



Seaton Primary School Curriculum Intent

Our aim is to help each and every one of our children to reach their full potential through the careful design of a broad and balanced curriculum which encourages a sense of awe, wonder and inquisitiveness around learning and embraces the inspiration that can be found in our local area of outstanding natural beauty here on the Jurassic Coast and Axe Estuary.

Underpinning our broad and balanced curriculum are a number of key curriculum drivers that shape our curriculum. These are:

Ambition and Aspiration

We want Seaton children to drive their own learning, have high aspirations for their future and leave us as lifelong learners who are equipped with the knowledge and skills that will enable them to succeed in life.

Curiosity and Critical Thinking

We endeavour to spark our children's curiosity and encourage them to raise their own questions by providing engaging, real life learning experiences for every topic that we teach. We maximise opportunities for our children to reason and problem solve, think logically and test out their own theories and ideas.

Creativity

We want our children to be empowered to express themselves in their own way. To appreciate culture through art, music and drama and generate their own unique ideas through thinking from different perspectives.

Communication

We actively promote oracy across all curriculum areas. We encourage our children to discuss, collaborate and articulate their thoughts clearly and challenge each other's ways of thinking whilst respecting the opinions and beliefs of each other.

Confidence and Independence

We work hard to encourage growth mindsets in our children by creating a classroom culture where all children are engaged, have self-belief and know how to learn.

Community

We want our children to feel proud of where they live and develop a sense of unity within our local community.

The development of spiritual, moral, social, cultural and physical wellbeing is a key aspect of our school curriculum and is threaded through all curriculum areas and daily school life. Infusing this are also our school values of: Be: respectful, responsible, kind, truthful and the best you can be! Together with the British Values of: Individual Liberty, Mutual Respect, Democracy and the Rule of Law.

Through our carefully planned curriculum we endeavour to nurture happy, well rounded children who will thrive in the modern world.

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In the EYFS the curriculum is additionally designed to provide our children with the best possible start to school and to build the foundations which prepare children to access the primary curriculum successful. Through the curriculum design, we encourage children to be curious and inquisitive, to grow independence and to be happy learners. It is our intent to promote and foster the characteristics of effective learning which are:

- playing and exploring - children investigate and experience things, and ‘have a go’;
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Traditional Tales	Celebrations	Superheroes	On the Farm	In the Garden	The Deep Blue Sea
Core Literacy texts	<p>Owl Babies We’re Going on a Bear Hunt Peace at Last The Gingerbread Man Goldilocks</p> <p>Narrative: traditional and familiar tales Purpose: to retell traditional tales</p> <p><i>Drawing club planning followed for above texts and additional animations based on children’s interests.</i></p>	<p>The Something Narrative: a losing story Purpose: to tell and write a losing story</p> <p>Star in the Jar Narrative: a finding story Purpose: to tell and write a finding story Information: poster to find a lost star Purpose: to inform and describe</p>	<p>Juniper Jupiter Narrative: a superhero story Purpose: to tell and write a superhero story Information: a letter wanting to be a sidekick Purpose: to inform</p> <p>Supertato Narrative: a superhero story Purpose: to tell and write a superhero story</p>	<p>The 3 Little Pigs Little Red Narrative: a traditional tale Purpose: to tell and write a traditional tale</p> <p>What the ladybird heard Poems: animal farm poems Purpose: to describe</p>	<p>The Very Hungry Caterpillar Narrative: a transformational story Purpose: to tell and write a transformational story</p> <p>The Extraordinary Gardener Narrative: a transformational story Purpose: to tell and write a transformational story</p>	<p>The Night Pirates Narrative: an adventure story Purpose: to tell and write an adventure story</p> <p>The Storm Whale Narrative: a friendship story Purpose: to tell and write a friendship story Poems: sea creature poems Purpose: to describe</p>
Literacy	<p>Build on previous unit and focus on:</p> <p>Use some of their print and letter knowledge in their early writing. Write some or all of their own name.</p>	<p>Build on previous unit and focus on:</p> <p>Write all of their own name. Write some letters accurately</p> <p>Combining words to make labels, lists, phrases and short sentences (depending on development stage)</p>	<p>Build on previous unit and focus on:</p> <p>Write CVC words accurately. Combining words to make labels, lists, phrases and short sentences Letter formation – lower case</p>	<p>Build on previous unit and focus on:</p> <p>Write short sentences e.g. I can see a... Read back what they have written to an adult with support.</p>	<p>Build on previous unit and focus on:</p> <p>Begin to write longer sentences, extending them using ‘and’. Consistently separate words with finger spaces.</p>	<p>Build on previous unit and focus on:</p> <p>Write longer sentences, extending them using ‘and’. Sentences can be read by others. Securing correct letter formation – lower case</p>

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	<p>Sequence spoken sentences to form short narratives orally.</p> <p>Letter formation – lower case</p> <p>Once upon a time, finally, happily ever after</p>	<p>Sequence spoken sentences to form short narratives</p> <p>Letter formation – lower case</p> <p>Begin to separate words with finger spaces</p> <p>Personal pronoun I</p>	<p>Separate words with finger spaces (prompted)</p> <p>Personal pronoun I</p> <p>Full stops (prompted)</p>	<p>Letter formation – lower case</p> <p>Separate words with finger spaces (developing independence)</p> <p>Personal pronoun I, red word 'the'</p> <p>Full stops (prompted)</p>	<p>Sentences can be read by others.</p> <p>Securing correct letter formation – lower case</p> <p>Beginning to use capital letters to start sentences</p> <p>Separate words with finger spaces (prompted)</p> <p>Use of he/she - developing correct spelling</p> <p>Full stops (developing independence)</p>	<p>Use capital letters to start sentences (developing independence)</p> <p>Separate words with finger spaces</p> <p>Use of he/she/the/I - with correct spelling</p> <p>Full stops</p> <p>Write a series of sentences that tell a story/sequence sentences to form short narratives.</p>
<p>Help retell stories orally to support writing (depending on development stage):</p> <ul style="list-style-type: none"> - Using repeated story language e.g. she ran and she ran and she ran - Using time adverbials e.g. first, then, next, finally, eventually, suddenly 						
<p>Ignition</p>	<p>Owl Babies – Discover a nest in the woods with feathers. Who might live in this nest? Where have they gone?</p> <p>We're Going on a Bear Hunt - Clues linked to a bear (e.g. paw prints, fur, leaves etc) – Which animal could have left these paw prints?</p> <p>Goldilocks – Introduce the 3 bears in the home corner with matching-sized bowls and equipment. The next day – their house is messy! What happened to the house? Who do you think did this?</p>	<p>The Something - Discovery of the hole in the classroom/playground/woods. Could something be down the hole? What might it be?</p> <p>Star in a Jar - Set up props from the story, including lit up stars.</p> <p>What is this called? What might this story be about?</p>	<p>Juniper Jupiter - Adults and children arrive dressed up as favourite superheroes (real or imagined). What makes a good superhero?</p> <p>Supertato - Set up vegetables in distress in the classroom and outdoors – feature shopping basket, Tesco bags, Costa cup</p> <p>What has happened to these vegetables? Where do you think they came from? What might happen in the story?</p>	<p>The Three Little Pigs - Children arrive to a tuff tray of resources with a challenge to build a strong house (straw, lolly sticks and mini bricks)</p> <p>Which material do you think will make the strongest house? Why?</p> <p>Little Red – Unpack a picnic basket of clues (cakes, axe, red cape, wolf mask) for children to explore. What could these clues mean? What does a wolf look like?</p> <p>What the Ladybird Heard – Set up an investigation by the police who are looking for a missing prize cow. Who could have taken the cow? Why did they</p>	<p>The Very Hungry Caterpillar – Show children the caterpillars in a jar and fruits.</p> <p>What do you think these animals are? What might happen in the story?</p> <p>The Extraordinary Gardener – Receive a letter containing a seed with a label "Just what I have been looking for..." (and have extra seeds to pass around and look at)</p> <p>Has anyone ever seen one – a seed – before?</p> <p>Is someone looking for this? Do you think it might have been lost?</p>	<p>The Night Pirates – Find a message in a bottle, containing a map. Who could have sent it? Where does the map lead?</p> <p>The Storm Whale - Set up stimulus linked to the story on the beach (using props from school and real-life objects)</p> <p>What are all these objects? What animal is this? What other creatures live in the sea? Who might own the raincoat? How can we help the whale?</p>

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				take the cow? How could we find the thief? How could we protect farm animals in the future?		
Communication and Language	<p>Begin to understand how to listen carefully and why listening is important. Follow 1 step instructions. Engage in storytimes. Describe events. Develop some social phrases. Use talk to organise play. Understand 'what', 'who' and 'where' questions.</p>	<p>Listen attentively in familiar situations. Ask questions to find out more. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.</p>	<p>Listen attentively in familiar and new situations. Maintain attention during appropriate activities. Ask questions to find out more and to check they understand what has been said to them. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p>	<p>Listen attentively in a range of situations. Describe events in some detail. Begin to connect one idea or action to another using connectives. Use talk to help work out problems and organise thinking and activities.</p>	<p>Listen to and understand instructions while busy with another task. Maintain attention in different contexts. Articulate ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen. Use past, present and future tenses in conversation with peers and adults.</p>	<p>Listen and respond with relevant questions, comments, or actions. Maintain attention for longer periods of time. Articulate ideas and thoughts in well-formed sentences, linking ideas together to extend their communication. Use past, present and future tenses accurately in conversation with peers and adults.</p>
Related texts/wider reading	<p>Where's My Teddy? This is the Bear Brown Bear, Brown Bear, what do you see? The Everywhere Bear Bears don't eat egg sandwiches Tree: Seasons come, seasons go</p> <p>Non-fiction: A Book of Bears Grizzly Bears Teddy Bears My First Book of Woodland Animals</p>	<p>Room on the broom The gruffalo Whatever next! Dogger Snowballs Christmas stories When I was a child</p> <p>Non-fiction: The Awesome Night Sky A Hundred Billion Trillion Stars Starry Skies: Learn about the constellations above us</p>	<p>Super Snail Superbat How to Save a Superhero Superworm Zippo the Super Hippo Superheroes Don't Get Scared... Or Do They? Dylan the Villain Max Traction Man Super Stan</p> <p>Non-fiction: Firefighters Police officers Doctors/Nurses/Paramedics Pets</p>	<p>Mr Wolf's Pancakes The Three Little Wolves and the Big Bad Pig The Little Red Hen Duck in a Truck Rosie's Walk The Three Billy Goats Gruff Chicken Licken Suddenly!</p> <p>Non-fiction: Farm animals Farm machinery e.g. Tractor Ted Grandparents Wolves</p>	<p>The Flower Florette The Promise Eddie's Garden: and how to make it grow The Secret Sky Gardener We are the Gardeners Walter's Wonderful Web Mad About Minibeasts The Tiny Seed The Very Busy Spider Oliver's Vegetables Jasper's Beanstalk Jack and the Beanstalk Handa's Surprise</p> <p>Non-fiction: My Bean Diary The Big Book of Bugs The Big Book of Birds A seed is sleepy Ready, steady, grow Plants</p>	<p>The Snail and the Whale The Whale's Song Tiddler The Fish That Could Wish Rainbow Fish The Proudest Blue Somebody Swallowed Stanley There's a Shark in the Park Captain Sparklebeard</p> <p>Non-fiction: The Big Book of the Blue Sharks What a Waste One Tiny Turtle Pirates Treasure Islands</p>

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Phonics	RWI Set 1 sounds	RWI Set 1C	RWI Ditty sheets	RWI Red books	RWI Green books	RWI Purple books
Maths White Rose	Match and sort Compare amounts Representing 1, 2, 3 Comparing size, mass and capacity Exploring pattern	Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles Positional language Representing numbers to 5 1 more and 1 less Shapes with 4 sides Time	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) 6, 7 and 8 Making Pairs Pattern (2)	Combining 2 groups Length & Height Time 9 & 10 Comparing numbers to 10 Bonds to 10 3d-shape	Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning (1 & 2) Match, Rotate, Manipulate Adding more Taking away Compose and decompose	Doubling Sharing and grouping Even and odd Spatial reasoning (3 & 4) Visualise and build Mapping Deepening understanding Patterns and relationships
Understanding the world – The Natural World (Science)	Explore the natural world around them. Compare and contrast characters from stories. (e.g. Compare bears in Bear Hunt and Goldilocks and explore where Bears really live). Begin to describe what they notice about the seasonal changes. Begin to understand the need to respect and care for the natural environment and all living things.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore how light shines through some materials and begin to use vocabulary to explain why. Describe what they notice about the seasonal changes.	Human bodies - Know and talk about the different factors that support their overall health and wellbeing including oral health. Observe and interact with natural processes, such as ice melting. Describe what they notice about the seasonal changes. Discuss how animals behave differently as the seasons change.	Name and describe some familiar farm animals and their offspring. Life cycle of a chicken. Make predictions about different materials and their strength. Test ideas. (Linked to Three Little Pigs houses) Begin to understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different from the one in which they live (Handa's Surprise link). Understand what a plant needs to grow. Understand and order the life cycle of a plant and an animal. Begin to draw what they observe in the natural world. Begin to understand the effect of changing seasons on the natural world around them.	Make predictions about materials that will sink or float and test out ideas. Discuss how they can care for the natural world around them. Understand the effect of changing seasons on the natural world around them.
Understanding the world – People and Communities (RE) F6 What times/stories are special and why? (runs through whole year)	F4 – Being special: where do we belong? Looking at different religious symbols and traditions. What is special to different people?	F2 – Why is Christmas special for Christians? Recognise that people have different beliefs and celebrate special times in different ways (e.g. Diwali, Hannukah).	F1 – Why is the word 'God' so important to Christians? Chinese New Year – 10 th February 2024	F3 – Why is Easter so special for Christians? Holi	F5 What places are special and why?	
Understanding the world - Past and present (History)	Me, baby me Simple timeline – photos of children and children now Past and present, Then and Now	Comment on images of familiar situations in the past: Remembrance Day – black and white photos, suitcases and clothes, Candles,	Comment on images of familiar situations in the past. Compare cities now to the past e.g. London. Look at images of old/modern houses	How do we get food now and how is this different from the past? Tractor Ted book link.	How can we care for the creatures in our gardens? Why do we need to care for them?	Why are some animals extinct? Why is the coral reef turning white? How can we care for the animals in our oceans? (Link to conservation and recycling)

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		Old music (record players) Add to timeline	and identify these on local walk in Seaton. Add old and modern houses to timeline.	Add past and current farm machinery/food sources to timeline.		Link to David Attenborough
Understanding the world – People and communities (Geography)	My classroom and school. Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. (Playground, classroom, building)	Familiarise children with the name of the road and town the school is located in. Make and draw simple maps of their immediate environment. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.	Roles of people in community – Visit to fire station, police Begin to use vocabulary to name specific features of the world, both natural and made by people. (Exploration of cities and man-made structures). Look at aerial views of a city and town. What do you notice?	Draw information from a simple map (route to Manor Farm). Draw simple maps from imaginary story settings they are familiar with. (E.g. Map to Grandma’s house or a map to the Three Little Pigs homes) Look at aerial views of the small world scenes. Recreate simple maps using simple aerial views. (E.g. set up small world toys with photos from above for children to recreate).	Habitats of minibeasts. Describe what they see, hear and feel whilst outside. Name and describe familiar plants and animals. Interact positively with the natural world. Use vocabulary to name specific features of the world, both natural and made by people.	Explain how and why we care for the natural world. Recognise some environments that are different from the one in which they live (e.g. desert islands) Begin to remember the features of a beach. Draw a simple map to Seaton beach.
Physical Development (REAL PE)	Core strength, balance bikes, balance, cross lateral movement, coordination in outdoor area, large mark making (Gross motor) FunFit for everyone	Real PE: Personal Real PE: Social	REAL PE: Cognitive	REAL PE: Creative REAL Gym	REAL PE: Physical Athletics/Sports Day skills	REAL PE: Health & fitness Swimming REAL Dance
Forest school or additional PE	Forest school – exploration of local woods and becoming familiar with environment (Introduce ‘Go find it’ cards)	Forest school - Use natural resources to create Leaf Man/Stick Man (see Art/DT)	Forest school – Explore how to build structures with branches/sticks/leaves (e.g. build a trap, a hideout or den)	Forest school – Take picnic basket/role play clothes -make a path to Grandma’s house. (Focus on retelling the story)	Forest school – Caterpillar camouflage, hunting for them in woods. Observational drawing of flowers.	Forest school – Focus on conservation of our school woods. What can we do to keep the area safe for animals?
Expressive Arts and Design (Art)	Drawing/Painting: practise holding a brush appropriately to create marks with intent. Use a range of materials – charcoal, crayons, chalk, oil pastels. Experiment with wax resist technique – drawing with	Painting: experiment using different sized brushes on large pieces of paper/water painting on outside walls or Perspex screen/clingfilm around table legs. Artist study: Jackson Pollock Outcome: fireworks splatter painting/printing. Explore the effect of splatter painting and	Printing: Use a variety of different tools (sponges, stamps, loo rolls, potatoes, vegetables, kitchen utensils, flowers etc.) to print with to produce patterns. Drawing: Begin to draw with detail, using a variety of lines to clearly represent ideas.	Painting: Use a thin brush to apply colour to a design inspired by Andy Warhol. Outcome: collage of farm animals, painted over the top of animal images on coloured backgrounds. Sculpture: Experiment combining plasticine	Sculpture – Practise manipulating clay by adding water and using modelling tools. Experiment with techniques to add detail to sculptures. Outcome – create minibeast sculptures and fossils (impressions in clay with plastic minibeasts).	Textiles: Experiment creating simple weaves using paper/felt/tissue paper/cotton fabric. Practise small weaves using a cardboard/string board as well as large weaving outdoors on fences/gates. Outcome: a woven landscape of a stormy ocean. Paint: Allow children to choose which tools (fine brushes/thick

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	<p>wax and washing with watered down acrylic paint.</p> <p>Explore colours and colour mixing, including naming colours.</p> <p>Sculpture: Experiment with playdough – rolling, pressing, squeezing, pinching, stretching.</p>	<p>experiment with making firework shaped prints using toilet roll tubes.</p> <p>Drawing: Use different types of lines and marks to represent ideas. Experiment with different types of lines on a big and small scale.</p> <p>Printing: Load an object with paint and print it. Choose objects from a limited range to print with. Print object to make pictures. (Poppy art)</p> <p>Sculpture - Use found materials (from forest school) to create imaginative 3D sculptures, inspired by artist Andy Goldsworthy.</p> <p>Use cutting moulds to create an ornament (playdough, then salt dough e.g. Christmas stars, tea light holders)</p>	<p>Painting: Use paint and a variety of tools to represent ideas like movement or loud noises using paint scrapers/body parts/welly boots etc. Inspired by - Yves Klein</p> <p>Fabric/materials: Explore cutting fabric to make an item of clothing, e.g. make your own super veg!</p>	<p>modelling clay parts to sculpt different farm animals.</p> <p>Sculpt/collage a strong house (linked with The Three Little Pigs) using straw, lolly sticks and mini bricks.</p> <p>Drawing: Draw with detail, using a variety of lines to clearly represent ideas</p> <p>Easter cards and Mother's Day cards</p>	<p>Collage: Use found natural materials to create butterfly collages.</p> <p>Drawing: Create pastel still-life drawings of flowers inspired by Georgia O'Keeffe.</p>	<p>brushes/scrapers/sponges/hands) they'd like to use to create the effect of moving water. Reference The Big Book of Blue by Yuval Sommer. Outcome: Create under the sea/night pirate paintings.</p> <p>Father's Day cards</p>
Expressive Arts and Design (DT)	<p>Join materials using glue sticks and masking tape.</p> <p>Cooking – mix ingredients to cook gingerbread men.</p>	<p>Join materials using PVA and paintbrushes.</p>	<p>Join paper using a children's stapler.</p> <p>Join materials using PVA and different sized glue spreaders.</p>	<p>Cooking – Begin to measure ingredients to cook (bread rolls).</p> <p>Join materials with PVA and glue spreaders.</p> <p>Join using split pins to make a moving part. (E.g. split pin chicks)</p>	<p>Join paper using hinges – e.g. flap book of minibeasts</p> <p>Cooking – Choose a range of healthy foods and slice them to create fruit kebabs</p>	<p>Design and make a boat that floats.</p> <p>Join materials by weaving together.</p>
Expressive Arts and Design (Music) Charanga	<p>Charanga:</p> <p>Pat-a-cake 1, 2, 3, 4, 5 once I caught a fish alive This old man Five little ducks Name song Things for fingers Wind the Bobbin Up</p>	<p>Charanga:</p> <p>I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock</p> <p>Other songs: Nativity and popular Christmas songs, Twinkle Twinkle Little star, 5 Little Men in a Flying Saucer</p>	<p>Charanga:</p> <p>The ABC song Rock-a-bye Baby Five Little Monkeys Jumping on the Bed If You're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Charanga:</p> <p>Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey</p>	<p>Charanga:</p> <p>Big Bear Funk unit 1. Listen and Appraise a different piece of Funk music each week/step 2. Explore and Create using voices and classroom instruments 3. Sing and Play Big Bear Funk and revisit a selection</p>	<p>Charanga:</p> <p>Reflect, rewind and replay unit Listen and Appraise a different piece of music each week/step Explore and Create using voices and classroom instruments Sing and Play by revisiting a selection of nursery rhymes and action songs Share and Perform</p>

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	Other songs: If you go down to the woods today, Round and round the garden, Lining up song		Other songs: Days of the week song	Other songs: The Farmer's in His Den, This Little Piggy... Hush Little Baby Spring and Easter songs (It must be Spring, Spring Chicken, Easter Bunny)	of nursery rhymes and action songs 4.Share and Perform Other songs: A Tiny Seed	Other songs: When I was one... I'm a Pirate, Yo Ho Ho
Personal, Social & Emotional Development (PSHE) Jigsaw unit	Linked texts: The Colour Monster, Super Duper You Being me in my world 1. Who... me?! 2. How am I feeling today? 3. Being at school 4. Gentle hands 5. Our rights 6. Our responsibilities	Linked text: Barry the fish with 5 fingers, Our class is a family Celebrating Difference 1. What am I good at? 2. I'm special, I'm me! 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself	Linked text: Every night is Pizza Night, Little Red Riding Hood Healthy me 1. Everybody's body 2. We like to move it! 3. Food, glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger	Linked text: Giraffe's Can't Dance, Heather has two Mummies Dreams and goals 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards	Linked text: The Squirrels Who Squabbled, Rainbow Fish Relationships 1. My family and me 2. Make friends, part 1 3. Make friends, part 2 4. Falling out & bullying 1 5. Falling out & bullying 2 6. Being the best friends	Linked text: Paper Planes Changing Me 1. My body 2. Respecting my body 3. Growing up 4. Fun & fears 1 5. Fun & fears 2 6. Celebration
In school events	Moving in – unpacking objects for the home corner. Teddy bear picnic Porridge tasting	Halloween party and potion making Christmas Family involvement School nativity	Superhero family involvement Introduce a pet dog to the home corner Pets' day linked to Juniper Jupiter?	Pancake day 13.2.24 Easter egg hunt	Natural Seaton Festival?	Sports Day Woods litter picking
Educational visits / events	Visit school library – encouraging reading at home	Visit post box to send invitations and letters to Santa	Visit from Police officer/firefighters Visit from a Doctor or Nurse	Visit from Midwife Trip to a farm or visit from some farm animals Hatching chicks Visit from dentist	Christening the baby – visit to other church Marshes/Wetlands trip finding minibeasts Hatch butterflies	Beach trip World of Country Life

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In Year 1 the curriculum is additionally designed to continue to promote and foster the characteristics of effective learning through a blended approach of continuous provision, enhancements and directed teaching. This enables children to transition well from the Early Years, further develop their self-regulation and succeed in the year 1 curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Sequences	Mini Sequences: Goldilocks and the 3 bears Little Red Riding Hood	3 Billy Goats Gruff The Disgusting Sandwich Non-fiction: All about me	Beegu	The Tiger That Came to Tea Non-fiction recount of trip to Axe Valley wildlife park	How to Hide a Lion at School Colourful Semantics - transport	The Secret of Black Rock Recount of journey to the beach
Supplementary Texts	The Great Fairytale Disaster A Twist of Tales	The Princess and the Wizard, Rapunzel by Rebecca Woolvin	Way Back Home Man on the Moon	There's a tiger in the garden. Where the wild things are	How to hide a Lion from Grandma Arlo the Lion who couldn't sleep	
PSHE Read together text	Incredible you! (Wellbeing) Rhys Brisendon Pantosaurus – NSPCC (consent)	Monty the Manatee – Natalie Pritchard (Kindness and Anti Bullying) Willy The Wimp by Anthony Browne (anti Bullying)	Astro Girl – Ken Wilson Max (Aspiration) Amy Wu and the Patchwork Dragon by Kat Zhang (Celebrating difference)	The Last Tiger – Rebecca Elliot (Conservation) My monster and me (wellbeing)– Nadiya Hussain	Hair Love (Family and identity) Something else by Kathryn Cave (Anti bullying)	Max the Champion – Sean Stockdale (Inclusion) I am Brown – Ashok Banker (Diversity)
Reading	RWI Pink		RWI Orange		RWI Yellow	
Maths Power Maths	Place Value Addition and Subtraction	Number Place value Geometry	Number Addition subtraction	Number place value Measurement	Number multiplication Division Fractions	Geometry Place value - number Measurement
Science	Animals – focus on humans		Materials	Plants		Animals including humans
Science (observations over time)	Seasonal Changes - These objective must run throughout the whole year and be progressively visible on a classroom display that builds throughout the year. Every term add: Seasonal Key vocabulary, photos of the school grounds each month, observational drawings of the same tree (See art unit) Monthly Rainfall meter, Weekly weather watch station, Weekly outdoor thermometer temperature chart.					
Computing Teach computing	Technology around us	Digital Painting	Moving a robot	Grouping Data	Digital writing	Programming animations
Online Safety Project Evolve	Health, wellbeing and Lifestyle	Online Bullying	Self Image and Identity	Online Reputation	Online Relationships	
RE	What does it mean to belong to a faith community?	Who is Jewish and how do Jews live? (Part 1)	What do Christians believe God is like?	Who is Jewish and how do Jews live? (Part 2)	1.2 Who do christians say made the world?	1.9 How should we care for the world and others? Why does it matter?
History KS History		Nursery Rhymes	The Moon Landing + Neil Armstrong		Seaside	

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Geography	What is it like here? My School and its grounds. (Kapow)			What is the weather like in the UK? (Kapow Unit)	Explore Seaton – My local area What makes Seaton a great place to visit?	
P.E	REAL Gym	End ball	REAL Dance	Swimming	Athletics	Tennis and Cricket
REAL PE	Real PE: Personal	REAL PE: Social	REAL PE Cognitive	Real PE: Creative	REAL PE Physical	REAL PE Health & fitness
Art Seaton document	Drawing- Seasonal changes Artist study: Paul Nash / John Nash/Jasper Johns		Painting: Kandinsky Drawing: seasonal change observational drawing	Printing Leaf prints (Pop art)	Sculpture: Clay animals Drawing: seasonal change observational drawing	
DT Projects on a Page units	Mechanisms – sliders and levers			Mechanisms- wheels and axles – Make a moon buggy		Structures – Make a beach hut
Music Charanga	Hey You!	Rhythm in the way we walk & the banana rap	In the Groove	Round and round	Your imagination	Reflect and replay
PSHE Jigsaw unit	Being me in my world	Celebrating Difference	Dreams and goals	Healthy me	Relationships	RSE Christopher Winter Project
Educational visits / events	Trips around the school grounds and into the woods Forest School	Anti Bullying Week Pantomime Forest School	Neil Armstrong -Now Press Play Virtual experience Forest School	Axe Valley Wildlife Park (linked to writing) Forest School	Local area walks with specific foci. (E.g. tourist trail / landmarks/ local services / shops) Walk to the beach to look at beach huts Forest School Weymouth Sea Life Centre (Science) Science Fair	

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Hansel and Gretel (retell) How to wash a Woolly mammoth. (Non fiction instructions)	Recount of trip to Zoo Stuck! Mog –Christmas Calamity	Fire poetry Information page on GFOL Take a Tale	Recount – Go Ape Light House Keeper's lunch	Literacy shed Mixed up minibeasts – non chron – using insects matter stuff	Bear Trail recount Persuasive letter The owl and the pussycat
Reading	RWI Blue		RWI Grey		Seaton Reading Programme	
PSHE Read Together Text	Unstoppable Me by Wayne Dwyer (Wellbeing) The Journey Home (Conservation)	Sulwe by Lupita Nyong (Identity) Kindness is my superpower – Alicia Ortego (Kindness/ Antbullying)	This is our house, Michael Rosen (Diversity) Don't Hug Doug by Carrie Finnison (Consent)	Just Because – Rebecca Elliot (Inclusion) The Great big book of families - Mary Hoffman (Diversity)	The Many colours of Harpreet Singh – Supriya Kelkar (Feelings) Dandelion's Dream by Yoko Tanake (Identity / Aspiration)	Look up! – Nathan Bryan (Aspiration) My World, Your World – Melanie Walsh (Diversity)
Maths Power Maths	Place Value Addition and Subtraction	Place Value Measurement Addition and Subtraction	Multiplication and division Statistics Measurement	Geometry – shapes Fractions	Geometry – position and direction	Addition and subtraction Measurement
Science	Animals including humans - diet and health)	Animals including humans	Classifying and grouping materials	Changing materials	Plants	Living things in their habitats
Computing	Information technology around us	Digital photography	Robot algorithms	Pictograms	Digital music	Programming quizzes
Online Safety Project Evolve	Health, wellbeing and Lifestyle	Online Bullying	Self Image and Identity	Online Reputation	Online Relationships	
RE	Who is a Muslim and how do they live Part 1?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live Part 2?	Who do Christians say made the world?	Why does Easter matter to christians?	What makes some places sacred to believers?
History KS History		Mary Seacole	The Great Fire of London		Mary Anning	
Geography	Would you prefer to live in a hot or a cold place?			Explore Great Britain (Countries and Capital Cities)		Explore the Jurassic Coast! What's it like to live by the coast? RNLI WP
P.E	REAL Gym	Endball	Swimming	REAL Dance	Athletics	Tennis and Cricket
REAL PE	Real PE: Personal	REAL PE: Social	REAL PE: Cognitive	REAL PE Creative	REAL PE Physical	REAL PE Health & fitness
Art Seaton document	Drawing – observational Drawing – Andy Warhol – five views of an onion		Painting – The Great Fire of London		Sculpture – Insects and Mini beasts Kate Kato	Willow sculpture – linked to insects and minibeasts DAISI ART Day

Seaton Primary School Curriculum Overview



DT – PoaP		Food: Make a Vegetable Soup	Structures: London Building (Pudding Lane)			Textiles – make a hand puppet
Music Charanga	Hands, feet and heart	Ho, Ho, Ho	I wanna play in a band	Zootime	Friendship Song	Recorders Whole class ensemble
PSHE Jigsaw unit	Being me in my world	Celebrating Difference	Dreams and goals	Healthy Me	Relationships	SRE - Christopher Winter Project
Educational visits / events		Anti Bullying Week Paignton Zoo	Now Press Play Great Fire of London Experience Burn London!	Explore 360 Virtual Mosque Tour Go Ape	Lyme Regis Museum Fossil Hunting/Mary Anning workshop Science Fair	The Bear Trail Seaton Wetlands

Seaton Primary School Curriculum Overview



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Text	The Beasties How to make a Stone Age Stew	Stone Age Boy Recount of trip to: Stonehenge Santa's helper application	Dare to Care: Pet Dragon Tell me a dragon	Blue John A River	Cinderella of the Nile Everything You Need to Know About Snakes	Voices in the Park Tutankhamun
Reading core texts	Tilly and the Time Machine Iron Age to Stone Age	DK Find out forces The Sheep Pig The boy who grew dragons	Light and shadows Poetry Pie The Wave The Decider	Around the world Humpty Dumpty Jane Goodall	Plants DK Find out So you think you've got it bad? I like this poem	Earth Shattering Events Sherlock Bones Maddy Yips
PSHE Read Together Texts	We're all Wonders By RJ Palacio (Anti Bullying) Here we are – Oliver Jeffers (Wellbeing)	Yes! No! by Jessica Ralli (consent) Meesha makes friends – Tom Percival (Kindness)	My two grannies – Floella Benjamin (Diversity) Ravi's Roar by Tom Percival (Feelings)	Ruby's Worry by Tom Percival (wellbeing) We all belong – Nathalie Goss (Diversity)	King and King (acceptance) marriage) Sunflower Sisters by Monika Singh (Difference)	Clean Up – Nathan Bryan (environment) I am enough by Grace Byers (Wellbeing)
Maths Power Maths	Place Value Addition and subtraction	Multiplication / Division	Multiplication and Division Measurement / Statistics	Measurement Fractions	Fractions Measurement	Geometry – Shapes Measurement
Science	Fossils, Rocks and Soils	Forces and Magnets	Light	Animals including humans	Plants	Plants
Computing Teach computing	Connecting computers	Stop frame animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs
Online Safety Project Evolve	Health, wellbeing and Lifestyle	Online Bullying	Self-Image and Identity	Online Reputation	Online Relationships	
RE	What do Christians learn from the Creation story?	How do festivals and family life show what matters to Jewish people?	What is it like for someone to follow a God?	How do festivals and worship show what matters to Muslims?	What kind of world did Christians believe that Jesus wanted?	How and why do people try to make the world a better place?
History KSH		Stone Age to Iron Age			Ancient Egyptians	
Geography	Natural Disasters: Volcanoes and Earthquakes		Explore London – Why has London been ranked the greatest city in the UK?	Seaton and Exeter – Where would you rather live? Comparison Study.		
P.E	Swimming	Netball	REAL Dance	REAL Dance	Athletics	Tennis and Cricket
REAL PE	Real PE: Personal	Real PE: Social	REAL PE Cognitive	REAL PE Creative	REAL PE Physical	REAL PE Health & fitness
Art Seaton document	Drawing: Fossils		Painting: Stonehenge Silhouettes			Sculpture: Egyptian Canopic Jars
DT Projects on a Page units		Structures – Shell structure – make a keep safe box for a special rock or fossil		Mechanical systems Can I make a moving creature?	Food – Can I create a healthy picnic for Sport's Day?	
Music Charanga	'Journeys' B Sharp Music Project	Glockenspiel Whole Class Ensemble	Three Little Birds	The Dragon Song	Bringing us together	Reflect and replay
PSHE	Being me in my world	Celebrating Difference	Dreams and goals	Healthy Me	Relationships	SRE

Seaton Primary School Curriculum Overview



Jigsaw unit						Christopher Winter Project
Educational visits / events	Book Stone Age workshop day - Maiden Castle Seaton Tramway – Tram Community music performance	Anti-Bullying Week Stonehenge Visit	Virtual tour of London Children’s mental health week	Local walk Trip to Exeter	Science Fair Now Press Play Ancient Egypt Experience	The Tutankhamun Exhibition Dorchester

Seaton Primary School Curriculum Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Text	Leon and the Place Between Instructions: How to dress like a Roman Solider	Zelda Claw Whistling Monster	Ignis Beachcomber	Is Plastic Fantastic ? Poetry Persuasive letter	Oliver and the Seawigs - Diary Viking Village – setting description (Literacy Shed)	Non-fiction - Grendel Escot - Recount
Reading Core Texts	Ancient Rome Romulus and Remus Boudicca Coming to England	Unusual adaptations What's the matter? Little Badman	Lego Mega Cargo Octopus Odyssey	Adrift I wandered lonely as a cloud The Song from Somewhere Else	Beowulf A Saxon Grave How to be a Viking	The Whistling Monster Puss in Boots Human Family poem
PSHE Read Together Texts	What if – Samantha Berger (Aspiration) The River by Tom Percival (Feelings)	Tale of the Whale - Karen Swann (Conservation) The Hueys in the new jumper by Oliver Jeffers (Anti bullying)	Wanda (Identity / Anti bullying) One World by Michael Forman (Environment)	Julian is a Mermaid (acceptance) Leaf by Sandra Dieckmann (Difference)	Tusk, Tusk by Davis McKae (Prejudice) What we'll build – Oliver Jeffers (Aspiration)	Mirror by Jeannie Baker (diversity) The Invisible – Tom Percival (Inclusion)
Maths Power Maths	Place Value Addition Subtraction	Measurement Multiplication Division	Multiplication / Division Measurement Fractions	Fractions Decimals	Measurement Statistics	Geometry Shapes Position and Direction
Science	Living things and their habitats	States of Matter	Sound	Sound	Electricity	Animals including humans (Teeth and Digestion)
Computing	The internet	Audio Production	Repetition in shapes	Data logging	Photo editing	Repetition in games
Online Safety Project Evolve	Health, wellbeing and Lifestyle	Online Bullying	Self Image and Identity	Online Reputation	Online Relationships	
RE	What do Hindus believe God is like? (link to Diwali)	What is the trinity and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died Good Friday?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?
History KS History	Roman Britain				Anglo Saxons / Vikings	
Geography		Italy & Southwest Rome & Bath Compare localities (region in a European country)	The Water Cycle/ Why do Oceans matter? Keep our beach clean – Save our Sea! RNLI Water Safety Passport 2 Unit			
P.E	REAL Gym	Swimming	REAL Hockey and Rugby	REAL Dance	Athletics	Tennis and Cricket
REAL PE	Real PE: Personal	REAL PE: Social	REAL PE Cognitive	REAL PE Creative	REAL PE Physical	REAL PE Health & fitness
Art	Drawing Bicton Botanical Gardens Botanical Drawing		Painting and Collage Plastic Pollution	Printing – Save our seas design for a Tote Bag DAISI ART Workshop	Sculpture – Clay Vikings	
DT PoaP		Mechanical systems - Levers and linkages	Textiles - Make a tote Bag to replace plastic bags			Electrical systems 1 – simple circuits and switches

Seaton Primary School Curriculum Overview



Music	Mamma Mia	Ukulele Whole Class Ensemble	Stop!	Performance	Lean on me	Blackbird
PSHE Jigsaw	Being me in my world	Celebrating Difference	Dreams and goals	Healthy Me	Relationships	SRE CW Project
Educational visits / events	Bicton Botanical gardens Black History Week	Anti Bullying Week Bath visit – Roman Baths and Bath City Centre	Beachcomb Children’s mental health week	Beach clean RNLI Water safety Passport 2 Coastguard visit	Science Fair	Escot Residential (ASV)

Seaton Primary School Curriculum Overview



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Text	Oktapodi For the Birds	Journey Bethlehem	<i>Greek Myths – Theseus</i> Wild boy – Newspaper Report Women in Sport - Biography	Francis <i>The Highwayman</i>	Mythical Creature – Non-Chronological Report	Roads End Where my Wellies take me
Reading Core Texts	Blitz and rationing War horse Newton and Gravity	Brazil Favella The Explorers Wild Boy	Mythology – Ancient Greece The Jamie Drake Equation The Listeners	<i>Throwing a tree poem</i> The Highwayman Cosmic	Flood land Reptiles If – Rudyard Kipling	Where the World Turns Wild Mr Linden’s Library
PSHE Read Together Text	Varmints by Helen Ward (Conservation) Respect: Boundaries and you by Rachel Bryan (Consent)	Fox by Margaret Wild (Friendship and loyalty) Racism and Intolerance – Louise Spilsbury (racism)	The Thing by Simon Puttock (Discrimination) The Undeclared by Kwame Alexander (Diversity)	And Tango makes 3 Justin Richardson (Acceptance) I talk like a River by Jordan Scott (Inclusion)	Malala’s magic pencil – Malala Yousafzai (Identity) The Rhythm of the Rain – Grahame Baker Smith (Environment)	The Arrival - Shaun Tan (Inclusion / belonging) Last: The White Rhino by Nicola Davies (Hope)
Maths Power Maths	Place Value Addition & Subtraction	Statistics Multiplication / Division Measurement	Multiplication / Division Fractions, Decimals and Percentages	Fractions, Decimals and Percentages	Geometry – properties of shape	Geometry – position and direction Measurement
Science	Forces	Properties and Changing Materials	Famous Scientists	Earth and Space	Animals including humans	Living Things and their habitats
Computing	Systems and searching	Video production	Selection in physical computing	Flat file databases	Vector graphics	Selection in quizzes
Online Safety Project Evolve	Health, wellbeing and Lifestyle	Online Bullying	Self-Image and Identity	Online Reputation	Online Relationships	
RE	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	What does it mean to be a humanist in Britain today?	What can be done to reduce racism? Can religion help?	What does it mean if Christians believe God is holy and loving?
History KS History	World War 2 including Battle of Britain as a turning point		Ancient Greece	Ancient Greece including Legacy of Greek Culture		
Geography		South America: Brazil Project Comparing a region in the UK to South America (Brazil)			Journey of a Raindrop The River Axe - Investigating Rivers and the Water Cycle	How has flooding shaped Seaton and London? Comparing the Axe and the Thames
P.E	REAL Gym	Netball	REAL Hockey	REAL Dance	Swimming	
REAL PE	Real PE: Personal	REAL PE: Social	REAL PE Cognitive	REAL PE Creative	REAL PE Physical Athletics	REAL PE / Cricket
Art		Painting: Brazilian Pop Art Romeo Britto	Sculpture Artist: Elizabeth Berrien Wire sculptures		Drawing: Vincent Van Gogh Tormented Landscapes	
DT	Food – Celebrating culture and seasonality (Baking)			Mechanical systems – pulleys & gears (Colyton Grammar)		Frame structures – Bird Hide Structure

Seaton Primary School Curriculum Overview



						(Forest school)
Music	Living on a prayer	Samba Drums Whole Class Ensemble	Make you feel my love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect and Replay
PSHE Jigsaw unit	Being me in my world	Celebrating Difference	Dreams and goals	Healthy Me	Relationships	SRE Christopher Winter Project
Educational visits / events	WW2 Day Fleet Air Arm Museum	Anti Bullying Week Samba Workshop Lead Remembrance Service	Bike ability Week Children's mental health week	Athens v Sparta Murder mystery Day We the Curious	Real leaders River Dart Country Park Axmouth Harbour Science Fair	Seaton Wetlands – River Fieldwork

Seaton Primary School Curriculum Overview



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Text	The Lost Thing The Lost Words	The Day the Crayons Quit The Princess' Blankets	Titanium (X2 outcomes) Take a tale week	Jungle Survival Handbook – UTMB Survival Guide Macbeth	Dragon ology / Fantastic Beast and where to find them	Revisit and edit Pieces Seaton Heritage Trail Project
Reading Text	GOLDEN DREAMS COASTS YOU ARE AWESOME	NORTHERN LIGHTS SILVER FIN THE MAYA	Swimming the English Channel Survivors- Shackleton's Journey Weird& Wonderful Octopi(S) California's unlikely Warriors	Wild Ride The Lost Queen Way of the Dodo Space and Tourism Encounter at sea Giants	What Mr Darwin Saw The Park Bumblebees Music Box The giant panda bear grannie Albion's Dream A Noise in the Night Bats Under the Bridge A Howl at Dusk	Can you see me now? Moving On: A Transition Guide
PSHE Read Together Texts	Wisp – A story of Hope - Zana Fraillon (Identity) My Princess Boy by C KiloDavis (acceptance)	The Proudest Blue – IbtihajMuhammad (identity) Small Things by Mel Tregonning (Mental Health)	Mixed by Aree Chung (racism) I wonder by Annaka Harris (uncertainty)	The Boys & The Girls (Lauren Ace and Jenny Levlie) (importance of friendships)	The Island by Armin Greder Human rights) Can I build another me? By Shinsuke Yoshitake (identity)	Tea (video) (Consent) Just Like Me by Louise Gooding (Neurodiversity)
Maths Power Maths	Place Value Addition, Subtraction, Multiplication, Division	The Four Operations Fractions Position & Direction	Fractions, decimals and percentages Algebra	Measurement Ratio and Proportion	Geometry – Shapes Number and place value	Statistics
Science	Animals including humans	Living Things and their habitats - classification	Electricity	Evolution and Inheritance		Light
Computing Teach computing	Communication and collaboration	Webpage creation	Variables in games	Learning by questions	Learning By Questions Seaton Heritage Trail Project - Create website & QR codes 3D modelling	
Online Safety Project Evolve	Health, wellbeing and Lifestyle	Online Bullying	Self-Image and Identity	Online Reputation	Online Relationships	
RE	Why do Hindus want to be good?	What can be done to reduce racism? Can religion help? (Yr5 new unit – one year only)	Creation and Science – conflicting or complimentary?	What Kind of a King do Christians believe Jesus was?	What does it mean to be a humanist in Britain today? (Yr5 new unit – one year only)	What do religious and non religious world views teach about caring for the earth?
History		The Maya			How has Seaton changed over time? Local History Study and Geography Fieldwork Study - Seaton Heritage Trail	
Geography	Coasts and Oceans – How do we protect our coastline?		Mountains – what is life like in the alps?			
P.E	REAL Gym	Netball	REAL Hockey and Rugby	REAL Dance	Athletics	Tennis and Cricket
REAL PE	Real PE: Personal	REAL PE: Social	REAL PE Cognitive	REAL PE Creative	REAL PE Physical	REAL PE Health & fitness
Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Art	Drawing and Painting - Self Portraits Artist: Freda Kahlo				Drawing: Seaton Landscapes Artist: Jitesh Patel	
DT			Textiles – combining different fabric shapes – Make a survival bag		Colyton Grammar Outreach Project Electrical systems – More complex switches Mechanical systems – cams and levers	

Seaton Primary School Curriculum Overview



Music	Happy	Classroom Jazz	Guitars Whole Class Ensemble		You've got a friend	Year 6 Performance
PSHE Jigsaw unit	Being me in my world	Celebrating Difference	Dreams and goals	Healthy Me	Relationships	SRE: Christopher Winter Project
Curriculum Enrichment	Beer to Branscombe Coastal Walk Sponsored Scramble – fundraising	Mayan Day Anti Bullying Week Forest school Residential – PGL Osmington Bay	Mountains Day Children's mental health week	Macbeth Workshop Science Fair Junior Grizzly	Hopes and Dreams / Careers Day	Sports Day Leaders Performance Canoeing Life saving – swimming