



# Cockington Primary School Long term Curriculum Map

Our curriculum:

Driver subjects will appear at least 3 times across KS1, LKS2 and UKS2

Each Learning Enquiry will contain two driver subjects

The LEs are threaded throughout every year group with our 'Big Ideas'

The school values are embedded throughout each LE, along with a whole school focus on one value each half term.

The Connect Ocean Curriculum is highlighted in blue where it is taught



# Curriculum at Cockington Primary School



## Cockington Curriculum Drivers

As a result of being taught the Cockington Curriculum, our children will:

- ☐ **Believe: Understand Self**  
Believe in themselves as individuals and as learners
- ☐ **Achieve: Build Knowledge and Skills**  
Have the knowledge and skills needed for the next stage of their lives
- ☐ **Succeed: Be Good Citizens**  
Have the strength of character and knowledge that will help them to succeed as citizens, within and beyond our locality



## Ambition For All

Children receive Quality First Teaching through pedagogy rich in Rosenshine's principles of effective instruction. Priority is given to the professional development of staff.

The typical gaps of vocabulary, oracy, reading fluency and cultural capital are a focus in our curriculum.

Reading is our priority because it opens the door to everything else. Our environment and culture celebrates reading. Our Reading curriculum is evidence-informed, sequential and focuses in equal measure on fluency and comprehension.

Additional needs are met through carefully planned, individualised support.



## Sequential Curriculum

Subject-specific strands are identified, with substantive and disciplinary knowledge that deepens and broadens progressively each year.

Substantive concepts are identified within subjects. The understanding of these is deepened every time they are re-visited through links to prior learning.

Evidence-informed practices such as maths mastery, effective assessment, metacognition and the use of IT support the deepening of knowledge.

Key vocabulary and texts to teach are carefully planned to build a widening knowledge of language.



## Building Knowledge

Pedagogy and content are carefully considered so that knowledge is built within and across teaching sequences.

Reviews of knowledge are built into our curriculum, including the focus on fluency in reading and maths.

Learning Enquiries dove-tail so that learning can be retrieved and applied.

Learning Enquiry outcomes demonstrate the learning that has taken place.



## Purposeful Learning

The majority of the curriculum is taught through 'Learning Enquiries' driven by carefully mapped content within and between LEs.

Learning Enquiries begin with a 'hook' that inspires the children and sets a stimulating, purposeful and time-limited challenge.

A sequence of well-judged, rigorous lessons to develop knowledge follows.

A high-quality 'outcome' concludes the enquiry, showcasing learning to a wider audience.



## Big Ideas

We choose to deliver our curriculum in a way that encourages children to open their eyes to the world and find their spark.

- ☐ Sustainability
- ☐ Global Citizens
- ☐ Connecting to our locality
- ☐ Talents and Interests
- ☐ Making a positive difference
- ☐ STEAM

The Ocean Curriculum threads through these themes

# Big Ideas

1. Sustainability: It is everyone's responsibility to use the Earth and its resources in a way that is sustainable.
2. Global Citizens: Societies across the world are built on shared ideas and systems in which every citizen has their role to play.
3. Connecting to our locality: Our locality is a place of historical, cultural and geographical significance and this impacts our lives.
4. Talents and Interests: Each of us can develop a unique set of talents and interests to bring life-long contentment, joy and direction.
5. Active Citizenship: Everyone can use their voice, knowledge and skills for the good of others.
6. STEAM: Mastering the 4 C's of 21st century learning will unlock opportunities throughout our lives.

# 30 ways to Connect

Throughout their time in Connect schools, children will have had a chance to experience the 30 activities outlined below. This connects our schools and at Cockington, we believe that learning goes far beyond the classroom. 30 Ways to Connect is our promise to every child: a joyful, varied journey of experiences that help pupils discover more about the world, each other, and themselves.





# Whole school curriculum within the ‘Big ideas’ – Topic Title

Theme s/Big ideas	5. Making a positive difference Active Citizenship: Everyone can use their voice, knowledge and skills for the good of others.		4. Talents and Interests: Each of us can develop a unique set of talents and interests to bring life-long contentment, joy and direction.		2. Global Citizens: Societies across the world are built on shared ideas and systems in which every citizen has their role to play.		1. Sustainability: It is everyone's responsibility to use the Earth and its resources in a way that is sustainable.		3. Connecting to our locality: Our locality is a place of historical, cultural and geographical significance and this impacts our lives.		6. STEAM: Mastering the 4 C's of 21st century learning will unlock opportunities throughout our lives.	
EYFS	Once upon a Time		Seasons and Celebrations		Getting to know you		Our World		The Lost World		Wiggly Things	
	Science/geography	DT	Science/ Geography	RE	PSED, CL, PD Baseline		Science	Geography	History/RE	Computing	DT	Science
Y1	Improve our Space		Celebrations		Cool Café		Protecting our Wildlife		Explorers		Marvellous Materials	
	Art – drawing and mark making	Art: sculpture	Music	RE	DT: food	DT – mechanics	Science	Geography	Computing: coding	History	Science	ART FABRIC
Y2	Nurses over Time		Africa		London		Rocking Rockpools		Terrific Torquay		Building Bridges	
	History	Computing: Digital Writing	Geography Worldwide	Music – djembe drumming	Art - Watercolours	Geography – UK based	Art: collage	Ocean Curriculum	Geography – Locality study	Computing: Photography	DT – engineering wheel	History
Y3	Climate		Art in Nature		Mayan		Marvellous Mediterranean		Stone Age		Paddington	
	Geography	Art	Science	Art	Computing	History	Geography	Music	History	Art	DT	Computing
Y4	From Iron Age to Romans		Tell me a tale How do we retell stories?		Smashing Smoothies		Bright Sparks		Anglo-Saxons		Revive our seas	
	History	Art- landscape. Monet and Lowry	Music - glockenspiels	DT:cams	Computing	DT:Food	Computing: Multi media	Science	History	Music - ukelele	Geography	DT: Food
Y5	The Deep Ocean		Emotions through Art		The Ancients		Protect and Restore Nature		Torre Abbey		Twisted Fairy Tales	
	DT: Electrical circuits	Computing	Art - sculpture	Music	History	DT: mechanics	Music	Geography	History	RE	Art: Textiles	RE
Y6	Extreme Earth – disaster charity		Moving on		Darwin		Oceans Curriculum – Save Our Seas		WW2		Space	
	RE: charity	Geography: natural disasters	Music	History – finish WW2	Science: evolution and inheritance	Art: Realism v Abstract and Photography	Geography	Computing: presentation	History	DT: design and make and test	Science: space	Computing: coding



# Cockington Primary school curriculum LE Question

## Ocean Curriculum Units

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
R	Getting to know you		Celebrations and Seasons		The Lost World		Once upon a time		Wiggly Things		Our World	
	PSED, CL, PD Baseline		Science/ Geography	RE	History	Computing/RE	Science/Geography	DT	DT	Science	Science	Geography
Y1	How can we look after our wildlife?		How do people celebrate?		How do we know what materials the three little pigs should choose for their houses?		How can we improve our outside space?		What roles are needed in a café to make it work well?		Why have people from Devon wanted to explore the world?	
	Geography	Science	Music	RE	Science - materials	DT :Wheels and Axles	Art :Drawing mark making	Art: sculpture	DT: food	Computers: coding	History	Music
Y2	How can we show we are proud of where we live?		Why is London important?		How has nursing changed over time?		How and why is music used in African Culture?		Can we learn from the past and build a bridge which is stable and strong?		Ocean Curriculum What lives in rockpool by the sea?	
	Geography	Computing: digital photography	Geography	Art: paints	History	Computing: digital writing	Geography	Music	History	DT: strengthening structures	Art: fabric	Science/Geography
Y3	How can we use nature to spark our interests and talents?		What was the Myan Civilisation?		How can we fix our climate?		Where does Paddington keep his marmalade?		Why do so many British people go on holiday to the Mediterranean?		What was it like being a Stone age man or woman in Torbay ?	
	Art: photography	Science	Computing	History	Art: Colours and moods	Geography	DT	Computing	Geography	Music	History	Art: clay
Y4	How did the arrival of the Romans change Britain?		Why do some stories stand the test of time?		Are smoothies healthy and good value for money?		Is electricity always a good thing?		What was Anglo Saxon life like in Cockington?		How can we keep our oceans pristine?	
	History	Art: Charcoal	Music	DT: mechanics	DT: food	Computing: database	Science: electric	Computing: coding	History	Music	Geography	PE - swimming
Y5	How can we evoke emotion through music and art?		What impact did Ancient civilisations have on societies of the future?		How can we dance to the beat of nature's drum?		How can we put our own twist and perform a fairy tale?		How can Torre Abbey help us learn about Cockington's history?		How can we use games to educate people about the ocean?	
	Music	Art: sculpture	History	DT: Mechanisms	Music	Geography	RE	Art: Textiles	History	RE	DT electronics	Computing
Y6	How did Darwin develop the theory of evolution?		How has scientific observation helped us learn about the Earth, sun and Moon?		How do people help each other when natural disasters challenge them?		Oceans Curriculum How are humans and the ocean inextricably interconnected?		How do significant worldwide events from the past still impact our lives today? (Longer Unit)		How can we celebrate our time at CPS? (Shorter Unit)	
	Darwin		Space: To Infinity and Beyond		Extreme Earth		Save Our Seas		WW2: We'll Meet Again			
	Science: evolution	Art- Photography	Science: space	Computing: coding	Geography: physical processes	RE: charity	Computing: presentation	Geography: locality	History: propaganda, media and world events	DT - Structures	Music	History



## Reception LTP

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer1	Summer2
Reception							
Hooked into books	Nursery Rhymes	We're going on a bear hunt	Celebrations and Seasons	The Lost World	Once upon a time	Wiggly Things	Our World – ocean curriculum and Handa's Surprise
Outcome	Learning Rhymes to share	Going on a bear hunt around the school environment	Sharing Christmas Performance	Children are able to retell facts about different dinosaurs to an audience.	Learn traditional tales to share with and audience	7. Release butterfly files	Trip to the zoo or beach
30 ways to connect/ WFL	25. Visiting the local environment by exploring and caring for nature		15. Visit from the local Vicar	Learning to be a Paleontologist	Bake gingerbread men for Mother's Day	7. Caring for living things Visit from Animal Experience	14. Visiting our local beach or Zoo. 13. Learn alongside a Recycling Artist
	Links to seasons, senses , science and each learning experience.						
RE	Which stories are special and why?		Why is Christmas special for Christians? Celebrations from around the world.	Why is Easter special?		Which places are special and why?	
PE	Dance		Gymnastics	Dance	Gymnastics	Games	Games
Science	All about me Seasons- Autumn		Celebrations Seasons- Winter	Colour People who Help Us Seasons- Winter	Traditional Tales Materials Seasons- Spring	25. Minibeasts Keeping Healthy Seasons- Summer	Animals Under the Sea Seasons-Summer
Music	Charanga: Me!		Charanga: My Stories	Charanga: Everyone!	Charanga: Our world	Charanga: Big Bear Funk	Charanga: Reflect, rewind and replay!
Reading	RWI End Goal Christmas: 1C			RWI End Goal Easter: Red		RWI End Goal Summer: Green	
Maths	Follow White Rose Maths Scheme and Maths Mastery						
Values	Respect/Collaboration		Perseverance/ Creativity	Independence/ Collaboration	Respect/Perseverance	Respect/Collaboration	Aspiration/Independent

Year 1												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer2	
Enquiry	How can we protect our local wildlife?		How does music bring people together?		How do we know what materials the three little pigs should choose for their houses?		How can we improve our outside space?		What roles are needed In a café to make it work well?		Why have people from Devon wanted to explore the world?	
Big Idea	Sustainability		Interests and Talents		STEAM		Making a positive difference		Global citizenship		Locality	
Driver subjects	Science: Animal classification	geography	Music – charanga find the beat	RE – unit ‘Why does Christmas matter to Christians?	Science- Everyday Materials	DT - mechanics	Art – mark making	Art – sculpture	DT - food	Coding	Music	History
Outcome	Film recording of child talking through local wildlife on a classification key	Map of local area with physical and human features shown	Recording of music from unit to be used as audience enter theatre	Performing the Christmas Story.	Demonstratio n of the best materials the houses could be made from	Create A vehicle to escape the wolf. wheels and axles	Paint own characters from the book	Create own sculpture to create a trail to enhance the playground	Create own healthy snack and serve in a café role play.	Create a waiter service using coding to programme the 'waiter'.	Create a sea shanty and instrument.	Present findings about their chosen individual as a recording.
Showcase	Short film on seesaw showing locality and its wildlife and explaining how to look after them		Production of the Christmas story with musical accompaniment.		Science Day		Show their animal sculpture to another year group		Serve food to parents/ alternative class in their own Pizza café		Present their Sea Shanty dressed up as Francis Drake	
30 ways to connect/	10. Walk to coast, wildlife spotting and beach clean		1. Theatre tour and production		Testing science day		28. Visit to local park/sculpture trail in local area		26. Visit to Occombe farm		2. Golden Hind visit	
WFL	Liked to SCIENCE objectives Animal classification		Liked to SCIENCE objectives Seasonal changes		Liked to SCIENCE objectives Materials		Liked to ART Objectives – Sculpture		Liked to SCIENCE objectives Plants		Linked to science omnivore /carnivore herbivore	
PE	Multiskills Bootcamp		Story Dance Time Mighty Movers (running)		Groovy Gymnastics Skip to the beat		Brilliant Ball Skills Gym Fit Circuits		Throwing and catching Cool Core (strength)		Active Athletics Fitness Frenzy	
RE	What does it mean to belong to a faith community?		DRIVER		Who do Christians say made the world?		Why does Easter matter to Christians?		Who is a Muslim and how do they live?			
Science	DRIVER Animal Classification		Animal Classification		DRIVER Materials		Materials		4. Plants		Seasonal changes	
PSHE	Being me in my world		Celebrating Difference		Dreams and Goals		relationships		Healthy me		Changing Me	
Maths	Place Value (within 10) Number bonds (within 10) Addition and Subtraction (within 10) Ordinal Numbers		Place Value (within 20) Addition and Subtraction (within 20) Shapes and Pattern Height and Length		Place value to 40 Subtraction (within 20) Related addition and subtraction facts (within 20)		Measure using a ruler Shape (2D and 3D) Place value to 50 Word Problems		Word Problems to 20 Multiplication and Division Fractions		Time Money Numbers over 50 Capacity/ Volume/Mass	
Computing	Data information- grouping data		Digital writing – Christmas cards		Computing systems and networks		Creating Media Digital Painting		Program moving Robot		Programming animations	
Music	Charanga: Unit 1: My musical heartbeat		DRIVER		Charanga: Unit 2: Dance, Sing and Play!		Charanga: Unit 3: Exploring sounds		Charanga: Unit 4: Learning to Listen		Charanga: Unit 5: Having fun with improvisation.	
Writing	Model Texts:Oi Frog Composite:		Model Texts: Lost and Found/Snow in the garden		Model Texts: Snow in the garden/Three little pigs		Model Texts: Daisy Doodles/ That’s what I like		Model Texts: Seed to Sunflower		Model Texts: Don’t spill the Milk &recounts	
Reading	RWI End Goal Christmas: Pink Read Alouds:				RWI End Goal Easter: Yellow Read Alouds:				RWI End Goal Summer: secure Yellow/ starting blue Read Alouds:			
Values	Respect & Creativity		Collaboration & Creativity		Perseverance & independence		Independence & Respect		Creativity & perseverance		Aspiration & Collaboration	

## Year 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer2	
Enquiry	How can we show we are proud of where we live?		Why is London important?		How has nursing changed over time?		How and why is music used in African Culture?		Can we learn from the past to build a house which is both stable and strong?		Ocean Curriculum What lives in rockpool by the sea?	
Big Idea	Connecting to our locality		Global Citizenship		Making a positive difference		Interests/talents		STEAM		Sustainability	
Driver subjects	Geography	Computing	Geography	Art: Painting	History	Computing	Music	Geography	History	DT	Art - collage	Science
Outcome	Photographs and writing about our home town.	Digital photography	A map of London	Painting of a London Landmark	Written explanation of historical figure	Media presentation sharing facts about one of the historical figures	Learn and perform a song representing African culture	Comparison	Fact file about Samuel Pepys and why he is a famous British figure.	Make a strong and stable house	Create a layered piece of artwork.	Create a rockpool based on local wildlife
Showcase	Creation of a book of the class members alongside their photography to each other.		Virtual gallery of London artwork on Seesaw		Share the media presentations with parents through Seesaw.		Showcase song and dance to parents, along with artefacts		A house building session with parents. The houses will then be tested by experts!		Create a rockpool with a spotter’s guide – including artwork based on an animal	
30 ways to connect/ WfL	Local trip to capture photography Digital Photography of natural materials		Virtual tour of London		19. Meet people who keep us safe. Nurse visit to talk about nursing		18. Learn drums and dance African Prints with natural materials		24. Trip on the steam train and boat to Dartmouth to look at Tudor Houses		10. Visit to local beach 25. Explore and care for nature	
PE	Indoor : Gymnastics - Points of contact (Cambridge) Outdoor: fundamentals Unit 1 (Cambridge)		Indoor: Dance – Great Fire of London (Cambridge) Outdoor: Games fundamental Unit 2 (Cambridge)		Indoor: Gymnastics – ball, wall and tall (Cambridge). Outdoor: Fundamentals Unit 3 (Cambridge)		Indoor: African Dance – Rising Stars Outdoor: Throwing and catching (Rising Stars)		Indoor: Gymnastics – Cool Core (Rising Stars) Outdoor: Athletics – KS1 sports day practise		Indoor: Magical Friendships (Cambridge) Outdoor: Active Athletics (Rising Stars)	
RE	What makes some places sacred for believers?		What is the good news Christians believe Jesus brings?		Who is Jewish and how do they live?				What do Christians believe God is like?		How should we care for others and the world?	
Science	Animals including humans				Living Things and their habitats		4. Plants		Uses of materials		Ocean Curriculum	
PSHE	Being me in my world		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	
Maths	Place Value Addition and Subtraction		Addition and Subtraction 2D shape		Multiplication Division		Money Measure		Fractions Calculation Statistics		Time Measure 3D shape	
Computing	Creating Media – Digital Photography		Computing Systems and networks – IT around us		Creating Media – Digital Writing (Y1 unit)		Programming – Robot Algorithms		Data and Information – Pictograms in maths. Also see music.		Programming – Programming quizzes	
Music	Charanga: Unit 1: Pulse, Rhythm and Pitch		Charanga: Unit 2: Playing in an orchestra		Charanga: Unit 3: Inventing a musical story		DRIVER		ICT unit – creating media- making music		Charanga: Unit 4: Recognising Different Sounds	
Writing	Model: This is How We Do It, My Day at the Zoo Composite: 1 <sup>st</sup> person information piece about themselves, Recount		Model: What do you do with a Tail Like This?, Mixed Up Fairy Tales  Composite: Information double page spread, Narrative		Model: The Slime Book, Tell Me a Dragon Composite: Instructions, Poetry		Model: Fatou, Fetch the Water Composite: Story with a repeated pattern		Model: Augustus and his Smile Amelia Earhart Composite: Story, Biographical Text		Model: Amelia (cont) First Book of The Sea Composite: Informative texts, poetry	
Reading	RWI End Goal Christmas: Blue Read Aloud: Introduce Star Readers (raise profile), Pie Corbett Reading Spine				RWI End Goal Easter: Graduated Read Aloud: Pie Corbett Reading Spine				RWI End Goal Summer: RWI Comprehension Programme Read Aloud: Pie Corbett Reading Spine			
Values	Respect & Creativity		Aspiration and perseverance		Creativity and independence		Respect and creativity		Creativity & collaboration		Creativity & collaboration	

Year 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer2	
Enquiry	How can we use nature to spark our interests and talents?		What was the Mayan Civilisation?		How can we fix our climate?		Where does Paddington keep his marmalade?		Why do so many British people go on holiday to the Mediterranean?		What was it like being a Stone age man or woman in Torquay ?	
Big Idea	Interest/talents		Global Citizenship		Sustainability & Global & Active citizenship		STEAM		Connecting to our locality & interest/talents		Global citizenship & connecting to locality	
Driver subjects	Art – relief print	Science - plants	Computing – word processing	History	Geography	Art- Water colour artice animal with messages	DT – Structures	Computing	Geography	Music	History	Art- clay- coil pottery
Outcome	Children make their own printing tiles and use these to create a class wall hanging.		Factsheet/document produced using laptops based on the Mayans		Create a poster to display our learning.	Paint using skills learned on recycled materials	Building a suitcase strong enough to carry Paddington's marmalade.	Create a stop frame animation based on Paddington.	To create a musical soundscape inspired by a Mediterranean scene using glockenspiels and untuned percussion.		Produce a pot based on pottery from the Stone Age, using history knowledge of what types of pottery could be used for	
Showcase	Art gallery for parents in the hall		Work shared through seesaw to parents		Showcase artwork to year 4 children in class		Parents invited in to share suitcases and animations.		Soundscapes performed to musical lead in the school.		Torquay museum or Kent's Cavern invited in to check the pottery artefacts.	
30 ways to connect/WfL	13. Local artist visit to share work with children 29. Trip to Torre Abbey for photography and plants.		16. Christmas Church Visit & Performance		'Contact' with David Attenborough 15. Vicar visit (RE) 20. Litter pick		15. Vicar visit (RE) 3. 21. Y3 Residential		18. Visting musician 26. Food tasting Beach trip for musical inspiration.		29. Kent's Cavern visit and geologist visit 30. Stone Age WfL afternoon	
PE	Dance solar system(Cambridge) Games – Ball handling skills (Cambridge)		Gymnastics – Patterns and pathways (Cambridge) Games – Tennis (Cambridge)		Dance – adapt to LE Games – Multi skills (Rising stars)		Gymnastics – Hand apparatus (Cambridge) Games – Striking an fielding games (Cambridge)		Dance – Machines (Cambridge) Games – Athletics challenges (Cambridge)		Gymnastics – Gym fit circuit (Rising Stars) Games – Athletics – Active athletics (Rising Stars)	
RE	What do Hindus believe God is like? (without Divali section )		How and why do individuals make the world a better place?		What is it like for someone to follow God?		What do Christians learn from the creation story?		How do festivals and worship show what matters to a Muslim?		What kind of world would Jesus want?	
Science	DRIVER – plants		Sound		Forces and magnets		Animals including humans		Animals including humans continued		Rocks	
PSHE	Healthy Me		Celebrating Difference		Dreams and Goals		Relationships		Being me in my world		Changing Me	
MFL	I'm Learning French (feelings, names, colours)		My Family (nouns, articles, possessives)		The Olympics (nouns, articles, preferences)		Pets (nouns, articles, j'ai/je n'ai pas)		Animals (articles, nouns, je suis)		Little Red Riding Hood (reading contextual understanding, body parts)	
Computing	<a href="#">Computing systems and networks – Connecting computers</a>		<a href="#">Creating media – Desktop publishing</a>				Creating media – stop frame animation		<a href="#">Programming A – Sequencing Sounds</a>		<a href="#">Data and information – branching databases</a>	
Music	Charanga unit 2: Playing in a band		Christmas music		Charanga Unt 1 Writing music Down (notation lesson)		Charanga: Unit 4: More musical styles		Driver - composition focus		n/a	
Maths	Place Value, Addition		Subtraction, Multiplication and Division		Length, Perimeter, Mass Capacity		Fractions		Fractions , Money		Time, Shape, Statistics	

Year 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer2	
Enquiry	How did the arrival of the Romans change Britain?		Why do some stories stand the test of time?		Are smoothies healthy and good value for money?		Is electricity always a good thing?		What was Anglo Saxon life like in Cockington?		Seas – revive our oceans How can we keep our oceans pristine?	
Big Idea	Global Citizens		Interests and Talents – musical instruments		STEAM		Making a positive difference		Locality		Sustainability	
Driver subjects	History	Art	Music: Charang a ‘Glocks 2’	DT: Mechanical systems	computing	DT: food	Computing – multi-media	Science - ELECTRICITY	Music	History	Geography	Swimming (Summer 2)
Outcome	Historical report on the difference between the Iron Age and Roman Age Britain	Produce a charcoal portrait	18. Play a short piece on the glockenspiels in church	Create a moving toy with a cam and lever	Final spreadsheet detailing graphs and charts with explanation of what they show.	Smoothie designed to be cost effective -	Create a game using coding	Explain how an electrical circuit works	Demonstration of ukulele playing	Showcase of history writing	Describe the journey of a river	Develop swimming and water safety skills
Showcase	Showcase learning as a gallery		Retell the story of Rama and Sita using moving figures to Year 5 pupils		Year 3 test and taste the smoothies		Present games to children in school		Display/present of learning to parents		Share their water safety tips and knowledge with children in school.	
30 ways to connect	Virtual art gallery visits 2. Visit the museum		Puppet workshop to show how stories can be retold		Question and answer session with kitchen staff		Taking part in a national competition – young coders		Anglo Saxon immersion day 18. Learn to play an instrument		Trip down the River Dart	
WfL	Link to History. 6. Den Building Activities linked to settlements.				Food tasting Research / data collection				30. Link to History Anglo-Saxon Day		River walk: water safety, erosion, conservation, litter picks, coastal animals and plants, manmade trail	
PE	Hockey Gymnastics – Principles of balance		Tennis Dance – Diwali dance		Tag Rugby Dance – The Haka		Cricket Gymnastics – Rotation		Athletics – Pentathlon Dance – Cold Places		Swimming - DRIVER Athletics – Young Olympians	
RE	How and why do people mark the significant events in life?		What does it mean to be a Hindu in Britain today? (add in Diwali Y3)		How do festivals and family life show what matters to Jewish people?		Why do Christians call the day Jesus died ‘Good Friday’?		For Christians, what was the impact of Pentecost?		What is ‘The Trinity’ and why is it important for Christians?	
Science	States of matter		Light		Animals including humans		DRIVER-Electricity		Living things and their habitats		Animals including– sex ed letter	
PSHE	Being me in my world		Celebrating Difference		Dreams and Goals		Healthy Me letter		Relationships		Changing Me letter	
MFL	Romans (LE link, history, negotiations)		Days of the week		Fruits and Veg (LE link, singular, plurals, likes and dislikes)		At the café (nouns, articles, je prends, je voudrais)		Musical Instruments (nouns and articles, je joue)		Colours and Shapes	
Maths	Place Value Addition and Subtraction		Addition and Subtraction Multiplication and Division Geometry		Further Multiplication and Division, Fractions, Decimals		Length, Mass, Volume Area		Time Money		Statistics Roman Numerals	
Computing	Computing Systems and networks – The internet		Programming A – repetition in shapes		Data and information – Data logging		Programming B – Repetition in Games		Creating media- Audio Production		Creating media - Photo editing	
Music	DRIVER - Glockenspiels		DRIVER - Glockenspiels		Charanga: Unit 4: Feelings through music		Charanga: Unit 3: Compose with your friends.		DRIVER –Ukelele		DRIVER –Ukelele	
Writing	Model: Greatest Woman in history Composite: Biography  Model: I don’t believe it, Archie! Composite: Narrative		Model: Rama & Sita (Myth Atlas) Composite: Myth  Model: How Santa Really Works Composite: Explanation		Model: Paperbag Prince Composite: Narrative  Model: Grow your own lettuce Composite: Instructions		Model: The Most Wonderful Thing in the World Composite: Narrative  Model: RSPB letter Composite: Persuasion		Model: Arthur and the Golden Rope Composite: Narrative		Model: Flotsam Composite: Narrative  Model: The Works Composite: Poetry	
Reading	Texts: The Firework Maker’s Daughter		Texts: Pinocchio		Texts: Bill’s New Frock		Texts: Max and the Millions		Texts: Charlotte’s Web		Texts: The River Singers	

Year 5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer2	
Enquiry	How can art and music evoke emotion? Soul Searchers		What impact did Ancient societies have on societies that followed? The Ancients		How can we dance to the beat of nature's drum? Rainforests		How can we express our beliefs through art?		How can Torre Abbey help us learn about Cockington’s history?		How can we use games to educate people about the ocean?	
Big Idea	Interests and Talents		Global Citizens		Sustainability		STEAM		Locality		Making a positive difference	
Driver subjects	Art - sculpture	Music - composition	History	DT - mechanisms	Music	Geography	RE	Art - Textiles	History	RE	DT - electronics	Computing - quizzes
Outcome	A figurative clay sculpture	A soundtrack based on an emotion	Historical research innovations that have impacted on future societies	Produce a model using levers	Perform a samba piece together	Poster to highlight the issues that nature faces globally.	Explain how textiles are used within different religions and cultures.	Design and produce a swatch inspired by religious and illustartive art.	Create an information booklet about the history of Torre Abbey	Write an explanation about how the Church of England started	Create a board game using questions about the ocean	To create a quiz based on sea animals.
Showcase	Display sculptures and Cockington Court		Museum in the hall for parents		Performance to parents with posters on display		Perform to a younger audience		Children will produce an information booklet about Torre Abbey		Year 2 will be tested through the board game	
30 ways to connect	13. Local sculptor visit on developing talents and Cockington Court		2. Torquay museum trip		18. Samba Performance		9. Punch and Judy performance		29. Visit to Torre Abbey		10. Visit to a local beach 20. Beach Clean	
PE	Dance – Body combat – Inside Games – Hockey - Outside		Gymnastics – Pairs Composition - Inside Games – Netball - Outside		Dance – Dance Styles - Inside Games – Tennis (Nimble Nets)– Outside		Gymnastics – Press and Go – Inside Games – Cricket (Striking and Fielding) - Outside		Gymnastics – Cool Core – Inside Athletics – Heptathlon - Outside		Games – Fitness Frenzy – Inside Athletics – Young Olympians - Outside	
RE	Why do Hindus try to be good?		Why do Christians believe Jesus was the messiah?		How do Christians decide how to live? ‘What would Jesus do?’		What does it mean to be a Muslim in Britain today?		Why do Christians believe God is holy and loving?		Why is the Torah important for Jewish people?	
Science	Forces		Properties and change of materials		Living things and their habitats		Animals including Humans		Electricity		RSE – <b>letter</b> Animals including humans	
PSHE	Being me in my world		Celebrating Difference		Dreams and Goals		Healthy Me - <b>letter</b>		Relationships		Changing Me - <b>letter</b>	
MFL	In the classroom (j’ai, je n’ai pas + nouns and articles)		What is the date? (months, birthdays)		Clothes (je porte + noun)		My Home (LE link, j’habite + noun, il y a/il n’y a pas)		Weather (quell temps fait il, il fait...reading and listening)		Goldilocks (contextual, language building S&L R&W)	
Computing	Computing systems and networks – Systems and searching		Creating Media – Introduction to vector graphics		Creating Media – Video production		Coding - Microbits		Data and Information – Flat-file Databases		Programming A – Selection in physical computing	
Music	DRIVER				DRIVER				Charanga: Unit 5: Freedom to improvise		Charanga: Unit 2: Sing and play in different styles	
Maths	Place Value Addition and subtraction		Multiplication and division Graphs		Fractions		Decimals Percentages Roman Numerals		Geometry Position and Direction		Measures Area and perimeter volume	
Writing	Model: The Tear Thief (grammar focus Composite: Narrative (F) Model: Incredible Edibles Composite: Instructions (NF)		Model: The Genius of the Ancients Composite: Non-Chronological Report Model: Varjak Paw Composite: Narrative (F)		Model: There's a Rang-Tan in My Bedroom Composite: Persuasive Letter Model: The Everyday Journeys of Ordinary Things Composite: Explanations		TBC		Model: A Word in Your Ear Composite: Narrative (F)		Model: Alistair Humphreys Composite: Biographical	
Reading	Texts: Brightstorm		Texts: Varjak Paw		Texts: The Last Wild		Texts: Poetry Highway Man		Texts: Street child		Texts: Holes	
Values	Aspiration, Perseverance		Respect, Collaboration		Respect, Perseverance		Creativity, Collaboration		Aspiration, Independence		Creativity, Independence	

Year 6												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer1		Summer2	
Enquiry	What methods did Darwin use to develop the theory of evolution?		How has scientific observation helped us learn about the Earth, sun and Moon?		How do people help each other when natural disasters challenge them?		Oceans Curriculum – How are humans and the ocean inextricably interconnected?		How do significant worldwide events from the past still impact our lives today?		How can we celebrate our time at CPS and showcase our talents?	
Big Idea	Global citizenship		STEAM teamwork challenge		Making a positive difference		Sustainability		Locality		Talents and Interests	
Driver subjects	Science: Evolution and inheritance	Art: photography, realism and abstract	Science: Earth in Space	Computing: coding	RE – charity and faith	Geography – physical processes	Geography	Computing - presentation	History	DT: structure	Music	History
Outcome	Biography writing - exploring Darwin life and achievements	Sketch book showing the artistic method	Explanation texts to explain processes in space and on Earth	Written coding used for making the Tynker programme	Art work (‘The Wave’ imitations to auction and raise money for Christian Charity)	Explanation of how natural disasters impact people and evaluation of inventions to pre warn people	Persuasive letter to local MP asking them to consider ways they can improve our beaches	Multimedia presentation including charts, text, video and images	War time Diary with references to significant events during WW2	Team work to design, build and test Anderson Shelters.	Learn and perform in the y6 end of year production to parents and school	War time Diary with references to significant events during WW2
Showcase	Display of art and science in school gallery: parents invited to visit		Share with pupils across school with ‘Space Books’ displayed in main school library		Great wave art and haiku sold to parents to raise money for charity		Presentation to Year 3 children using the multimedia created in computing lessons.		WWII day – celebrate life in wartime Britain.		Y6 end of year production – parents at event.	
30 ways to connect	29.Torre Abbey 13. Visit from Art Students or Artist		Stargazing experience		5. Raise money for red cross		Visit from marine biologist 17. Coral reef workshop at Plymouth aquarium		23. Visit to Torquay railway station .		Perform a live show.	
WfL	Adaptation of animals and plants in different habitats/extinction of species /fossils				Human use of natural materials				Using technology with nature Make animations using nature			
PE	Gymnastics – Body Symmetry Cambridge Games – Hockey Cambridge		Dance – Football Cambridge Games – Tag Rugby Cambridge		Gymnastics – Group Work Cambridge Games – Tennis Rising Stars (Nimble nets		Dance – Why Bully me? Cambridge Games – Cricket/rounders? Rising Stars (Striking and		Dance – WW2 Dance Twinkl Athletics – Decathlon Cambridge		Gymnastics –Gymfit Circuits Rising Stars Athletics – Young Olympians Rising Stars	
RE	What matters most to Humanists and Christians?		Creation and Science: Conflicting or complementary?		Why do some people believe in God? DRIVER		How does faith help people when life gets hard?		Judaism – linked to teachings about the Holocaust		What do Christians believe Jesus did to ‘save’ people?	
Science	Evolution and Inheritance		Space		Animals including humans - circulatory system		Animals Living things and their habitats Classifying organisms		Light		Animals inc humans continued: RSE lesson	
PSHE	Being me in my world		Celebrating Difference		Dreams and Goals		Healthy Me - letter		Relationships		Changing Me - letter	
MFL	Revise colours and numbers phonics		The planets (LE link, nouns and adjectives)		The Weekend (time, verbs je joue, je vais, je fais, preferences)		Manger et Bouger Healthy Eating		World War 2 (LE link, past tense verbs, nouns and adjectives within a text)		Intro to French - booklets for Year 2	
Maths	Arithmetic Number		Arithmetic Number inc fractions		Arithmetic Fractions, percentages, decimals		SATs preparation and revision Ratio, shape, reasoning		SATs Statistics		Full algebra unit and Finacial Education focus – saving, budgets, profit, loss, keeping money safe	
Computing	Computing systems and networks – Communication and collaboration		Programming - Tynker program		Creating Media - Web page creation		Programming A – Variables in games		Creating media – 3D Modelling		Data and information – Introduction to Spreadsheets	
Music	Charanga: Unit 3: Creative composition		Charanga: Unit 4: Musical styles connect us		Charanga: Unit 5: Improvising with confidence		Charanga: Freestyle: Plastic				DRIVER End of year performance	
Writing	Model: Biography writing as only piece – quality over quantity as per advice from moderation (Summer 2022)  Model text: Women in Science		Model: explanation text Composite: Christmas Narrative to share with KS1		Model: Kensuke’s Kingdom Imitation narrative Composite: non-chron report on natural disaster event		Model: RSPB letter Composite: Letter to MP to persuade to save our seas		Model: My Secret War Diary Composite: diary entry from an evacuee point of view		Model: D-Day Narrative Composite: narrative in 1 <sup>st</sup> person detailing events of D-Day	
	Texts: Darwin’s Dragons		Texts: Phoenix, Stuff You Should		Texts: Kensuke’s Kingdom, Flood		Texts: There’s a boy in the girls’		Texts: Goodnight Mister Tom, Floppy		Texts: Goodnight Mister Tom con	



## Our School Values –Respect

**At Cockington Primary School we have agreed that Respect is:**

*Being kind, thoughtful and considerate of each other and of our surroundings; we understand and embrace the differences within our school community.*



## Whole School Focus – Autumn 2



### Our School Values –Collaboration

**At Cockington Primary School we have agreed that Collaboration is:**

*Working and learning together to achieve a common goal;  
recognising and celebrating individual strengths and supporting  
each other.*





## Our School Values – Perseverance

**At Cockington Primary School we have agreed that Perseverance is:**  
*The willingness to keep trying even when things are difficult; We never give up and we see mistakes as steps towards our goals.*





## Our School Values –Independence

**At Cockington Primary School we have agreed that Independence is:**

*Having the confidence to make our own decisions; recognising our own abilities, having a go and seeking support when needed.*





## Our School Values –Creativity

**At Cockington Primary School we have agreed that Creativity is:**

*When we are being imaginative, solving problems and thinking of ideas and possibilities; We take risks and use fresh thinking to overcome obstacles.*





## Our School Values –Aspirations

**At Cockington Primary School we have agreed that Aspiration is:**

*Working hard to meet our full potential. Working hard and striving to be the best we can be; we constantly challenge ourselves to achieve more that we ever thought possible.*

