Old Sarum Primary School Curriculum

A Home for the Heart, An Adventure for the Mind, A Foundation for the Future

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Our Curriculum Vision

At Old Sarum Primary School, we believe every child deserves a curriculum that inspires, challenges and nurtures them. Our curriculum is designed to ensure that children leave us with the knowledge, skills, character and aspirations needed to flourish academically, socially and emotionally.

Rooted firmly in our values of **Community, Trust, Inclusion, Resilience and Aspiration**, our curriculum provides rich experiences, meaningful connections and memorable opportunities that enable every child to thrive.

We believe childhood should be filled with wonder, discovery, creativity and challenge. Through carefully planned learning experiences, children develop a sense of belonging, curiosity about the world and confidence in their ability to make a positive contribution to society.

Curriculum Drivers

Our curriculum is driven by five key principles that reflect our vision and values.

Community and Belonging

We want every child to feel that they belong to the Old Sarum family and understand their role within the wider community.

Children learn to:

- Build positive relationships
- Respect diversity
- Understand their responsibilities
- Work collaboratively
- Contribute positively to society

Communication

We believe communication is the key to success.

Through Talk for Writing, structured discussion, presentation opportunities and collaborative learning, children develop the confidence to:

- Express ideas clearly
- Listen actively
- Debate respectfully
- Explain reasoning
- Develop rich vocabulary

Curiosity

We want children to be excited about learning and eager to discover more.

Our curriculum encourages pupils to:

- Ask questions
- Explore ideas
- Investigate concepts
- Seek solutions
- Develop a lifelong love of learning

Aspiration

We have high expectations for every child.

Children are encouraged to:

- Believe in themselves
- Dream big
- Set goals
- Embrace challenges
- Recognise their potential

Independence

We want children to become confident and resilient learners.

Throughout their time at Old Sarum, pupils learn to:

- Take responsibility
- Persevere when challenged
- Reflect on learning
- Solve problems independently
- Manage themselves effectively

The Old Sarum Learner

Our curriculum develops children who demonstrate:

Communication: expressing ideas clearly and listening respectfully.

Respect: showing kindness, consideration and acceptance of others.

Resilience: persevering through challenge and learning from mistakes.

Independence: taking ownership of learning and behaviour.

Teamwork: working collaboratively towards shared goals.

Problem Solving: thinking critically and applying learning creatively.

These characteristics are explicitly taught, celebrated and embedded throughout school life.

Curriculum Implementation

High Quality Curriculum Design

Our curriculum is carefully sequenced so that knowledge and skills build progressively from Early Years to Year 6.

We use high-quality curriculum resources including:

- Kapow Primary
- Talk for Writing
- Twinkl Phonics
- NCETM Mathematics

These provide clear progression while allowing teachers to adapt learning to meet the needs of our pupils and local context.

Teaching and Learning

Teachers ensure learning is effective through:

- Clear learning intentions
- Explicit teaching
- Modelling and guided practice
- Retrieval practice
- Effective questioning
- Opportunities for discussion
- Independent application
- Feedback and reflection

Learning is designed to help children know more, remember more and do more over time.

Vocabulary and Oracy

Language underpins every aspect of learning.

Children are explicitly taught:

- Subject-specific vocabulary
- Tier 2 and Tier 3 vocabulary
- Discussion skills
- Active listening
- Presentation skills

Talk is used strategically across the curriculum to deepen thinking and improve learning.

Reading

We aim to inspire pupils to become lifelong readers with a love of reading.

We want to help them develop their own reading preferences and read widely across a variety of genres to include a variety of authors, whilst encouraging them to be fluent and confident readers.

At Old Sarum, we teach all children to read and spell so they can become fluent readers building on their knowledge of phonemes and their corresponding spelling. We want to equip all our pupils with a secure phonic knowledge that enables them to read and write successfully. We support children to develop decoding, fluency and comprehension skills with access to a wide range of authors and genres, these with increasing challenge as they progress through the school. These skills are modelled by a teacher and applied by children through the delivery of daily reading lessons.

The Twinkl Phonics Programme we use intends to, not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also to develop each child's confidence, resilience and engagement in phonics lessons and a love for reading and writing.

Phonics and Early Reading

At Old Sarum Primary we use Twinkl Phonics to deliver high-quality synthetic phonics and throughout KS1 children progress through 6 different levels.

Throughout Level 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Level 1 is taught in the EYFS and runs throughout the teaching of phonics Levels 2-6. In reception, children work within Levels 2-4. In Levels 2-4, learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

In KS1, children work within Levels 5 and 6. The coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on

phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes.

Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. During Level 6, children explore spelling patterns and grammar while also developing a

breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

In KS1 phonics is taught daily with opportunities throughout the day to recap and revisit new learning. The lesson presentations, stories, games, additional texts and toolkits are meticulously planned to allow children to apply and practise phonics skills. They also offer opportunities to challenge learners.

Through Twinkl Phonics and high-quality reading provision, children develop:

- Fluency
- Accuracy
- Comprehension
- Vocabulary
- Reading stamina
- Love of reading

Reading is used across all curriculum subjects to develop knowledge and understanding.

Guided Reading

Reading is taught daily using a whole class approach, so all children experience a range of texts incorporating fiction, non-fiction and poetry.

Teachers model reading aloud to develop understanding and prosody; this is also modelled during the class daily 'Big Read'.

Children have regular weekly opportunities to read aloud to develop fluency and flair and connect with the text.

Writing

Implementation

At Old Sarum Primary School, we believe that every child is a writer. We are passionate about developing every child's knowledge, motivation and confidence in their writing. We have chosen HFL Education's **ESSENTIAL**WRITING as the basis of our writing curriculum across the school. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences. As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives. We follow a two-year rolling programme to ensure children access complete coverage of the curriculum without unnecessary repetition. Medium term plans include adaptations to support with delivering a well-pitched curriculum within a mixed age class.

Purpose

Writing Purpose		**EYFS**	**Years 1 & 2**	**Years 3 & 4**	**Years 5 & 6**
To **entertain**		ü	ü	ü	ü
To **inform**		ü	ü	ü	ü
To **persuade**				ü	ü
To **discuss**					ü

Each year group has 13-16 teaching units, all of which use diverse and high-quality literature as good examples of writing craft and to help to motivate or inspire children to write.

ESSENTIALWRITING is fully aligned with the National Curriculum for English including writing composition, vocabulary, grammar & punctuation for each year group. Each writing unit is progressively structured and centred around the different writing purposes: to entertain; to inform; to persuade; to discuss. The writing purposes are also progressively sequenced across the school (*see table, above*).

Genres

Children in Reception are not introduced to specific genres; instead, they take part in bookmaking projects to support their understanding that writing is a multi-sensory and joyous activity, that is purposeful. Within Year 1 – Year 6, genres linked to the writing purpose are studied across each year group as follows:

	Write to entertain	Write to inform	Write to persuade	Write to discuss
Year 1/2	Storyboard Short picture book Simple fairy tale Short story Poetry	Lists, labels and captions Instructions Rules Letter Recount Simple explanation		
Year 3/4	Narrative Setting-focused short story Personal narrative (memoir) Fable Poetry	Non-chronological report Instructions	Letter Speech	
Year 5/6	Narrative Scene incorporating dialogue Fairy tale Poetry	Non-chronological report Biography	Speech Advocacy campaign	Balanced argument Blogs

Follow this link to access the statutory content of the English objectives within the National Curriculum: English programmes of study: key stages 1 and 2 (publishing.service.gov.uk). The information below outlines our approach to the teaching of writing in each year group, which encompasses the teaching of the statutory content as outlined within the National Curriculum for writing for key stage one (Year 1 – Year 2), lower key stage two (Year 3 – 4) and upper key stage two (Year 5 – Year 6). For this academic year, **ESSENTIAL**WRITING is implemented in Y1 – Y6 but builds on the foundational learning from the EYFS.

Alongside **ESSENTIAL**WRITING, at Old Sarum Primary School we have adopted Twinkl Spelling as the basis of our spelling curriculum. **ESSENTIAL**WRITING supports our children to apply this learning in context and build their spelling confidence. Writing models reflect age-appropriate spelling objectives and children are taught how to monitor the accuracy of their writing. Handwriting is also taught. We have adopted Twinkl Handwriting to ensure that every child gains sufficient fluency for writing, with knowledge of accurate letter formation and how to join letters so that they can meet the National Curriculum expectations for each key stage.

Spelling

Following the completion of the Twinkl Phonics programme in Key Stage One, pupils move seamlessly onto the **Twinkl Spelling** programme.

This progressive approach ensures continuity in learning whilst enabling children to build on their existing phonics knowledge.

Children are taught to:

- Understand spelling patterns and rules.
- Apply phonics knowledge to spelling.
- Investigate word structure and morphology.
- Learn common exception words.
- Develop strategies for spelling unfamiliar vocabulary.

Regular practice, investigation and application support pupils in becoming accurate and confident spellers.

Handwriting

We believe handwriting is an important life skill that supports confidence, presentation and written communication.

Children practise handwriting daily, developing:

- Correct letter formation.

- Consistent sizing and orientation.
- Effective joins.
- Fluency and speed.
- Pride in presentation.

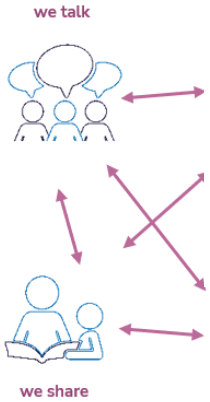
As children progress through the school, they develop a neat, legible and increasingly automatic handwriting style, allowing them to focus more fully on composition and the communication of ideas

EYFS Overview

Within the Early Years, children are taught that their writing is important and can be shared with people to communicate their thoughts, interests and ideas. This develops the children's earliest understanding of writing for an authentic purpose and audience, as they are invited to make their own books throughout the year within a writing community and share with their peers and loved ones. All bookmaking projects are based on the children's own experiences and ideas, with all adults involved in creating their own books too!

Autumn				**Spring**				**Summer**			
All About Me Books	My Favourite Story Books	My Special People Books	What is It? Books	Things I Like Books	Animal Story Books	My Celebrations Books	My Journey Story Books	My Amazing Body Books	My Fairy Tale Books	Our Amazing World Books	My Very Own Story Books

The writing process in the Early Years can look like this:

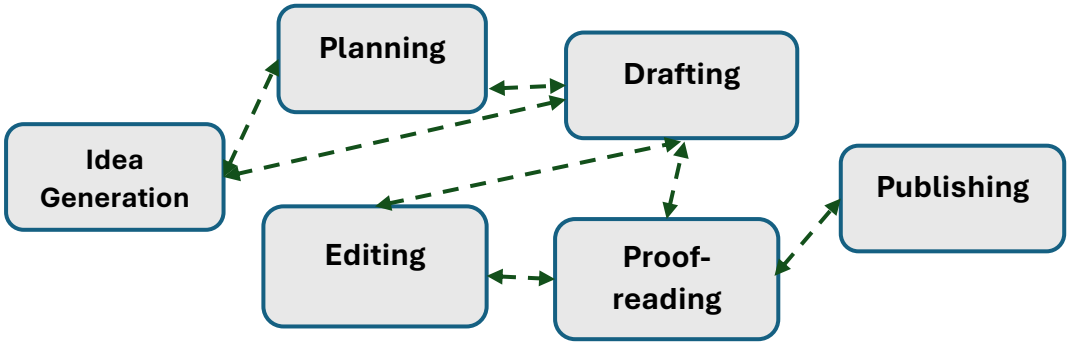


All children are given the opportunity to talk, draw, write and share within the Early Years setting, as part of the writing process. Drawing and writing will take the form of emergent writing and mark-making in the children's earlier stages of development whilst the children learn how to hear different sounds in words and form letters accurately during their reception year. All children are invited to share their ideas, their drawing and/or their writing every day, and to feel increasing self-esteem, motivation and belonging when their peers and adults want to hear what they want to say and what they want to write.

YEAR 1/2 writing overview

In key stage one (Years 1/2), the children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. For children in Year 1, simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins. For children in Year 2, they are taught how to join their ideas to create greater variety and interest for the reader. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. Children in Year 2 are introduced to using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught and encouraged within the children's writing, to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry.

Autumn					Spring					Summer				
Labels, lists and captions	**Narrative**	**Poetry**	**Recipes/ Instructions**	**Narrative**	**Narrative**	**Rules & recount**	**Poetry**	**Narrative**	**Poetry**	**Letters**	**Poetry**	**Narrative**	**Explanation**	**Narrative**
A range of labels, captions leading to a short list of instructions	A short scene, imagining an event arising from a well-loved story	List poems to describe a colour	A range of recipes to be used in their own class celebration or party/ instructions for everyday life	A retelling of a variety of traditional tales and the children's own original version	A short narrative inspired by a well-loved story	A set of rules for being a good classmate or friend; a recount about a real event	A playful poem using rhyme with nonsense words	A short narrative focusing on introducing characters and sequencing events in a story	Performance poetry, experimenting with sounds, rhyme & rhythm	A range of letters about themselves and their interests	A free verse poem based on likes and dislikes	An original story, told in the form of a traditional tale	An explanation of the life cycle of an imaginary bug/ a fact file about an important celebration	A narrative focusing on development of a simple plot

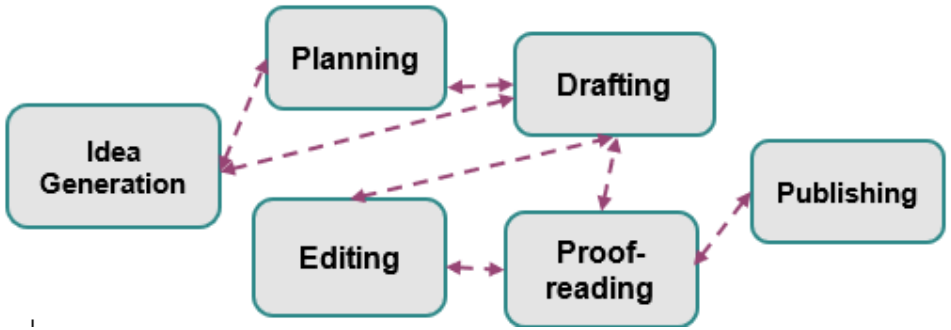


In key stage one, the stages of the writing process are given dedicated teaching time to enable all children to behave as writers. They learn about these vital stages of writing and are given time to collect their ideas, plan and compose their writing orally before writing. They are given regular opportunities to share their writing by reading and rereading it aloud. Children regularly discuss what they have written with their teacher and their peers to ensure their meaning is clear. They are taught to proof-read to make corrections in spelling, grammar and punctuation so that their readers can follow their writing with clarity. Vitally, within all writing units, the children are given time to publish their writing to share it and celebrate their success with their intended audience.

YEAR 3/4

In lower key stage two (Years 3/4), the children consolidate their understanding of writing to entertain and to inform. For children in Year 3, they will be introduced to writing to persuade for the first time. In doing so, they will develop a keener awareness of the reader, by considering how to move and convince their audience to act and/or change their mind. They will encounter new genres, such as personal narratives (memoirs), fables, persuasive speeches and other sub-genres of poetry (such as calligrams and kennings), and revise their genre knowledge of instructions, letters and non-chronological reports. They will revisit learning from key stage one to ensure that they are familiar with simple sentence structure and build upon this by using a greater range of conjunctions to join their ideas in writing. Accurate punctuation of dialogue is introduced in Year 3/4, along with the use of prepositions and adverbs to tell the reader when, where and how things happened. The children will also learn how to structure their writing, by including paragraphs and/or headings and subheadings to support the reader to navigate the writing more effectively. Children in Year 4 are also taught about a greater variety of ways to begin sentences, such as with a fronted adverbial to link back to a previous sentence or paragraph and/or to move the writing on for the reader. A greater range and/or usage of punctuation is taught to children in Year 4, such as the use of a comma to separate groups of words or phrases within a sentence and the use of an apostrophe to signify plural possession.

Autumn				Spring				Summer				
Narrative	**Poetry**	**Fables**	**Non-Chronological Report**	**Narrative**	**Persuasive Speeches**	**Personal Narrative**	**Poetry**	**Persuasive Letters**	**Instructions**	**Non-Chronological Report**	**Narrative**	**Poetry**
A short narrative, based on a journey story	Free verse poetry about a subject of the children's choice, taking inspiration from a range of well-known poems by famous poets	A fable, using either human or animal characters, imparting a moral message that the children choose to be of importance to them	A report about an imagined or real job/ an imaginary child, based on their own interests and aspirations	A short narrative, focused on developing an interesting or unusual setting and using dialogue to convey character	A persuasive speech, linked to the children's choices about how to improve the local community and/or environment	A personal narrative (or memoir) based on a significant memory or moment in their lives	A calligram (shape poem) about a favourite item or topic and free verse poetry about their local area	A persuasive letter about a specific subject or topic that they feel strongly about	A set of detailed instructions for a real or imagined journey	An informative report about festivals and/or celebrations within their own family, religion or culture	A narrative, focusing on developing the use of dialogue to convey character	A kenning based on a favourite subject or topic

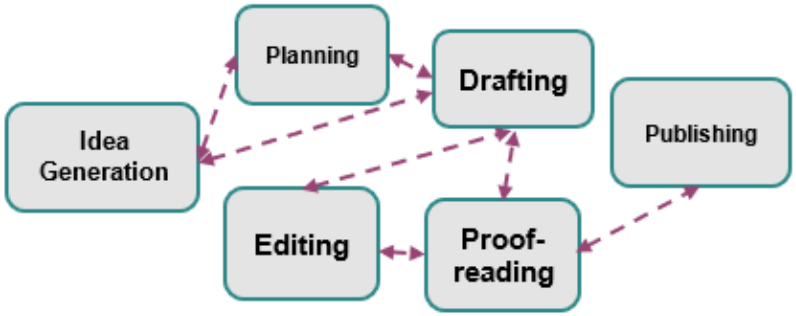


In lower key stage two, the children continue to discuss and record their ideas for writing and 'read as writers' to study writerly craft and apply similar techniques to their own writing. Oral rehearsal for writing is embedded throughout the writing teaching sequence, and the children build a varied and rich vocabulary and increasing range of sentence structures to use within their compositions. Dedicated time is provided to teach the children how to evaluate and edit their writing, thinking carefully about their language choices and the intended effect on the reader. Proof-reading strategies are used to check for spelling and punctuation errors to ensure that their final versions are ready to be shared with their audience.

YEAR 5/6

In upper key stage two (Year 5/6), the children are introduced to writing to discuss for the first time. They will also spend time writing to entertain, inform and persuade, and enjoy building upon their knowledge of these writing purposes, selecting from a wider range of sophisticated language choices based on their intended effect on the reader. Children in Year 5/6 will be encouraged to continually review and refine their writing, based on their understanding of how to use and manipulate grammar and vocabulary to achieve their desired effect. A wider range of punctuation is introduced in order to achieve this, including the use of brackets, dashes and commas for parenthesis, as well as colons to introduce a list or set up a dramatic surprise or pause for the reader. They are encouraged to focus on cohesion (making sure that the ideas within the writing link and flow) within and across paragraphs. Children in Year 6 will be encouraged to experiment more widely with their sentence structure, according to the needs of their reader, and be introduced to more sophisticated grammatical choices, such as the passive voice and subjunctive form. The range of formality required for the audience will also become a significant element of the children's decision-making process. Along with the range of punctuation already taught across the primary phase, children in Year 6 will practise how to use semi-colons, colons and dashes to mark the boundaries between independent clauses. In order to ensure that the children can be independent writers and showcase their talents for writing, they are provided with time and choice to support their selection of subject matter within their compositions and apply their learning within extended written outcomes.

Autumn				Spring					Summer				
Narrative	Non-Chronological Report	Narrative	Persuasive Speeches	Non-Chronological Report	Dialogue	Balanced argument	Narrative	Biography	Advocacy Campaign	Narrative	Advocacy Poetry	Blogs	Narrative
A scene designed to create mood, atmosphere and tension through setting and character	An information report based on an imaginary or real planet	An imagined scene, using a well-loved story as inspiration	A persuasive speech based on a 'pet peeve' to banish to 'Room 101'	A formal report detailing information about an invented creature	A detailed scene incorporating dialogue to convey character	A balanced argument about a chosen, well-understood subject or topic	A narrative based on the themes and structure of a traditional tale	A biography of a well-known person in current culture or history	An advocacy campaign based in the UN Rights of the Child	A narrative focusing on development of character, setting and plot	A range of poems to entertain and persuade the reader to act on a topic concerning climate change	A blog to discuss the experiences of school life	A narrative based on Shakesperean themes



In upper key stage two, a keen focus on the purpose and audience for their writing ensures that the children are acutely aware of an appropriate selection of vocabulary and grammar, with conscious control of sentence structure. The children have time to study the writerly craft of a range of authors, noting and developing their own ideas to develop independence in writing. They understand how their language choices can be used to change and enhance meaning for their intended audience. Children are successful at evaluating and editing their writing and can propose changes to their own and others' writing, based on its effectiveness and the needs of the reader. They can proof-read for spelling and punctuation errors to ensure that their writing is ready for sharing with their chosen audience. All writing is shared and celebrated, with feedback sought from their readers to recognise how they have been successful writers and what they could do to improve even further.

Mathematics

Intent

At Old Sarum Primary School, we believe that mathematics is an essential life skill that enables children to make sense of the world around them. Mathematics helps children to think logically, solve problems, identify patterns and make informed decisions. We are committed to ensuring that every child develops a positive attitude towards mathematics and believes in their ability to succeed.

Our mathematics curriculum is designed to provide children with a deep and secure understanding of mathematical concepts, rather than simply learning procedures. We aim to develop confident mathematicians who can reason, explain their thinking and apply their knowledge in a range of contexts. Through an ambitious and carefully sequenced curriculum, pupils build fluency alongside problem-solving and reasoning skills, enabling them to become resilient learners who embrace challenge and persevere when faced with difficulty.

Aligned with our school values of Community, Trust, Inclusion, Resilience and Aspiration, we want all pupils to develop confidence in mathematics and recognise its importance in everyday life, future learning and future careers.

Implementation

At Old Sarum Primary School, mathematics is taught through the NCETM Teaching for Mastery approach. This approach is based on the belief that all children can achieve in mathematics through high-quality teaching, appropriate support and carefully structured learning experiences.

Learning is sequenced to allow children to build on prior knowledge and develop a secure understanding of key concepts before moving on to more complex ideas. Teachers use a combination of concrete resources, pictorial representations and abstract methods to help children develop a deep understanding of mathematics and make meaningful connections between concepts.

Mathematical language is explicitly taught and modelled throughout lessons, enabling pupils to articulate their reasoning and explain their thinking with

confidence. Discussion and collaboration are integral parts of mathematics lessons, encouraging children to share strategies, justify their answers and learn from one another.

Problem-solving and reasoning opportunities are embedded throughout the curriculum, allowing children to apply their understanding in a variety of contexts. Regular retrieval practice supports long-term memory and helps pupils make connections between different areas of mathematics.

Teachers use ongoing assessment to identify misconceptions and adapt teaching accordingly, ensuring that all pupils are supported and challenged appropriately. Through adaptive teaching, every child is able to access an ambitious mathematics curriculum whilst making excellent progress from their individual starting points.

Impact

By the time children leave Old Sarum Primary School, they have developed a secure understanding of mathematical concepts and the confidence to apply their learning in a range of situations. They can calculate fluently, reason mathematically and solve increasingly complex problems with independence and resilience.

Our pupils understand that mistakes are an important part of learning and approach challenges with confidence and determination. They are able to explain their thinking using appropriate mathematical vocabulary and can make connections between different areas of mathematics.

Children leave us with the knowledge, skills and positive attitudes needed to succeed in mathematics at secondary school and beyond. Most importantly, they see themselves as capable mathematicians who are willing to think deeply, take risks and persevere when faced with challenge. Mathematics becomes not simply a subject they learn, but a tool they can use to understand and navigate the world around them.

Maths Long Term Plan

	Autumn	Spring	Summer
EYFS	Children will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.	Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.
Year 1	Counting within 100 Comparison of quantities and the part/whole model Numbers between 0 and 5	Recognise, compose and decompose 2d and 3d shapes Numbers up to 10 Additive structures Addition and subtraction facts to 10	Numbers 0 to 10 Unitising and coin recognition Position and direction Time

Year 2	Numbers 10 to 100 1 Calculations within 20 Fluently add and subtract within 10 Addition and subtraction of two-digit numbers	Introduction to multiplication Introduction to division structures Shape Addition and subtraction of two-digit numbers	Money Fraction Time Position and direction Multiplication and division – doubling, halving, quotitive and partitive division Sense of measure – capacity, volume, mass
Year 3	Adding and subtracting across 1 Numbers to 1,000	Right angle Manipulating the additive relationship and securing mental calculation Column addition 5 2, 4, 8 times tables Column subtraction	Unit fractions Non-unit fractions Parallel and perpendicular sides in polygons Time

Year 4	Review of column addition and subtraction Numbers to 10,000 Perimeter 3, 6, 9 times tables 7 times table and patterns	7 times table and patterns contd Understanding and manipulating multiplicative relationships Coordinates	Review of fractions Fractions greater than 1 Symmetry in 2D shapes Time Division with remainders
Year 5	Decimal fractions Money Negative numbers Short multiplication and short division	Area and scaling Calculating with decimal fractions Factors, multiples and primes	Fractions Converting units Angles

Year 6	Calculating using knowledge of structures (1) Multiples of 1,000 Numbers up to 10,000,000 Draw, compose and decompose shapes	Multiplication and division Area, perimeter, position and direction Fractions and percentages Statistics	Ratio and proportion Calculating using knowledge of structures (2) Solving problems with two unknowns Order of operations Mean average

Science

Intent

At Old Sarum Primary School, we believe science is essential in helping children understand the world around them and develop a sense of curiosity about how things work.

Our science curriculum aims to develop inquisitive, knowledgeable and reflective learners who are equipped with the scientific knowledge and enquiry skills needed to explore, question and investigate.

We want children to:

- Develop a secure understanding of scientific concepts.
- Ask questions and seek answers through investigation.
- Think critically and evaluate evidence.
- Understand how science impacts everyday life.
- Develop a sense of awe and wonder about the world.
- Recognise the role science plays in shaping the future.

Through practical experiences and enquiry-based learning, children develop the confidence to think and work like scientists.

Implementation

Science is taught through carefully sequenced units that build knowledge and skills progressively across the school.

Children engage in a range of scientific enquiries, including:

- Observing over time
- Pattern seeking
- Identifying, classifying and grouping

- Comparative and fair testing
- Research using secondary sources

Teachers ensure that children are given opportunities to:

- Use scientific vocabulary accurately.
- Make predictions.
- Collect and analyse evidence.
- Draw conclusions.
- Evaluate findings.
- Apply prior knowledge to new learning.

Practical investigation forms a central part of science learning, enabling children to develop confidence, curiosity and independence.

Where possible, learning is enriched through outdoor learning opportunities and making use of our natural environment.

Impact

Children leave Old Sarum with:

- Secure scientific knowledge.
- Strong enquiry skills.
- Curiosity about the world around them.
- Confidence in asking and investigating questions.
- An appreciation of science in everyday life.
- A strong foundation for future scientific learning.

Science Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (A): Plants: Introduction to plants	Y1/2 (A): Forces and space: Seasonal changes	Y1/2 (A): Living things: Habitats	Y1/2 (A): Animals, including humans: Life cycles and health	Y1/2 (A): Plants: Plant growth	Y1/2 (A): Making connections: Ocean protectors
Year 3/4	Y3/4 (A): Energy: Light and shadows	Y3/4 (A): Animals, including humans: Movement and nutrition	Y3/4 (A): Materials: Rocks and soil	Y3/4 (A): Animals, including humans: Digestion and food	Y3/4 (A): Energy: Electricity and circuits	Y3/4 (A): Making connections: How does food affect muscle fatigue?
Year 5/6	Y5/6 (A): Materials: Mixtures and separation	Y5/6 (A): Materials: Properties and changes	Y5/6 (A): Forces and space: Earth and space	Y5/6 (A): Animals, including humans: Circulation and health	Y5/6 (A): Energy: Light and reflection	Y5/6 (A): Making connections: How reflective are space blankets?
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1/2	Y1/2 (B): Animals, including humans: Sensitive bodies	Y1/2 (B): Materials: Everyday materials	Y1/2 (B): Animals, including humans: Comparing animals	Y1/2 (B): Materials: Uses of everyday materials	Y1/2 (B): Living things: Microhabitats	Y1/2 (B): Making connections: Fairytale science
Year 3/4	Y3/4 (B): Forces and space: Forces and magnets	Y3/4 (B): Materials: States of matter	Y3/4 (B): Energy: Sound and vibrations	Y3/4 (B): Living things: Classification and changing habitats	Y3/4 (B): Plants: Plant reproduction	Y3/4 (B): Making connections: How does wind force affect seed dispersal?
Year 5/6	Y5/6 (B): Living things: Life cycles and reproduction	Y5/6 (B): Forces and space: Unbalanced forces	Y5/6 (B): Living things: Classifying big and small	Y5/6 (B): Energy: Circuits, batteries and switches	Y5/6 (B): Living things: Evolution and inheritance	Animals: Human timeline (3 lessons)/ How does light affect the direction of plant growth? (3 lessons)

Physical Education

Intent

At Old Sarum Primary School, we believe physical education plays a vital role in promoting physical health, mental wellbeing and personal development.

Our PE curriculum aims to develop physically literate children who have the knowledge, skills and motivation to lead healthy, active lifestyles.

Through our PE curriculum, children will:

- Develop competence across a wide range of physical activities.
- Improve strength, balance, agility and coordination.
- Understand the importance of health and wellbeing.
- Build resilience and determination.
- Learn the importance of teamwork and fair play.
- Develop confidence in competitive and non-competitive environments.
- Foster a lifelong enjoyment of physical activity.

Implementation

We use the **PE Hub** scheme to provide a broad, balanced and progressive physical education curriculum.

Learning is carefully sequenced to ensure children develop increasing levels of skill, knowledge and understanding as they move through school.

Pupils participate in a wide range of activities including:

- Fundamental movement skills
- Gymnastics
- Dance
- Athletics

- Games
- Invasion sports
- Net and wall games
- Striking and fielding games
- Outdoor and adventurous activities

Teachers use PE Hub to ensure progression whilst adapting lessons to meet the needs of individual children.

Physical activity extends beyond PE lessons through:

- OPAL play opportunities
- Sporting clubs
- Competitions and festivals
- Active learning opportunities
- Outdoor learning experiences
- Daily movement and wellbeing initiatives

Art and Design

Intent

Art and Design provides children with opportunities to explore, create and express themselves. At Old Sarum Primary School, we believe every child is an artist and deserves opportunities to develop their creativity, imagination and personal style.

Our curriculum encourages children to experiment with a wide range of artistic techniques whilst learning about significant artists, cultures and artistic movements. Through art, pupils develop confidence, resilience and an appreciation of the creative world around them.

Implementation

Using the Kapow curriculum, children build knowledge and skills progressively throughout their time at school. They explore drawing, painting, sculpture, textiles and digital media while developing their understanding of artistic processes.

Lessons provide opportunities to investigate the work of artists from different cultures and historical periods. Children are encouraged to reflect on their own work, evaluate artistic choices and develop increasingly sophisticated techniques as they progress through the school.

Impact

Pupils leave Old Sarum with a strong appreciation for the arts and confidence in their creative abilities. They can discuss artistic techniques, evaluate artwork thoughtfully and use a range of media to communicate their own ideas and experiences.

Art Long Term Planning

Cycle A	Unit 1	Unit 2	Unit 3	Unit 4
Year 1/2	Drawing: Exploring line and shape	Craft and design: Woven wonders	Drawing: Understanding tone and texture	Craft and design: Map it out
Year 3/4	Drawing: Developing drawing skills	Craft and design: Ancient Egyptian scrolls	Drawing: Exploring tone, texture and proportion	Craft and design: Fabric of nature
Year 5/6	Drawing: Depth, emotion and movement	Craft and design: Architecture	Drawing: Expressing ideas	Craft and design: Photo opportunity
Cycle B	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
Year 1/2	Sculpture and 3D: Paper play	Painting and mixed media: Learning about paint and brush control	Sculpture and 3D: Clay houses	Painting and mixed media: Colour mixing

Year 3/4	Sculpture and 3D: Abstract shape and space	Painting and mixed media: Exploring texture with paint and collage	Sculpture and 3D: Mega materials	Painting and mixed media: Light and dark
Year 5/6	Sculpture and 3D: Interactive installation	Painting and mixed-media: Expressive portraits	Sculpture and 3D: Making memories	Painting and mixed media: World in watercolour

Computing

Intent

Technology plays a significant role in modern life, and our computing curriculum prepares children to participate safely, responsibly and confidently in an increasingly digital world.

We aim to develop children's understanding of computer science, digital literacy and information technology whilst encouraging creative and innovative uses of technology.

Implementation

Through Kapow Computing, pupils progressively develop knowledge and skills in coding, digital creation, data handling and online safety. Learning is practical, engaging and designed to build confidence and competence over time.

Online safety is embedded throughout the curriculum to ensure children understand how to use technology responsibly and remain safe when accessing digital content.

Impact

Children leave Old Sarum as confident users of technology who understand both its opportunities and responsibilities. They can apply computational thinking, use technology creatively and make informed decisions when working online.

Computing Long-Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Computing	**Computing systems and networks**	**Programming 1**	**Computing systems and networks 2**	**Programming 2**	**Creating Media**	**Data Handling**	**Online Safety**
EYFS	**Using a computer** What is a computer? **Online Safety**	**Programming – all about instructions** **Online Safety**	**Computing systems and networks: Exploring hardware** **Online Safety**	**Programming Beebots** **Online Safety**	**Introduction to Data** **Online Safety**	**Computer Science Programming B** Learning about simple algorithms **Online Safety**	Throughout
Y1 & 2 A	Improving mouse skills	Algorithms unplugged	Skills showcase: Rocket to the moon	What is a computer?	Algorithms and debugging	Word processing	Online safety Year 1
Y 1 & 2 B	Progamming: Bee bot	Creating Media: Digital Imagery	Data Handling: Introduction to data	Programming 2: Using Makecode	Stop motion Option 1: Using tablets Option 2: Using	International Space Station	Online safety Year 2

					desktops/laptops		
Y3 & 4 A	Emailing Option 1: Google Option 2: Microsoft Office 365	Scratch	Video trailers Option 1: Using devices other than iPads , Option 2: Using iPads	Creating media: website design	Porgramming: further programming with Scratch	Computational thinking	Online safety Year 3
Y3 & 4 B	Networks	Comparison cards	Journey inside a computer	Google: Computing systems and networks: Collaborative learning Microsoft Office 365	Investigating weather	Skills Showcase HTML	Online safety Year 4
Y 5 & 6 A	Micro:bit	Programming music Option 1: Sonic Pi ,	Mars Rover 2	Micro:bit	Exploring AI	Inventing a product	Online safety Year 5

		Option 2: Scratch Mars Rover		Bletchley Park and history of computers			
Y 5 & 6 B	Progamming music	Stop motion animation Option 1: Stop motion studio Option 2: Using Cameras	Search Engines	Big data 1	Big Data 2	Intro to Python	Online safety Year 6

Design and Technology

Intent

At Old Sarum Primary School, we believe Design and Technology provides children with opportunities to become creative, innovative and resourceful problem-solvers.

Through our Design and Technology curriculum, children learn how to take risks, develop ideas, solve real-life problems and evaluate the effectiveness of their work. We encourage pupils to think critically about the designed world around them and understand how design influences everyday life.

Our Design and Technology curriculum aims to develop children who:

- Use creativity and imagination to design purposeful products.
- Develop practical skills and technical knowledge.
- Understand the design process of designing, making and evaluating.
- Learn how products are created to meet specific needs.
- Develop resilience through refining and improving their work.
- Apply knowledge from other curriculum areas, including mathematics, science, computing and art.
- Understand the importance of healthy eating and nutrition.
- Become confident innovators and problem-solvers.

Through engaging, practical experiences, we aim to inspire children to become the designers, engineers, inventors and creators of the future.

Implementation

At Old Sarum Primary School, Design and Technology is taught using the Kapow Primary Design and Technology Scheme, which provides a carefully sequenced curriculum that develops knowledge and skills progressively from EYFS to Year 6.

Children learn through a range of engaging projects which allow them to undertake the full design process:

Design	**Make**	**Evaluate**	**Technical Knowledge**
Identify needs and opportunities. Research existing products. Generate and communicate ideas. Consider the needs of users. Design with purpose and functionality.	Children develop practical skills through: Construction techniques Mechanisms Textiles Electrical systems Structures Food technology They learn to select and use appropriate tools, equipment and materials safely and effectively.	Children are encouraged to: Reflect on their work. Test and refine products. Evaluate effectiveness against design criteria. Consider how designs could be improved.	Pupils progressively develop understanding of: Materials and their properties. Mechanical systems. Structures and stability. Electrical systems. Nutrition and healthy eating. Cooking and food preparation.

Impact

By the time children leave Old Sarum Primary School, they will:

- Demonstrate creativity and innovation.
- Apply the design process with confidence.
- Use tools, materials and equipment safely and effectively.

- Understand how design impacts everyday life.
- Show resilience when refining and improving their work.
- Evaluate products thoughtfully and critically.
- Possess practical skills that prepare them for future learning.

Most importantly, children will see themselves as capable creators, designers and problem-solvers who can transform ideas into reality.

Design and Technology Long Term Plan

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Mechanisms: Matching slider game	Structures: Stable structures	Textiles: Simple stitches	Cooking and nutrition: Smoothies	Mechanisms: Wheels and axles	
Year 3/4	Structures: Product packaging	**Coming soon!** Mechanical systems: Making a moving monster	Digital world: Wearable technology	Textiles: Egyptian collars	Cooking and nutrition: Eating seasonally	Mechanical systems: Pneumatic toys
Year 5/6	Electrical systems: Wobble bots	Digital world: Monitoring devices	Mechanical systems: Gears and pulleys	Textiles: Stuffed toys	**Coming soon!** Structures: Bridges	Cooking and nutrition: Developing a recipe
Cycle B	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 1**

Year 1/2	Cooking and nutrition: Balanced diet	Mechanisms: Levers	Textiles: Pouches	Mechanisms: Fairground wheel	Structures: A chair for a bear	
Year 3/4	Cooking and nutrition: Adapting a recipe	Structures: Helmets	Textiles: Fastenings	Mechanical systems: Mechanical cars	Digital world: Mindful moments timer	Electrical systems: Exploring electrical products
Year 5/6	Mechanical systems: Automata toys	Textiles: Bags	Cooking and nutrition: Come dine with me	Structures: Playground pioneers	Electrical systems: Steady hand game	Digital world: Navigating the world

Geography

Intent

At Old Sarum Primary School, we believe geography helps children make sense of the world around them and understand their place within it.

Our geography curriculum aims to inspire curiosity about people, places and environments whilst developing children's understanding of both the physical and human world. Through their learning, children explore local, national and global communities, developing a sense of responsibility as future citizens of the world.

We want children to:

- Develop a curiosity and fascination about the world.
- Understand the relationship between people and places.
- Appreciate diversity and different cultures.
- Understand environmental issues and sustainability.
- Develop geographical knowledge, skills and vocabulary.
- Become informed and responsible global citizens.
- Make connections between their local area and the wider world.

Geography supports our curriculum drivers of Community and Belonging, Communication, Curiosity, Aspiration and Independence.

Implementation

Geography is taught through the Kapow Primary Geography Curriculum, which provides a carefully sequenced programme of learning from EYFS to Year 6.

Children build knowledge and skills progressively through the study of:

- Locational knowledge
- Place knowledge

- Human geography
- Physical geography
- Fieldwork
- Map skills
- Geographical enquiry

Lessons encourage pupils to ask questions, investigate places and use evidence to draw conclusions about geographical issues.

Where possible, learning is enriched through:

- Local area studies
- Outdoor learning opportunities
- Fieldwork activities
- Use of maps, atlases and digital mapping technologies
- Cross-curricular links

Children develop increasingly sophisticated geographical vocabulary and are encouraged to make links between geographical concepts and current world issues.

Impact

By the time children leave Old Sarum Primary School, they will:

- Have a secure understanding of geographical concepts.
- Use maps and fieldwork skills confidently.
- Understand similarities and differences between places.
- Demonstrate awareness of environmental responsibility.
- Be curious about the wider world.
- Recognise their role within local and global communities.

Geography Long Term Plan

	Autumn	**Spring**	**Summer**
Year 1/2	Y1/2 (A): What is it like here?	Y1/2 (A): What is the weather like in the UK?	Y1/2 (A): What can you see at the coast?
Year 3/4	Y3/4 (A): Why do people live near volcanoes?	Y3/4 (A): Why are rainforests important to us?	Y3/4 (A): Where does our food come from?
Year 5/6	Y5/6 (A): What is life like in the Alps?	Y5/6 (A): Would you like to live in the desert?	Y5/6 (A): Where does our energy come from?
	Autumn	**Spring**	**Summer**

Year 1/2	Y1/2 (B): Where am I?	Y1/2 (B): Would you prefer to live in a hot or cold place?	Y1/2 (B): What is it like to live in Shanghai?
Year 3/4	Y3/4 (B): Who lives in Antarctica?	Y3/4 (B): Are all settlements the same?	Y3/4 (B): What are rivers and how are they used?
Year 5/6	Y5/6 (B): Why does population change?	Y5/6 (B): Why do oceans matter?	Y5/6 (B): Can I carry out an independent fieldwork enquiry?

History

Intent

At Old Sarum Primary School, we believe history helps children understand how the past has shaped the world in which we live today.

Our history curriculum aims to develop curious learners who can think critically about historical events, societies and individuals. Children gain a coherent understanding of Britain's past and that of the wider world whilst developing skills of enquiry, interpretation and analysis.

We want children to:

- Develop curiosity about the past.
- Understand chronology and historical change.
- Learn about significant people, events and civilisations.
- Analyse evidence and form conclusions.
- Understand how historians investigate the past.
- Appreciate the diversity of human experience.
- Develop an understanding of how the past influences the present.

History helps develop curiosity, communication, aspiration and critical thinking.

Implementation

History is taught through the Kapow Primary History Curriculum, which enables knowledge and skills to build progressively throughout the school.

Children learn through:

- Historical enquiry
- Investigation of sources and evidence
- Discussion and debate

- Chronological understanding
- Comparison of different historical periods
- Exploration of local, national and world history

Key concepts are revisited over time, allowing children to deepen their understanding and make connections between historical periods.

Where appropriate, learning is enriched through:

- Educational visits
- Visitors
- Historical artefacts
- Local history studies
- Cross-curricular learning opportunities

Children develop increasingly sophisticated historical vocabulary and are taught how historians use evidence to understand the past.

Impact

Children leave Old Sarum Primary School with:

- Secure knowledge of key historical periods and events.
- Strong chronological understanding.
- The ability to analyse and interpret historical evidence.
- An appreciation of Britain's diverse history.
- Curiosity about the wider world and its development over time.
- The ability to think critically about historical interpretations.

History Long Term Plan

Cycle A	Autumn	Spring	Summer
Year 1/2	Y1/2 (A): How am I making history?	Y1/2 (A): How have toys changed?	Y1/2 (A): How did we learn to fly?
Year 3/4	Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?	Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?	Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?
Year 5/6	Y5/6 (A): British history 4: Were the Vikings raiders, traders or something else?	Y5/6 (A): British history 5: What was life like in Tudor England?	Y5/6 (A): *Updated* British History 6: What was the impact of World War 2 on the people of Britain?
Cycle B	**Autumn**	**Spring**	**Summer**
Year 1/2	Y1/2 (B): What is history?	Y1/2 (B): How was school different in the past?	Y1/2 (B): What is a monarch?

Year 3/4	Y3/4 (B): How have children's lives changed?	Y3/4 (B): What was important to ancient Egyptians?	Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?
Year 5/6	Y5/6 (B): What can the census tell us about local areas?	Y5/6 (B): What is the legacy of the ancient Greek civilisation?	Y5/6 (B): Unheard histories: Who should go on the £10 banknote?

Music

Intent

At Old Sarum Primary School, we believe every child should have the opportunity to experience, enjoy and participate in music.

Our music curriculum aims to inspire creativity, confidence and self-expression whilst fostering an appreciation of a wide range of musical styles, cultures and traditions.

We want children to:

- Develop a love of music.
- Build confidence through performance.
- Explore creativity through composition.
- Understand musical concepts and terminology.
- Develop listening and appraisal skills.
- Experience a diverse range of musical traditions.
- Work collaboratively and perform with others.

Music contributes significantly to children's personal development, communication skills, confidence and wellbeing.

Implementation

Music is taught through the Kapow Primary Music Curriculum, which provides a progressive sequence of learning across four key areas:

Listening and Appraising

Children learn to identify musical features and discuss music using appropriate vocabulary.

Singing

Pupils develop vocal skills through regular singing opportunities and performances.

Composing

Children create and develop their own musical ideas using instruments, voices and technology.

Performing

Children perform individually and collaboratively, developing confidence and musicality.

Music is further enhanced through:

- Whole-school singing
- Performances and productions
- Celebration events
- Cross-curricular opportunities
- Exposure to a wide range of genres and cultures

Impact

By the time they leave Old Sarum, children will:

- Have developed confidence as performers.
- Understand key musical concepts and vocabulary.
- Demonstrate creativity through composition.
- Appreciate a wide range of musical styles.
- Listen critically and thoughtfully to music.
- Enjoy participating in musical experiences.

Music Long Term Plan

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	My favourite things: Keeping the pulse	Snail and mouse: Tempo	Superheroes: Pitch	Musical storytelling: Instruments	On this island: Singing	Musical me: Pitch
Year 3/4	Mountain melodies: Steps and leaps	Inspired by India: Musical improvisations	Reading rhythms: Patterns and layers	Music technology: Introduction to music technology	Sounds of China: Scales and structure	Baroque meets pop: Building harmony
Year 5/6	Three-chord pop: Playing in a band	Four-chord pop: Playing in a band	Bhangra beats: Global grooves	Music technology: Film soundtracks	Theme and variations: Developing melodies	Songs that speak: Lyrics and messages
Cycle B	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1/2	Seaside: Dynamics	Fairytales: Sound patterns	Animals: Call and response	Under the sea: Musical symbols	Space: Contrasting dynamics	Myths and legends: Structure

Year 3/4	Singing in parts: Loops and layers	Musical motifs: Reading the stave	Reggae rhythms: Playing in a band	Music technology: Loop-based composition	12-bar blues: Playing in a band	Minimalist melodies: Developing patterns
Year 5/6	Music in nature: Chords and melodies	West African rhythms: Create, play and perform	Music technology: Podcasts and jingles	Stage and song: Storytelling through music	Samba sounds: Rhythm and groove	Leavers: Our story in song

RSE and PSHE

Intent

At Old Sarum Primary School, we believe Personal, Social, Health and Economic Education is fundamental in preparing children for life both now and in the future.

Our PSHE curriculum supports children in developing the knowledge, skills and attributes needed to become healthy, safe, respectful and responsible members of society.

We aim to help children:

- Understand themselves and their emotions.
- Build positive relationships.
- Make informed choices.
- Develop resilience and self-confidence.
- Recognise and manage risk.
- Understand diversity and inclusion.
- Prepare for life in modern Britain.

PSHE plays a crucial role in developing our values of Community, Trust, Inclusion, Resilience and Aspiration.

Implementation

Using Kapow's PSHE curriculum, children explore progressive learning across key areas including:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship

- Economic wellbeing

Lessons provide opportunities for:

- Discussion
- Reflection
- Role play
- Problem solving
- Collaborative learning
- Real-life application

PSHE is further strengthened through:

- Assemblies
- The Old Sarum Learner characteristics
- British Values
- Pupil leadership opportunities
- Positive behaviour approaches
- OPAL and outdoor play experiences

Children are encouraged to apply their learning in everyday situations and reflect on their personal development.

Impact

Children leave Old Sarum as:

- Confident and respectful individuals.
- Responsible members of their community.
- Emotionally aware and resilient learners.
- Effective communicators.
- Positive relationship builders.

- Individuals who understand how to stay healthy and safe.

RSE and PSHE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Self-regulation: My feelings	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1/2	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?

Year 3/4	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Year 5/6	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing

Year 1/2	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3/4	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
Year 5/6	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Sex education: How do people become parents and carers?

Religious Education

Intent

At Old Sarum Primary School, Religious Education enables children to explore questions about belief, meaning, values and identity.

Our curriculum encourages pupils to develop understanding, respect and appreciation for different religions, beliefs and worldviews whilst reflecting on their own experiences and values.

We aim to help children:

- Develop knowledge and understanding of a range of religions and worldviews.
- Explore important questions about life and belief.
- Recognise and value diversity.
- Show respect towards the beliefs of others.
- Reflect on their own values and experiences.
- Understand how faith influences people's lives and communities.

Religious Education supports our values of Community, Trust and Inclusion whilst promoting mutual respect and understanding.

Implementation

Using the Kapow Religious Education curriculum, pupils investigate a range of religions, beliefs and worldviews through structured enquiry and discussion.

Children learn to:

- Ask meaningful questions.
- Explore religious beliefs and practices.
- Compare similarities and differences.

- Reflect on personal viewpoints.
- Develop respectful discussion skills.

Lessons include opportunities for:

- Storytelling
- Discussion and debate
- Reflection
- Enquiry-based learning
- Exploration of artefacts, symbols and traditions

Children are encouraged to explore diversity and understand the importance of respect within a multicultural society.

Impact

By the end of Year 6, children will:

- Demonstrate knowledge of a range of religions and worldviews.
- Show respect for different beliefs and traditions.
- Discuss questions of belief and value thoughtfully.
- Appreciate diversity within modern Britain.
- Reflect on their own experiences and values.
- Be well prepared to engage positively with people from all backgrounds and beliefs.

RE Long Term Plan

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Y1/2 (A): What do some people believe God looks like?	Y1/2 (A): How did the world begin?	Y1/2 (A): Why should we care for the world?	Y1/2 (A): Why do we need to give thanks?	Y1/2 (A): How do we know some people feel a special connection to a god?	Y1/2 (A): What is a prophet?
Year 3/4	Y3/4 (A): What makes us human?	Y3/4 (A): Why is water symbolic?	Y3/4 (A): What makes some texts sacred?	Y3/4 (A): Who was Jesus really?	Y3/4 (A): Why is fire used ceremonially?	Y3/4 (A): Why is the Bible the best-selling book of all time?
Year 5/6	Y5/6 (A): Why do people have to stand up for what they believe in?	Y5/6 (A): Why do Dharmic religions look different around the world?	Y5/6 (A): What happens when we die? (Part 1)	Y5/6 (A): What place does religion have in our world today?	Y5/6 (A): What happens when we die? (Part 2)	Y5/6 (A): Who should get to be in charge?
Cycle B	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Year 1/2	Y1/2 (B): What is God's job?	Y1/2 (B): Why should we care for others?	Y1/2 (B): How do we know that new babies are special?	Y1/2 (B): Why is light important to people?	Y1/2 (B): How do some people talk to God?	Y1/2 (B): Where do some people talk to God?
Year 3/4	Y3/4 (B): Is scripture central to religion?	Year 3/4 (B): Where do our morals come from?	Y3/4 (B): Are all religions equal?	Y3/4 (B): What happens if we do wrong?	Y3/4 (B): Just how important are our beliefs?	Y3/4 (B): Does the language of scripture matter?
Year 5/6	Y5/6 (B) Why doesn't Christianity always look the same?	Y5/6 (B): Why are some places in the world significant to believers?	Y5/6 (B): Why do Abrahamic religions look different around the world?	Y5/6 (B): Why is there suffering? (Part 1)	Y5/6 (B): Why is it better to be there in person?	Y5/6 (B): Why is there suffering (Part 2)

OPAL and Outdoor Learning

Learning Beyond the Classroom

At Old Sarum Primary School, we recognise that some of the most powerful learning takes place outdoors.

Our OPAL (Outdoor Play and Learning) approach is a fundamental part of our curriculum and reflects our commitment to developing the whole child.

Through OPAL children learn:

- Creativity
- Communication
- Problem solving
- Risk management
- Teamwork
- Independence
- Negotiation
- Resilience

These experiences complement classroom learning and help children develop essential life skills.

Outdoor Learning

We are fortunate to have access to outdoor learning environments, including our Forest School area.

Outdoor learning opportunities enable children to:

- Connect with nature
- Investigate real-world concepts
- Build practical skills

- Improve wellbeing
- Develop environmental awareness
- Strengthen resilience

The outdoors becomes an extension of the classroom and supports all areas of the curriculum.

Inclusion

We believe every child can succeed.

Our curriculum is designed to be ambitious for all learners, including:

- SEND pupils
- Disadvantaged pupils
- EAL learners
- More able learners

Personal Development

Developing the whole child is a key priority at Old Sarum.

We provide a wide range of opportunities that enrich children's experiences and prepare them for life beyond primary school.

These include:

- Leadership opportunities
- Educational visits
- Sporting competitions
- Musical performances
- Clubs and enrichment activities
- Community projects

- Charity events
- Pupil voice initiatives

We want our children to leave us as confident, respectful and responsible young people.

British Values

British Values are woven throughout our curriculum and wider school life.

Children learn about:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

Through these experiences, pupils gain the knowledge and understanding needed to become active and responsible citizens.