

Curriculum Overview

This document sets out the details of the Curriculum here at Thorner's, how it is implemented and how we track the children's progress in each area to measure its impact. If you have any further questions please ring the office (01308 482 410 or office@thorners.dorset.sch.uk) and ask for an appointment to discuss any aspect of it with the headteacher, Mr Sitch.

Our starting point for the curriculum at Thorner's is the National Curriculum. [The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444222/national-curriculum-in-england-framework-document.pdf)

In EYFS (pre-school and Reception) we follow the new 2021 EYFS [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444222/national-curriculum-in-england-framework-document.pdf) and our curriculum is informed by both the [Development-Matters-FINAL-PRINT-AMENDED.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/) and [Bold beginnings - The Reception curriculum in a sample of good and outstanding primary schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444222/national-curriculum-in-england-framework-document.pdf) documents.

We use the Cornerstones EYFS scheme of work which covers all the areas required in the new 2021 EYFS framework.

To implement the requirements in all of these documents and to offer the children a rich tapestry of experiences through which they can develop a broad range of knowledge and skills, at Thorner's we have created 5 curriculum strands.

Our 5 Curriculum Strands

Core

- English
- Maths
- Science
- RE

- EYFS – Communication and Language, Personal, Social & Emotional and Physical Development

Foundation Pathways

- Geography
 - History
- Computing
 - Physical Education
 - Art
 - French
 - Design Technology
 - Music
- Relationships and Sex Education

- EYFS – Literacy, Maths, Knowledge & Understanding of the World and Expressive Arts and Design

Continuous Provision

- Skill Stations in classrooms and outdoors at lunch/break

Extra-Curricular

- Sports Clubs
- Trips and Visits
- Forest School
- Beach School

Home Learning

- Homework
- Thorner's Award Scheme

1. CORE:

For Maths we use:

EYFS – MNP and Cornerstones

The DfE approved Maths No Problem scheme [Maths – No Problem! : Maths — No Problem!](#)

together with additional resources from other providers such as:

NCETM (National Centre for Excellence in the Teaching of Mathematics <https://www.ncetm.org.uk/>)

The Mathsteasers Series for Advanced Learners [The Mathsteasers Series : Maths — No Problem!](#)

White Rose Maths [Resources | White Rose Maths](#)

For English we use:

The Literary Curriculum - [The Literary Curriculum](#)

Together with additional resources from other providers such as:

The national Literacy Trust [Free literacy resources | National Literacy Trust](#)

For Phonics we use:

The DfE approved Phonics Bug Club scheme of Phonics and decodable books to deliver our Phonics teaching.

Our matching Phonics Bug Club Reading scheme enables children to read texts (online and in hard copy) that corresponds to the exact sounds they are working on at that moment.

We also use the Oxford Reading Tree and Collins Big Cat reading schemes to support decoding and reading across EYFS/KS1.

See our “Reading Journey” document for more information on what children cover each half term.

For Science we use:

Outstanding Science [Outstanding Science | Primary Science Resources for the National Curriculum](#)

Together with additional resources from other providers such as:

Primary Science Teaching Trust [Primary Science Teaching Trust - PSTT](#)

STEM [STEM Learning - Resources, CPD, STEM Ambassadors and enrichment | STEM](#)

For RE we use:

Understanding Christianity and Discovery

2. Foundation Pathways:

‘Don’t be a scientist, don’t be an artist, don’t be a musician. Be all of them.’

Although we often teach lessons that have strong cross-curricular links with other parts of the timetable, at Thorner’s from Year 1 each subject is taught as a distinct lesson. We do this for 3 reasons:

- to ensure that all subjects of the curriculum are given their appropriate weight (so no areas get ‘squeezed’ or glossed over),
- to ensure pupils learn that all subjects possess some particular subject-specific skills (‘being a scientist’ requires a child to use some different skills than when they are ‘being an artist’) and
- to ensure that **pupils themselves begin to see** how their knowledge and skills in one part of the curriculum are linked to those in another (realizing for yourself how your 8x table helped you with rhythm in music).

To enable our children to embed, develop and build upon their subject-specific skills and knowledge, we have created our

60 BIG QUESTIONS

and then the subject pathways for children to follow to answer them as they study each subject throughout their learning journey up through the school and, ready, on to secondary school (see KS3 yr 7/8 chart).

The schemes we use to explore these questions were chosen for their strength when teaching subjects individually, the flexible way they could be fitted into our 2-year rolling program and our 60 Big Question Pathways. These resources work well for a small school of 3 teachers - but also allowed some flexibility for us to incorporate key strengths of the school and staff into our overall Curriculum (such as Ancient Greek language teaching in Upper KS2, strong PE coaching and our wildlife Discovery Area).

OUR 60 BIG QUESTIONS

Science

Our BIG pathway questions:

- 1) Where is the Earth in space?**
- 2) What are materials really made of?**
- 3) Where and why do animals survive?**
- 4) How does my healthy body work?**
- 5) How do plants grow?**
- 6) How do forces and powers around me behave?**

Geography:

Our BIG pathway questions:

- 1) What makes the weather on Earth?**
- 2) How fragile is our planet?**
- 3) Why are places on Earth different?**
- 4) What is special about where we live?**
- 5) How do maps and plans work?**
- 6) Why do we have cities and towns?**

History:

Our BIG pathway questions:

- 1) What was life like in the past near Litton Cheney?**
- 2) When did people “discover” places and things?**
- 3) How did ancient people live?**
- 4) Why do we have different ages and eras?**

- 5) How have world wars affected people?
- 6) What big events have changed my country?

Computing

Our BIG pathway questions:

- 1) What is a computer?
- 2) How do I program and code?
- 3) How do I control a computer?
- 4) How do I stay safe online?
- 5) How do I collect and use data?
- 6) Can I use computers to create?

Art/DT

Our BIG pathway questions:

- 1) What is healthy, seasonal food?
- 2) Can I design and make useful and beautiful things?
- 3) How do I draw and clothe the human body?
- 4) Can I make electronic devices?
- 5) Can I tell a story with a picture?
- 6) How do I use different artistic materials?

PE

Our BIG pathway questions:

- 1) Why and how do we compete?
- 2) How do I learn to control objects?
- 3) How can I control my body?
- 4) What risks should I take?
- 5) How do I develop confidence in the water?

6) How do I hit, catch and throw?

Music

Our BIG pathway questions:

- 1) What are pulse, rhythm and pitch?
- 2) Can I compose my own music?
- 3) Can I learn about music from other places and times?
- 4) Can I perform in front of an audience?
- 5) How do I play different instruments?
- 6) How does music affect us?

RE

Our BIG pathway questions:

- 1) How did everything begin?
- 2) What might God be like?
- 3) What does Jesus' message mean to me?
- 4) What is the real meaning of Christmas and Easter?
- 5) What do people believe happens when someone dies?
- 6) What other faiths are there in this country and around the world?

RSE

Our BIG pathway questions:

- 1) What are happy families and healthy relationships?
- 2) How do I stay safe as I grow up?
- 3) What should I do to stay healthy and happy?
- 4) What are my rights and responsibilities?

5) How should I think about money and work?

6) Why is identity important to everyone?

Languages

Our BIG pathway questions:

1) What do French words mean?

2) How do I improve my accent?

3) How can I learn about another country?

4) How are languages different and the same?

5) How do I speak and write in another language?

6) Can I learn an ancient language in a different alphabet?

Below is a colour-coded curriculum map which shows how a child moves from topics in KS1 and where those skills and knowledge are then revisited and expanded upon in KS2 in order for them to answer our 60 BIG QUESTIONS. Simply find a colour in one subject for a class and then look for that same colour in the same subject row in the other class charts.

For example, in Chesil in “Spring A” in the row for Science you can see that the children will learn about “**Everyday Materials and their Uses**”. You can see that “**Everyday Materials and their Uses**” is in orange. This colour then appears again in the Bredy timetable in the “**States of Matter**” topic in the Science row in “Summer A” and again in the Eggardon timetable in Summer B as “**Materials: Properties and Changes**”.

Each individual teaching term block is hyperlinked to the skills and knowledge to be covered in that unit of work. Simply hover over the teaching unit – press “control” – and left click on the unit to display the national curriculum requirements covered in that unit of work as set out in each scheme of work. Further breakdown of what is covered in each lesson can also be found in our selected schemes of work.

CHESIL

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Science	Seasonal Changes 1D	Everyday Materials/Uses 1C/2D	Living Things & Habitats 2A	Animals including Humans 1B	Animals including Humans 2C	Plants and Plants 1A & 2B
Geography	How does weather affect our lives?	Why does it matter where my food comes from	Why don't penguins need to fly?	What is where I live like?	Why do we love being beside the seaside?	Kampong Ayer vs where I live?
History	Bonfire Night Great Fire of London	My Family History	Explorers	Great Inventions	Local Heroes	Holidays in the past
Computing	Systems and Networks What is a Computer?	International Space Station Beebots	Algorithms Unplugged Online Safety 1	Intro to Data Rocket to the Moon	Online Safety 2 Scratch Junior	Digital Imagery Word Processing
Art	Formal Elements of Art 1 Art & Design 1	Human Form	Sculpture & Collages 1 (Living Things)	Formal Elements of Art 2 Art & Design 2	Sculpture & Mixed media 2 (superheroes)	Landscapes
PE	Multiskills 1 Dance Football	Gymnastics 1-2 Outdoor Ed (WOEC)	Athletics Yr 1 Swimming	Multiskills 2 Dance	Gymnastics 3-4 Outdoor Ed (WOEC)	Athletics 2 Swimming
DT	Fruit and Veg Moving Story Book	Windmill Puppets	Wheels and Axles	Balanced Diet Monster	Baby Bear's Chair Pouches	Fairground Wheel
Music	Hey You Rhythm in the way we walk/Banana Rap	In the Groove Round and Round	Your Imagination Reflect, Rewind, Replay	Hands, Feet, Heart Ho Ho Ho	I wanna play in a Band Zootime	Friendship Song Reflect, Rewind, Replay
RE	Creation 1.2 Who made the world?	God 1.1 What do Xtians believe god is like?	Gospel 1.4 What is the good news Jesus brings?	Incarnation 1.3 Why does Xmas matter to Xtians?	Salvation 1.5 Why does Easter matter to Xtians?	Judaism
French Vocabulary building			R Stars Bk 1 Games and Songs Chapter 2			R Stars Bk 1 Games and Songs Chapter 2

BREDY

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Science	Animals including Humans 3B	Forces and Magnets 3E Electricity 4E	States of Matter 4C Rocks and Fossils 3C	Animals including Humans 4B Sound 4D	Light 3D Plants 3A	Living things and their Habitats 4A
Geography	Beyond the Magic Kingdom: sunshine state	How can we live more sustainably?	How and why is my local area changing?	Why do some earthquakes cause more damage?	Why are Jungles so wet and Deserts so dry?	Why do so many people live in Megacities?
History	Roman Britain	Crime and Punishment	Local History	Stone Age	Egyptians	Bronze Age, Iron Age and the Vikings
Computing	Networks & Internet E- Safety 3	Scratch Journey into a Computer	Digital Literacy	Investigating Weather E-Safety 4	Website Design HTML	Collaborative Learning Computational Thinking
Art	Every Picture Tells a Story Formal Elements Art 4	Art & Design 4	Sculpture	Prehistoric Art Formal Elements of Art 3	Art and Design 3	Craft
PE	Football 3 Dance 3 Hockey 3	Archery Tennis 3	WOEC Swimming Athletics 3	Dance 4 Netball	Gym 4 Strike/Field/Rounders 4	WOEC Swimming Athletics 4
DT	Pneumatic Toys Electronic Charm	Eating Seasonally Constructing a Castle	Cushions Static electricity	Slingshot Car Mindful timer	Adapt a Recipe Pavilions	Fastenings Torches
Music	Let your Spirit Fly Glocks 1	3 Little Birds The Dragon Song	Bringing us Together Reflect, Rewind & Replay	Mamma Mia Glocks 2	Stop! Lean on Me	Blackbird Reflect, Rewind & Replay
RE	2a.2 What is it like to follow God?	2a.4 What kind of world did Jesus want? 2a.6 When Jesus left, what was the impact of Pentecost?	Hinduism – pilgrimage to the River Ganges	2a.1 What do Christians learn from the Creation Story?	2a.5 Why do Christians call the day Jesus died "Good Friday"? 2a.3 What is Trinity?	Hinduism – how can Brahman be everywhere?
French Vocabulary building and Accent	Unit 1 Bk 1 Moi Unit 5 Bk 1 Les 4 Amis	Unit 6 Bk 1 Ca pousse? Unit 10 Bk 2 Vive La Sport	Unit 11 Bk 2 Les Ca. des animaux Unit 12 Bk 2 Quel temps fait til?	Unit 1 Bk 1 Moi Unit 3 Bk 1 On fait le fete	Unit 4 Bk 1 Portraits Unit 7 Bk 2 On Y va!	Unit 8 Bk 2 L'argent Unit 9 Bk 2 Raconte-moi une histoire!
RSE	Families and Relationships A	Health and Wellbeing A Citizenship A	Economic Wellbeing A Safety and the Changing body A	Families and Relationships B	Health and Wellbeing B Citizenship B	Economic Wellbeing B Safety and the Changing body B

EGGARDON

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Science	Light 6D Earth & Space 5D	Electricity 6E Forces 5E	Evolution and Inheritance 6C	Living Things and Habitats 5A 6A	Human Beings 5B & 6B	Materials: properties and changes 5C
Geography	Who are Britain's Nat. parks for?	How is Climate Change affecting us	What is a river?	Why are Mountains so important?	How do Volcanoes change lives?	Why is fair trade fair?
History	Mayans	Saxons	Vikings	Impact of War	Ancient Greeks	Journeys
Computing	E Safety 5 Music	Stop Motion Animation Search Engines	Mars Rover 1 & 2	Bletchley 1 & 2	E Safety 6 Python	Big Data 1 & 2
Art	Design for a Purpose Art and Design 6	Make my Voice heard	Still Life	Every picture 5 Photography 6	Architecture	Art & Design 5
PE	Dance/Gym 5 Invasion Games/Netball	Hockey 5	Cricket Athletics Swimming	Dance/Gym TAG Rugby	Striking Games Badminton 6	Rounders Swimming Athletics
DT	Stuffed Toys E Greetings Cards	Bridges Monitoring Devices	Healthier? Pop-up Book	Waistcoats Steady hand Game	Playgrounds Navigating	Come Dine with Me Automata toys
Music	Livin on a Prayer Class Jazz 1	Make you feel my love Fresh Prince of bel Air	Dancing in the Street Reflect, Rewind, Replay	Happy Class Jazz 2	A New Year Carol You've got a friend	Music and Me Reflect, Rewind, Replay
RE	2B.1 Holy and Loving 2B.4 Messiah	2B.7 Resurrection 2B.8 Jesus the King	Islam – commitment to God, lost post death	Sikhism – commitment to God	2B.3 Freedom/Justice 2B.6 Jesus saves?	2B.5 What would Jesus do? 2B.2 Creation/Science
French <small>Fem/Masc, Build Sent/Conv Adjectives, etre/aller Comparatives/Qualifiers spelling/Pronunciation Verbs/declension tense</small>	Bk 3 13 Bon Appetit Bk 3 14 Je suis le Music.	Bk 3 15 En route l'ecole Bk 4 22 Ici et la	Bk 4 23 Café Bk 4 24 Quoi de neuf?	Bk 3 16 Scene de plage Bk 3 17 Le retour	Bk 3 18 Les Planetes Bk 4 19 Notre Ecole	Bk 4 20 Notre monde Bk 4 21 Les passe/present
RSE	Families and Relationships A Citizenship A	Health and Wellbeing A Identity A	Economic Wellbeing A Safety and the Changing body A	Families and Relationships B Citizenship B	Health and Wellbeing B Identity B	Economic Wellbeing B Safety and the Changing body B

SECONDARY - into Years 7/8 (KS3)

Science	Waves Earth & Atmosphere Space Physics	Electromagnetism Energetics Motion and Forces	Reproduction Genetics	Cells and organisation Photosynthesis Eco-systems	Skeletal, Muscular, Circulatory and Digestion Systems	Matter, Atoms, Substances Periodic Table
Geography	International Development Population Urbanisation	Weather and Climate	Weathering Soils	Locational Knowledge Globes, Maps, Atlases	Timescales, Tectonics, Rocks	Economic Activity in 4 sectors
History	Local History	Renaissance/Reformation	Medieval Britain	20th Century	Another British Aspect	World History
Computing	E Safety Creative Projects	Creative projects Apps	Algorithms	Hardware and Software Components	E Safety Boolean	Data
Art	Invent/Create Art techniques	Ideas and Experiences	Still Life	Great Artists	Architecture	Art techniques
PE	Dance Invasion Games	Team Sports	Outdoor Ed Swimming	Dance Invasion Games	Striking Games	Non-Invasion Sports Swimming
DT	Materials ICT	Inputs and Outputs	Cooking Mechanical Systems	Textiles Electrical Systems	Mechanical Systems	Cooking
Music	Instruments	Singing	Composers	Instruments Technical Vocabulary	Singing	Music History
RE						
French	Gender Conversation	Gender Conversation	Grammar Adjectives	Gender/Case Accent	Grammar Declension/ Inflected	Grammar Tenses
RSE	Families and Relationships Citizenship	Health and Wellbeing Identity	Economic Wellbeing Safety and the Changing body	Families and Relationships Citizenship	Health and Wellbeing Identity	Economic Wellbeing Safety and the Changing body

By making these explicit pathways from one unit to another, this then enables the teachers and children to do several things.

KNOWLEDGE

It enables a child to think back to the unit of work where they last encountered the subject matter similar to that which they are about to learn and to see how their units of work are linked and build upon one another.

Using our Foundation subject tracker, teachers can review each child's learning from the previous linked unit which enables them to then offer more precise support or extension to those who need it for this particular pathway. No child is likely to have a consistent level of attainment across all areas of one subject. For example, in science, whilst they may be a high achieving biologist who makes accurate observations, they may struggle with chemistry and how to conduct a fair test. So it is crucial teachers avoid having to make general assessments of a child ("at, above or below" etc) as an overall scientist, but, rather, can look at strengths and areas for improvement in each individual pathway which means they can target support more precisely.

The pathways and Foundation subject tracker enables teachers to identify, **before** a new unit of work takes place, which children will need more revision of the former unit in the pathway, support in the lessons coming up and/or additional extension work.

To help children avoid misconceptions and prepare them for any new work in the pathway, we will offer the following support to those that need it:

- a catch-up session covering any misconceptions from the last linked unit of work
 - pre-teaching of the upcoming material,
- additional homework linked to either the misconception and/or new linked unit and
 - early TA support in lessons to enable a child to access the new unit.

SKILLS

As well as these steps to ensure subject knowledge is embedded, we also make use of Progression Maps and Pupil “I can...” statements for each subject (see page below) - to ensure that pupils know, revisit and extend the skills required for each subject.

These Progression Maps and “I can...” statements set out the skills each child needs to acquire in each class at Thorner’s. For example, in science a child should progress from:

Chesil (Yrs 1/2) – “I use simple equipment to make measurements”

Bredy (Yrs 3/4) – “I use equipment to measure accurately in standard units”

Eggardon (Yr 5/6) – “I can use different scientific equipment to measure with precision and take repeat readings when appropriate”

Again, by using these progression Maps and “I can” statements, this enables teachers to identify, **before** a new unit of work takes place, which children will need more help with a specific skill practiced in a former unit in the pathway, support in the lessons coming up and/or additional extension work.

These Progression Maps and “I can” statements also help the children identify where else these skills are taught and used and beyond the Core and Foundation strands of the Curriculum. For example, the Bredy science “I can” statements note that the requirement “to use equipment to measure accurately in the right units” can also be practiced and embedded at cooking club/at home as part of their Thorner’s Award, timing a race on sports day or measuring a friend’s new personal best at standing high jump in the playground at break time.

CROSS – CURRICULAR LINKS

Although each subject is taught as a discrete lesson in the timetable you can also see from the second Topic Overview below that we have grouped and sequenced units of work carefully so as to maximize the chance for children to identify and embed cross curricular links by placing units alongside one another so they are both taught in the same term.

A good example of this from Yrs 5 and 6 is where the children are studying the Impact of War in History in Autumn B and also are working in Computing at the same time (Autumn B) on the module about Bletchley Park and codebreaking in WW2.

Of course all learning and knowledge are linked in some ultimate manner, but in our Overview below, units likely to share strong, rich and meaningful cross curricular links with one another are highlighted the same box colour. This encourages children to think across their subjects at the same time that they are working on them and identify links, but also avoids the need for teachers to try and thinly link everything being taught at that moment with spurious connections (which can be often found in some wholly topic based approaches to curriculum design).

CHESIL

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Computing	Systems and Networks What is a Computer?	International Space Station Beebots	Algorithms Unplugged Online Safety 1	Intro to Data Rocket to the Moon	Online Safety 2 Scratch Junior	Digital Imagery Word Processing
Art	Formal Elements of Art 1 Art & Design 1	Human Form	Sculptures & Collages 1 (Living Things)	Formal Elements of Art 2	Sculpture & Mixed media 2 (superheroes)	Landscapes
PE	Multiskills 1 Dance	Gymnastics 1-2 Outdoor Ed (WOEC)	Athletics Yr 1 Swimming	Multiskills 2 Dance	Gymnastics 3-4 Outdoor Ed (WOEC)	Athletics 2 Swimming
DT	Fruit and Veg Moving Story Book	Windmill Puppets	Wheels and Axles	Balanced Diet Monster	Baby Bear's Chair Pouches	Fairground Wheel
Music	Hey You Rhythm in the way we walk/Banana Rap	In the Groove Round and Round	Your Imagination Reflect, Rewind, Replay	Hands, Feet, Heart Ho Ho Ho	I wanna play in a Band Zootime	Friendship Song Reflect, Rewind, Replay
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French			R Stars Bk 1 Games and Songs Chapter 2			R Stars Bk 1 Games and Songs Chapter 2

BREDY

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Art	Every Picture Tells a Story Formal Elements Art 4	Art & Design 4	Sculpture	Prehistoric Art Formal Elements of Art 3	Art and Design 3	Craft
PE	Football 3 Dance 3 Hockey 3	Archery Tennis 3	WOEC Swimming Athletics 3	Dance 4 Netball	Gym 4 Strike/Field/Rounders 4	WOEC Swimming Athletics 4
DT	Pneumatic Toys Electronic Charm	Eating Seasonally Constructing a Castle	Cushions Static electricity	Slingshot Car Mindful timer	Adapt a Recipe Pavilions	Fastenings Torches
Music	Let your Spirit Fly Glocks 1	3 Little Birds The Dragon Song	Bringing us Together Reflect, Rewind & Replay	Mamma Mia Glocks 2	Stop! Lean on Me	Blackbird Reflect, Rewind & Replay
RE	2a.2 What is it like to follow God?	2a.4 What kind of world did Jesus want? 2a.6 When Jesus left, what was the impact of Pentecost?	Hinduism – pilgrimage to the River Ganges	2a.1 What do Christians learn from the Creation Story?	2a.5 Why do Christians call the day Jesus died “Good Friday”? 2a.3 What is Trinity?	Hinduism – how can Brahman be everywhere?
French	Unit 1 Bk 1 Moi Unit 5 Bk 1 Les 4 Amis	Unit 6 Bk 1 Ca pousse? Unit 10 Bk 2 Vive La Sport	Unit 11 Bk 2 Les Carnivales des animaux Unit 12 Bk 2 Quel temps fait til?	Unit 1 Bk 1 Moi Unit 3 Bk 1 On fait le fete	Unit 4 Bk 1 Portraits Unit 7 Bk 2 On Y va!	Unit 8 Bk 2 L'argent Unit 9 Bk 2 Raconte-moi une histoire!
RSE	Families and Relationships A Safety and the Changing body A	Health and Wellbeing A Citizenship A	Economic Wellbeing A	Families and Relationships B Safety and the Changing body B	Health and Wellbeing B Citizenship B	Economic Wellbeing B

EGGARDON

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
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Geography	Who are Britain's Nat. parks for?	How is Climate Change affecting us	What is a river?	Why are Mountains so important?	How do Volcanoes change lives?	Why is fair trade fair?
History	Mayans	Saxons	Vikings	Impact of War	Ancient Greeks	Journeys
Computing	E Safety 5 Music	Stop Motion Animation Search Engines	Mars Rover 1 & 2	Bletchley 1 & 2	Yr 6 Safety Python	Big Data 1 & 2
Art	Design for a Purpose Art and Design 6	Make my Voice heard	Still Life	Every picture 5 Photography 6	Architecture	Art & Design 5
PE	Dance/Gym 5 Invasion Games/Netball	Hockey 5	Cricket Athletics	Dance/Gym TAG Rugby	Striking Games Badminton 6	Rounders Swimming Athletics
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RE	2B.1 Holy and Loving 2B.4 Messiah	2B.7 Resurrection 2B.8 Jesus the King	Islam – commitment to God, lost post death	Sikhism – commitment to God	2B.3 Freedom/Justice 2B.6 Jesus saves?	2B.5 What would Jesus do? 2B.2 Creation/Science
French	Bk 3 13 Bon Appetit Bk 3 14 Je suis le Music.	Bk 3 15 En route l'école Bk 4 22 Ici et la	Bk 4 23 Café Bk 4 24 Quoi de neuf?	Bk 3 16 Scene de plage Bk 3 17 Le retour	Bk 3 18 Les Planetes Bk 4 19 Notre Ecole	Bk 4 20 Notre monde Bk 4 21 Les passe/present
RSE	Families and Relationships A Safety and the Changing body A	Health and Wellbeing A Citizenship A	Economic Wellbeing A Identity A	Families and Relationships B Safety and the Changing body B	Health and Wellbeing B Citizenship B	Economic Wellbeing B Identity B

RESOURCES

To support all subjects in the Foundation strand of the curriculum we use resources for each subject from providers such as:

For Geography we use:

Collins Primary Geography [Primary | Atlases & Geography | Primary Geography – Collins](#)

For History we use:

Rising Stars [Rising Stars History Primary School Resources \(risingstars-uk.com\)](#)

For Computing we use:

Kapow [Primary Computing Scheme of Work & lesson plans | Kapow Primary](#)

For Art we use:

Kapow [KS2 Art & Design Scheme of Work and Lesson Plans | Kapow Primary](#)

For PE we use: REAL PE [Primary PE Schemes of Work - real PE | Jasmine \(jasmineactive.com\)](#)

For DT we use:

Kapow [D&T Scheme of Work, lesson plans, demo videos, CPD | Kapow Primary](#)

For Music we use: Charanga [Musical School - Whole School Primary Music Teaching Resources \(charanga.com\)](#)

For RE we use: Understanding Christianity and Discovery [www.understandingchristianity.org.uk](#) and [Discovery RE Scheme Of Work | Discovery RE \(discoveryschemeofwork.com\)](#)

For RSE we use:

Kapow [PSHE and RSE scheme of work for primary pupils | Kapow Primary](#)

For French we use: Rising Stars [A complete curriculum programme for primary French \(risingstars-uk.com\)](#)

3. Continuous Provision:

At Thorner's we don't want learning to stop when the bell rings for break time. We want children to continue to immerse themselves in self-led activities, games, challenges and experiments which give them more chances to practice what they have learnt in class and follow their own interests further.

Based on the successful model employed in our pre-school and EYFS, at Thorner's we are seeking to expand our continuous provision throughout the school, to enable all children from 3-11 to continue to learn in this way.

To help the children with this, we have created a series of changing Skill Stations around school which they can access throughout the school day. Whether it be a class windowsill of growing seedlings in different conditions, a box of playground musical instruments to create group rhythms with, tape measures for standing high jump competitions or simply a water and drainpipe challenge, we want the children to understand that the curriculum is all around them and that the skills they learn in class are used at the Skill Stations in their break times as well.

We are especially pleased to be able to use our Forest School Discovery Area for this strand of the curriculum – enabling the children to embed forest school skills learnt throughout KS1 and KS2. We have also purchased the curriculum scheme “The National Curriculum Outdoors” to encourage teachers to create meaningful learning experiences out of the classroom whenever possible.

4. Extra-curricular:

At Thorner's, we offer a wide range of extra-curricular sessions to enable the children to try new sports and activities. For more on how we link these school activity groups to local clubs and groups in the wider community (through our '*pasSPORT*' scheme), please see our report on the Sports page of our website.

Our Extra-curricular strand includes the following lunchtime and after school clubs:

Football, Tag Rugby, Netball, Dance, Archery, Cricket, Sailing, Swimming, Art, Eco, Gardening, Cooking, Forest School, Lego, 11+ Prep, Chess, Sewing and Knitting.

5. Home Learning:

Homework can take many forms at Thorner's. It is a crucial part of a child's learning and can range from reading with parents, challenging their friends to a game of times tables on TTRockstars, creating a model of a Viking long boat or baking cakes from a wartime recipe. Central to this is both the homework set by their class teachers and the challenges set out in the Thorner's Award Scheme.

This scheme draws upon the National Trust's 50 things to do before you are 11 and $\frac{3}{4}$ ([50 things to do before you're 11 \$\frac{3}{4}\$ | National Trust](#)). It contains a series of tasks (a set for each class) that children can complete both in school and at home. Certificates are awarded for completion of each stage and images/evidence of completed challenges can be uploaded to a child's Tapestry account directly by parents.

Our curriculum is reviewed on a 2 year cycle (below) which allows subject leaders dedicated time for the subjects they lead across the school. Slots are allocated for assessment, review, observations/moderations, CPD, Governor Monitoring and theme weeks for particular subjects.

	Assessments (End of Term)	Subject Reviews + Staff meetings	Lesson Obs (Start of Term)	Mods/Sch Visits (Start of Term)	CPD/Subject Leadership time Nat College	Theme Weeks (end of term)	Gov Monitoring
Aut 1 (Term)	HWrit, R Age & TTables		PERFORM. MANAG.		Maths/Lit PE/RE Hist	Art	Numeracy Literacy Eggardon
Aut 1 (HT)		FS – Maths MB – Lit MS - Sci KS – RE SW - H/G					
Aut 2 (Term)	PIRA, GAPS		FS – Maths MB – Lit MS - Sci KS – RE SW - H/G			RE (Nativity)	Hist/Geog Chesil SEND/PP
Aut 2 (Xmas)	Tracking (RWMS)						
Spr 1 (Term)	HWrit, R Age & TTables				Science Music H/G	Music	Numeracy Literacy ICT Music
Spr 1 (HT)	Tracking (F)						
Spr 2 (Term)	PIRA, GAPS	PERFORM MANAG – Mid Yr review		FS –Maths MB – Lit MS - Sci KS – RE SW - H/G		RE (Easter)	PE Bredy RE DT SEND/PP
Spr 2 (Easter)	Tracking (RWMS)						
Sum 1 (Term)	HWrit, R Age & TTables				French Art/DT Computing		Numeracy Science Art
Sum 1 (HT)		FS – Music MB – PSHE/RSE MS – PE/French KS – ART/DT SW – Computing				Geography	
Sum 2 (Term)	PIRA, GAPS Tracking (RWMS)	PERFORM MANAG. Book Scrutiny & Review	FS – Music MB – PSHE/RSE MS – PE/French KS ART/DT SW Comp		Maths/Lit PE/RE Hist	French (Helpers' Tea Party)	Literacy SEND/PP ECO MFL Litton & Fledgling
Sum 2 (Sum)	Tracking (F)						

	Assessments (End of Term)	Subject Reviews + Staff meetings	Lesson Obs (Start of Term)	Mods/Sch Visits (Start of Term)	CPD/Subject Leadership time Nat College	Theme Weeks (end of term)	Gov Monitoring
Aut 1 (Term)	HWrit, R Age & TTables		PERFORM. MANAG.		Maths/Lit PE/RE Hist	DT	Numeracy Literacy Eggardon
Aut 1 (HT)		FS –Maths MB – Lit MS - Sci KS – RE SW - H/G					
Aut 2 (Term)	PIRA, GAPS		FS – Maths MB – Lit MS - Sci KS – RE SW - H/G			RE (Nativity)	Hist/Geog Chesil SEND
Aut 2 (Xmas)	Tracking (RWMS)						
Spr 1 (Term)	HWrit, R Age & TTables					History	Numeracy Literacy ICT Music
Spr 1 (HT)	Tracking (F)				Science Music H/G		
Spr 2 (Term)	PIRA, GAPS	PERFORM MANAG – Mid Yr review		FS – Music MB – PSHE/RSE MS – PE/French KS – ART/DT SW – Comp		RE (Easter)	PE Bredy RE DT SEND
Spr 2 (Easter)	Tracking (RWMS)						
Sum 1 (Term)	HWrit, R Age & TTables				French Art/DT Computing	Science	Numeracy Science Art
Sum 1 (HT)		FS – Music MB – PSHE/RSE MS – PE/French KS – ART/DT SW – Computing					
Sum 2 (Term)	PIRA, GAPS Tracking (RWMS)	PERFORM MANAG. Book Scrutiny & Review	FS – Music MB – PSHE/RSE MS – PE/French KS ART/DT SW Comp		Maths/Lit PE/RE Hist	French (Helpers' Tea Party)	Literacy SEND ECO MFL Litton & Fledgling
Sum 2 (Sum)	Tracking (F)						

Staff and CPD

To make all of this learning possible we know that as teachers we must continue to develop both our own subject knowledge and pedagogy so that the children receive the highest quality provision from all staff. To facilitate this we:

Receive training from Dorset County Council

Work with peers across the West Dorset Collaboration to improve best practice

Work with Research and Teaching Hubs such as the Jurassic Maths Hub and

subscribe to The National College, ([The National College | Remote video CPD for school leaders & teachers](#)) a web-based CPD package.

The National College covers new developments in teaching, the curriculum and approaches to specific subject areas as well as offering subject specific training for those areas where we need to improve our own knowledge and skills.

Each member of staff has two or more subjects to lead across the school and we are fortunate to have highly qualified staff to lead all the different subjects.

Although there are only 5 teachers, we are well qualified with a range of postgraduate Masters, Diplomas and 3 first class degrees from the universities of Nottingham, Exeter, Reading, Plymouth, London and Cambridge in subjects as varied as Primary Education, Politics, Theology, Classics and Law.

See below for individual subject strengths (we review this regularly and make use of CPD from the National College to work on areas of improvement, and to extend our teaching practice and subject knowledge):

Literacy Lead –

Teaching Degree with specialism in English
A Levels (A & B) in English Literature and Drama
GCSE's (A* and A) in English Literature and English Language

Maths Lead –

Teaching degree with specialism in Maths
A Level (B) in Maths
GCSE (A) in Maths

Science Lead –

GCSE (AA) Double Science

PE Lead –

GCSE (A) Physical Education
English Cricket Board Coach – level 1
RYA Sailing Qualifications Levels 1 & 2

Languages Lead –

(French and Ancient Greek)
Classics Degree
GCSE (B) French

SENDCO –

Diploma (Merit) SEND

Computing Lead –

GCSE (A) Information and Communication Technology

History/Geography Lead –

Degree in Politics and International Relations
A Level (A) Geography
GCSE (A*) Geography

RE Lead –

Teaching Degree with specialism in Theology

How do we make the Curriculum accessible for those with disabilities or SEN?

At Thorner's, we comply with our duties under the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. For more information on this please see our policies page ([Policies | Thorner's Church of England VA Primary School \(icts.website\)](#)) for links to our Equality Objectives Action Plan, Thorner's Equality Information and Single Equality Policy.

In summary, we ensure that:

We aim to provide a curriculum that is creative, broad and balanced to enable all our children to become:
successful learners, who enjoy learning and achieve high standards of attainment and progress
confident individuals who are able to live safe, healthy and fulfilling lives
responsible citizens who make a positive contribution to society.

We believe that children learn best when they are:

happy
interested and motivated
challenged and stimulated
given tasks which match and stretch their current ability
able to clearly understand the task
able to achieve success and gain approval
confident, feel safe and secure and are aware of boundaries

We believe also that effective learning takes place in an environment which makes learning accessible and provides equal opportunities in a comfortable working atmosphere that is:

challenging and stimulating
organised and well resourced
happy, caring and welcoming
encouraging and appreciative
peaceful and calm.

Where a pupil is identified as having SEND and/or a disability, Thorner's adopts a process of Assess, Allocate, Act, Re-Assess which corresponds to the "Assess, Plan, Do, Review" method as detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and pupils to agree, action and monitor individual progress over time so that special educational needs for all pupils are addressed appropriately, effectively and with good outcomes. Thorner's gives pupils regular tests in key areas and monitors their progress against national benchmarks. Where necessary, Individual Education Plans are drawn up (in consultation with parents and pupils) and agreed with parents, drawing on wider external agency support or expertise as required. These detail the area that School and Parents/Carers will

focus on and give a set of SMART targets. As noted above, these targets are explained to the child and are noted in a child-friendly manner on both their individual plans and on their TA Intervention records. These are reviewed and amended regularly by the SENDCO in consultation with teachers, teaching assistants, pupils and parents/carers. The progress of each SEND pupil is reviewed regularly by all staff, the Headteacher and SENDCO and termly with the SEND Governor. The SENDCO monitors and tracks progress of all SEND pupils within specific year groups and classes every half term to ensure that teachers and teaching assistants are meeting the needs of every SEND pupil and that they are making good progress. If progress is not being made then additional support is varied and/or intensified. Regular staff meetings are held to discuss how best to support specific pupils and to share best practice. The Special Needs Coordinator together with the Headteacher and Special Needs Governor will discuss with parents what type of support is appropriate for any one child. The decision will be based upon the level of need of the child and what type of support is most appropriate at that time. These decisions will then be reviewed as a child passes up through the school and as they progress with their studies.

Please do contact the SENDCO Mike Sitch 01308 482 410 office@thorners.dorset.sch.uk for any further information.