy did the Victorians leave?</p>	<p>Refugees/fleeing - Mo Farah/Rita Ora</p> <p>Year 3 and Year 4 - individual project on refugees (Syria, Afghanistan, Ukraine) – project on Mo Farah/Rita Ora.</p> <p>Years 5/6 – the slave trade</p>	<p>What was life like in the world at that time?</p> <p>What made Ancient Greek culture distinct – why do we learn about them now?</p> <p>What legacies did the Ancient Greeks leave behind:</p> <p>Olympics Marathons (Myths/Legends)</p>
BIG QUESTIONS	How does it feel to live in a city?	What did the Victorians do for us?	How has migration shaped modern Britain?	What legacy did the Ancient Greeks leave?

Reading						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Reading	<p>Listen to a story and comment on the events. Name the characters from a familiar story. Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Say a sound for all Phase 2 GPCS. Blend CVC words verbally.</p>		<p>Sequence a familiar story using images or objects. Tell the story to another person using the book or images. Make a simple prediction based on the events of a story so far. Use the language from a story within role play and discussions. Say a sound for each letter in the alphabet Blend and read VC/CVC words.</p>		<p>EOY incl. ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	
Year 1 Reading	<ul style="list-style-type: none"> • Use phonic knowledge to decode words • Read some common words • Read words with more than one syllable • Read phonetically decodable texts • Know the difference between fiction and non-fiction • Know some familiar stories • Recognise familiar story language • Use picture cues to support and deepen understanding • Identify characters in a story • Recognise characters feelings and say why a character has a feeling 		<ul style="list-style-type: none"> • Blend sounds in unfamiliar words based on known GPCs • Read words with familiar endings (-s, -es, -ing, -ed, -er, -est) • Read words with prefix -un • Read phonetically decodable texts with confidence • Say what I like and dislike about a book • Say if a story reminds me of another story or personal experience • Listen to others ideas about a book • Retell key stories orally • Recognise rhyming language • Ask about the meaning of words • Use prior knowledge to understand texts • Use the context to understand the meaning of unfamiliar words • Make predictions based on the events of the story • Give an opinion about a character 		<ul style="list-style-type: none"> • Hear and recognise 40+ phonemes • Match 40+ graphemes to their phonemes and identify graphemes in reading • Find apostrophes in reading and read contraction and know that the apostrophe represents omitted letters • Read compound words • Able to agree and disagree with others ideas and say why • Recognise repeated and patterned language in stories and poems • Know some poems and rhymes by heart • Discuss the meaning of unfamiliar words • Know stories can have familiar patterns of events • Make links to characters in other stories • Answer questions based on inference 	
Year 2 Reading	<ul style="list-style-type: none"> • Understand the importance of decoding words automatically • Understand some words cannot be decoded 		<ul style="list-style-type: none"> • Know that graphemes may be read in different ways and recognise alternatives to consider which will make more sense • Recognise syllables in words 		<ul style="list-style-type: none"> • Read words of two or more syllables accurately • Read books aloud mostly matched to my improving phonic knowledge • Read these books fluently and confidently 	

	<ul style="list-style-type: none"> • Use the graphemes taught to blend words • Know that phonemes may be represented by different graphemes • Read familiar words automatically • Know that there are different kinds of stories • Listen to and read a range of different stories • Know that non-fiction books are organised differently from fiction texts • Know that books or texts have a purpose • Know that there are different types of poetry • Listen to and talk about books and poems <p>Know stories and poems can have patterned or recurring literary language</p>	<ul style="list-style-type: none"> • Know other strategies can be used to read unfamiliar words and support fluent decoding • Explain why I prefer certain books or stories • Retell a story with key events and characters • Know how to find information in a non-fiction book • Identify the purpose of a book or text • Know that books and stories are set in different times and places • Talk about the meaning of a poem and recite poetry by heart • Identify recurring or patterned language in poems • Able to self-correct and ask questions to understand meaning • Find the answers to retrieval questions about poems, stories and non-fiction texts • Recognise the writer may have a message for the reader <p>Make predictions about possible events</p>	<ul style="list-style-type: none"> • Use a non-fiction book to find information • Find and discuss the setting and time in books and stories • Recite and perform poetry making the meaning clear • Talk about favourite words and phrases • Explain why a writer has chosen a word to affect meaning • Know what inference means and find the inference about character feelings and thoughts • Give reasons for characters actions and behaviour • Recognise key ideas in a text • Explain the writer's message <p>Make predictions about how characters might behave</p>
<p>Year 3/4 Reading</p>	<p>To begin to read Y3/Y4 exception words.</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>

		action) to show awareness of the audience when reading aloud.	
Year 5/6 Reading	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

Writing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car" Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.</p>		<p>Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.</p>		<p>EOY incl. ELG Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>	
Year 1	<p>Sit correctly and hold a pencil comfortably and correctly Form the digits 0-9 correctly Spell unknown words making phonetically plausible attempts Say a sentence out loud before writing it down Use the pronoun 'I' Know to leave spaces between words Know to use a capital letter for the start of a sentence</p>		<p>Form lower case letters in the right direction Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root word Write simple dictated sentence from memory Plan writing by saying aloud what I will write and read aloud my writing to others to check it makes sense Use 'and' to join ideas Know how to use a question mark and exclamation mark Use a full stop accurately</p>		<p>Name the letters of the alphabet in order Form capital letters correctly Use letter names to show alternative spellings of the same phoneme Spell words using the plural 's' 'es' Use sequence sentences in chronological order to recount an event or experience Begin to attempt to use other conjunctions Use a word bank to support context in writing Begin to use adjectives to add detail to writing Know that capital letters are used for the names of people, places and days of the week.</p>	
Year 2	<p>Use some diagonal and horizontal strokes needed to join letters Know which letters when adjacent to each other are best left unjoined Use capital letters and digits of the correct size and orientation to one another Segment spoken words into phonemes and record these as a plausible grapheme Develop stamina for writing for different purposes. Use thoughtful and ambitious word choices with specific or technical vocabulary used in non-narrative writing Use full stops and capital letters – mostly correct Use a question mark and exclamation mark correctly</p>		<p>Use spacing between words that reflect the size of the letters Spell longer words using suffixes – ment, -ness, -ful, -less, -ly, Spell common exception words Make a written plan and discuss writing Evaluate writing with peers and the teacher and make simple additions or corrections Write from memory, simple dictated sentences Use expanded noun phrases to expand and describe Use subordination (when, if, that, because) Use a capital letter for the pronoun 'I' and for most proper nouns.</p>		<p>Form lower case letters the correct size relative to each other Know how to use and apply an apostrophe for most common contracted words Identify and apply knowledge of homophones and near homophones Proof read writing and check for errors Make small changes independently and discuss ways to improve writing with an adult. Use sentences with different forms: statements, questions, exclamations and commands Use coordination (or, and, but) Know how to and apply using present and past tense Use adjectives, adverbs and expanded noun phrases to add detail Begin to use commas to separate items in a list Know how to use an apostrophe to show possession.</p>	

KS2 Focus	Planning writing and editing	Awareness of Audience, Purpose and Structure	Sentence Construction and Tense	Uses of Phrases and Clauses	Punctuation	Use of Terminology
Year 3	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>
Year 4	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>

	<p>into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>		<p>prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>		
Year 5	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>

	own and others' writing and to make necessary corrections and improvements.					
Year 6	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

Maths

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects. Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2" Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts. Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects. Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>. Time - understand <i>first/next</i> <i>Sorting/matching</i> - sort groups of objects according to different criteria Time - Understand <i>yesterday/today/tomorrow</i>. Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.</p>	<p>Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects. Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers) Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number 0 - 10. Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice. Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Time - Use and understand <i>before/after</i> Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns. Pattern - continue a simple AB, ABC pattern</p>	<p>ELG - Have a deep understanding of number to 10, including the composition of each number. ELG - Subitise (recognise quantities without counting) up to 5. ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG - Verbally count beyond 20, recognising the pattern of the counting system. ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>NO ELG FOR Shape, Space and Measure. Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Pattern - create, copy and continue a simple pattern</p>			

<p>Year 1</p>	<ul style="list-style-type: none"> Count to and across 100 forward and backward Count in multiples of 2, 5 and 10 Read and write numbers to 100 in numerals Read, write and interpret mathematical statements involving += signs Represent and use number bonds and related subtractions facts to 10 Compare, describe and solve practical problems for capacity and volume Compare, describe and solve practical problems for length, height Measure and begin to record, length and height, capacity and volume Recognise and name common 2D shapes including circles and triangles 	<ul style="list-style-type: none"> Identify 1 more or 1 less from a given number Represent and use number bonds and related subtractions facts to 20 Add and subtract 1 digit and 2 digit numbers to 20 Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support Recognise, find and name a half of a shape, object or quantity Compare, describe and solve practical problems for mass and weight Measure and begin to record mass, weight Identify and describe common 2D and 3D shapes tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Sequence events in chronological order. 	<ul style="list-style-type: none"> read and write numbers from 0-20 in numerals and words add and subtract 1 digit and 2 digit numbers to 20 including 0 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing numbers Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support Sequence events in chronological order using language, before, after, next, first, today, yester, tomorrow, morning, afternoon, evening Recognise and use language relating to dates, including days of the week, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times describe position, direction and movement including half, quarter and three- quarter turns Recognise and know the value of different denominations of coins and notes
<p>Year 2</p>	<ul style="list-style-type: none"> count in steps of 2 and 5 from 0 and 10 from any number read and write numbers to 100 in numerals and words recall and use addition and subtraction facts to 20 add and subtract numbers mentally including 2 digit numbers and ones, 2 digit numbers and twos, 2digit numbers adding 3 1 digit numbers recall and use multiplication facts for 2,5, and 10 tables including recognising odd and even numbers compare and order height and lengths and record using greater than or less than and = compare and order volume and capacity and record results identify and describe the properties of 2D shapes including number of sides and line of symmetry in a vertical line 	<ul style="list-style-type: none"> compare and order numbers 0-100 using greater than or less than symbols and = know that addition of any two numbers can be done in any order calculate mathematical statements for multiplication and division, using correct symbols recognise, find and name fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions and recognise the equivalence choose and use appropriate standard units to estimate and measure height, length, mass identify 2D shapes on the surface of 3D shapes Compare and sort common 2D and 3D shapes and everyday objects order and arrange combinations of objects in patterns and sequence tell the time to quarter past/to the hour and draw the hands on a clock face 	<ul style="list-style-type: none"> recognise the place value of each digit in a 2 digit number count in steps of 3 from 0 and in tens from any number recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems recognise that division is the inverse of multiplication choose appropriate standard of unit to estimate and measure temperatures tell the time to five minutes compare and sequence intervals of time recognise and use symbols for pound and pence and combine amounts find different combinations of coins that equal the same amount solve simple problems in a practical context involving addition and subtraction of money, including giving change use mathematical vocabulary to describe position, direction and movement, including

					<p>movement in a straight line, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <ul style="list-style-type: none"> interpret and construct, pictograms, tally charts, block diagrams and simple tables ask and answer questions by counting the objects in a category and sorting categories by quantity total and compare categorical data 	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Place Value – Addition and subtraction	Multiplication and Division – Length and perimeter	Fractions	Recap and teacher AfL	Mass and capacity - statistics	Time
Year 4	Place Value – Addition and subtraction	Multiplication and Division – Length and perimeter	Fractions and decimals	Decimals	Money	Time
Year 5	Place Value – Addition and subtraction	Multiplication and Division – Length and perimeter	Fractions and decimals	Decimals and percentages	Position and direction	Converting units
Year 6	Place Value – Addition and subtraction leading onto 4 operations	Multiplication and Division – Length, perimeter, area and volume	Fractions and decimals	Decimals and percentages	Position and direction	Consolidation

Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>Talk about differences between materials and changes they notice in simple terms. Use their senses to explore natural materials and describe what they observe. Make more careful observations and use an increasingly mature vocabulary. Discuss simple healthy food choices. Discuss why it is important to brush our teethe. Discuss the effects of tiredness and lack of sleep. Know why and when it is important to wash hands. Talk about the positive effect of exercise.</p>		<p>Discuss change in seasons. Offer simple, logical explanations for what they have observed. Drawings show closer observation of details they have observed, e.g. an attempt to represent the veins on a leaf. Use modelled, topical vocabulary in discussion. Make more careful observations and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt.</p>		<p>ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG – Understand some important processes and changes in the natural world around them</p>	
Year 1	Humans	Materials	Seasons and Weather	Plants	Animals	Living and non-living
Year 2	Humans	Materials	Seasons and Weather	Plants	Animals	Living and non-living
Year 3	Skeletons - 5 Steps Movement	Nutrition and Diet Food Waste Rocks	Fossils Soils	Sound	Habitats Deforestation	Forces Magnets The Digestive System
Year 4	Skeletons - 5 Steps Movement	Nutrition and Diet Food Waste Rocks	Fossils Soils	Sound	Habitats Deforestation	Forces Magnets The Digestive System

Year 5	Forces – 9 steps	Space Global Warming	Properties of Materials	The Circulatory System Diet, drugs, lifestyle	Reproduction A Reproduction B	Reversible and Irreversible Changes Plastic Pollution Themes projects (Year 7 ready)
Year 6	Forces – 9 steps	Space Global Warming	Properties of Materials	The Circulatory System Diet, drugs, lifestyle	Reproduction A Reproduction B	Reversible and Irreversible Changes Plastic Pollution Themes projects (Year 7 ready)

Art						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS & KS1	Autumn Artist, Drawing, painting: Spirals and Simple Print Making <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Know how to use pencils to create different line of thickness Name the primary and secondary colours To use a range of materials creatively to design and make products Learn about the work of a range of artists Give an opinion about the work of an artist Suggest how artists have used colour 		Spring Sculpture and Craft: Playing making and Exploring watercolour <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space create a repeating pattern in print To use a range of materials creatively to design and make products know how to use charcoal, pencil and pastel to create art To use a range of materials creatively to design and make products Know how to create mood in art 		Summer Painting and drawing; Making birds and inspired by Flora and fauna <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Use different grades of pencil when drawing Mix paints to create secondary and tertiary colours Know how to cut an, roll and coil materials To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Know how to create tints, tones and shades using white, grey and black Create a printed piece by rubbing, pressing, rolling and stamping 	
LKS2	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. Painting and drawing influential people		Working with Shape and Colour Painting with scissors. Collage and stencil in response to looking at artwork.		Telling Stories Through Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
UKS2	Typography & Maps Exploring how we can create typography through drawing and design and use our skills to create personal and highly visual maps. Painting and drawing influential people		Making Monotypes Combine the monotype process with painting and collage to make visual poetry zines.		Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.	

DT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS & KS1	Food and nutrition and structures		Mechanisms		Textiles	
LKS2	Cooking (Victorians)		Pneumatic Toys (Kapow)		Cooking (Windrush)	
UKS2	Cooking (Victorians)		Pneumatic Toys (Kapow)		Cooking (Windrush)	

Religious World Views (RWV)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS & KS1	Special people, believing, story, leaders and teachers Christianity Who is a Christian and what do they believe? What do some people believe about God? Who is an inspiring person and who inspires you? Why do Christians love the stories of Jesus? The Nativity		Special places and symbols, special time and celebrations Why and how do special places and symbols help people show what they believe? How does being Jewish make a difference to family and celebration?		Being special, myself and belonging How should we show care for others? What does it mean to belong?	
KS2	Prayer L2.4 Why Do People Pray?	UC: People Of God What is it like for Christians to follow God?	UC: Kingdom of God When Jesus Left, What Was The Impact of Pentecost?	UC: Gospel What Kind Of World Did Jesus Want?	Prayer L2.4 What Can We Learn From Religions About Deciding What Is Right Or Wrong?	
Skills are differentiated within year groups in KS2						

PSHE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Being me in my world Zones of Regulation	Celebrating Differences Zones of Regulation	Dreams and Goals	Healthy Me	Relationships	Changing Me

French						
	Autumn Terms		Spring Terms		Summer Terms	
KS2	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time

P.E						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception&KS1	Basic skills	Gymnastics	Dance	Team games	Athletics	Master basic movements and skills
KS2	Multi-skills	Gymnastics	Dance	Football	Athletics	Cricket/Hockey

Computing			
	Autumn Terms	Spring Terms	Summer Terms
EYFS&KS1	Online safety Uses of technology	Programming	Creating digital content Store, retrieve and manipulate digital content
KS2	E-Safety and Purple Mash Familiarisation Spreadsheets	Logo Spreadsheets	3D Modelling Spreadsheets



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