

Lydiard Millicent CE Primary School

Our Curriculum

At Lydiard Millicent CE Primary, we follow the objectives of the National Curriculum 2014 and have designed our own creative and engaging curriculum to meet the needs of all our children, which will stimulate, inspire and raise standards for every child and provide opportunities for rich personal and academic development.

Our vision at Lydiard Millicent CE Primary is encapsulated in three words: Believe, Learn, Grow. This vision underpins the intent and is fully absorbed across all areas of the curriculum, fostering a community where every child believes in themselves, cultivating a love of lifelong learning and flourishing together as part of God's family.

Believe:

Our curriculum is designed to ignite self-belief in our children through inspiring experiences. We offer a wealth of opportunities to spark their imaginations, from the tangible wonder of planting seeds and nurturing growth in EYFS, to immersive trips like the Year 4/5 visit to Ufton Court, where they explore the ancient world through the lens of the Olympics, justice, and Spartan military prowess. Through these varied and purposeful experiences, our subject-driven curriculum empowers children to acquire knowledge, develop essential skills and reflect this through high quality work. Fundamental to 'belief' is the feeling of inclusion. Our curriculum is carefully delivered within an inclusive approach, where adaptations, specific to the needs of our children, are included seamlessly within our subject mapping, with knowledge and content accessible to all.

Subject leader's monitoring recently demonstrates children's engagement across the curriculum - they believe and are inspired by the limitless possibilities that education provides.

Learn:

At Lydiard Millicent CE Primary, children thrive within a bespoke curriculum tailored to achieve ambitious outcomes in each subject. Recognising our unique local context, our Geography and History curricula incorporate specific elements relevant to our area. Our English curriculum is enhanced by high-quality, language-rich texts, thoughtfully linked to other subjects where appropriate. A now well established set of teaching and learning principles inform the pedagogical approach of the teaching staff, with opportunities to weave our six core learning behaviours deliberately planned through the school: responsibility, courtesy, resilience, focus, collaboration, and cooperation. We strive to cultivate resilience in our children, empowering them to embrace challenges with enthusiasm and a growth mindset facilitating life-long learning.

Teachers are held accountable against the high standards of teaching and learning principles through careful subject leadership and targeted CPD effectively planned through the academic year.

Grow:

We are committed to nurturing our children's spiritual development and fostering empathy. A wide array of personal development opportunities are intentionally woven throughout their school journey, including participation in the school council, roles as Head and Deputy Head pupils, House captains and vice captains, enriching school residentials, and a supportive class buddy system. Our house teams promote collaboration and healthy competition through events like the Christmas singing competition, Easter egg rolling, and Sports Day. Strengthening our connection with our local church, All Saints, all children participate in Harvest and Easter services. These carefully considered experiences ensure a holistic personal development journey, equipping our pupils to confidently navigate the world beyond Lydiard Millicent CE Primary. Furthermore, our whole-school engagement with the myHappyMind scheme proactively supports pupils' mental wellbeing by developing their understanding of character strengths, cultivating gratitude, and fostering the ability to consider diverse perspectives during disagreements.

Our Curriculum Intentions

- To inspire and enthuse our children
 - We use high quality texts in English
 - We use a concrete, pictorial and abstract approach in Maths
 - In history, geography and science we use artifacts wherever possible
- To ensure the children have access to a broad and balanced curriculum which develops core knowledge and skills and is coherently planned and sequenced
 - We use knowledge organisers to ensure knowledge and skills are planned and children know the learning they are undertaking and where it links to previous learning
- To demonstrate our Church of England ethos by teaching our children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family
 - Our children can articulate our school vision and values and demonstrate these
 - Our values are celebrated weekly with our value owls
- To enable our children to develop learning behaviours which support lifelong learning
 - We celebrate children demonstrating excellent learning behaviours through our use of Learning Gems. Learning behaviour owls are celebrated weekly
- To ensure our children develop an understanding of their identity and purpose, and better understand their place in the world
- To develop our children as critical thinkers, empowering them to demonstrate courageous advocacy and develop their spirituality
- To enable the children to develop language skills, building a rich vocabulary
- To enable the children to develop their cultural understanding and respect
 - We have Super Six books that develop children's understanding of other cultures, British values and courageous advocacy
- To ensure our children develop healthy lifestyle habits that support positive mental and physical health
 - We take a pro-active approach to mental health with every child learning about positive mental health and resilience through myHappyMind
 - Every child completes our Daily mile to complement learning in PE
- To ensure children can develop and apply their English and Mathematical knowledge and skills
- To encourage our children to foster a love of reading for pleasure, as well as reading to inform and explore
- To develop computing skills that support future life

- To provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them
- To develop links with the local community and a sense of identity

Our School Values

Trust, Perseverance, Thankfulness, Friendship, Service, Compassion, Truthfulness, Generosity, Justice, Courage, Forgiveness and Respect

We have mixed year classes in KS2. These classes run a rolling programme.

2024/2025 - Year A

2025/2026 - Year B

2026/2027 - Year A

2027/2028 - Year B

Teaching and Learning

At Lydiard Millicent we have a set of 9 agreed teaching and learning principles.



Retrieval Practice

To promote a knowledge rich curriculum where children know more and remember more, we use retrieval practice at the beginning of most lessons to link back to previous learning. This focuses on learning from the current unit of work but also previous learning from the year so far, and in previous years. Knowledge organisers support this and give in detail the key knowledge and skills the children will be learning. Knowledge organisers are used in History, Geography and Science. Knowledge organisers also include where new learning links to previous learning and enables retrieval of that knowledge at the start of a unit.

Engaging Activities

Learning is fostered through creative and engaging activities designed to ignite self-belief and spark children's imaginations. This includes tangible experiences like planting seeds in Early Years Foundation Stage (EYFS) and immersive trips, such as the Year 4/5 visit to Ufton Court, to explore historical contexts. High-quality, language-rich texts are used in English, and artifacts are incorporated wherever possible in History, Geography, and Science lessons to make learning concrete and inspire enthusiasm.

Clear Objectives

Teachers ensure clear objectives are established and communicated, often supported by Knowledge Organisers. These tools clarify the specific knowledge and skills children will be acquiring and help pupils understand where the learning fits in relation to their prior knowledge. This explicit planning helps students track their progress toward ambitious outcomes in each subject.

Purposeful Tasks

The subject-driven curriculum is structured around varied and purposeful experiences. Tasks are designed to empower children to acquire core knowledge and develop essential skills, which is then reflected through the production of high-quality work across all subjects. In the arts and design, for example, the assessment of a pupil's work is often seen in the final outcome they produce.

High Quality Modelling

Teaching staff utilise techniques such as modelled, guided, and shared writing to support children in the application of their skills. This ensures children see an example of the expected standard and process before being asked to complete a task independently, providing scaffolding to support their learning.

Adaptive Teaching Practices

The curriculum is delivered within an inclusive approach, meaning lessons are structured to ensure knowledge and content are accessible to all pupils. Adaptations specific to the needs of the children are included seamlessly within subject planning, allowing all pupils to access the curriculum. Additionally, teachers provide additional challenge where appropriate, such as deepening skills beyond the expected requirements, to stretch all learners.

Focus Group Work

Focus group work is implemented through targeted support for children who need specific intervention. For example, in phonics, where children have not secured their understanding by the end of Year 1, teachers provide targeted support in Year 2, or utilise the Little Wandle Rapid Catch-Up phonics in Key Stage 2. This approach ensures that specific barriers to learning are quickly addressed in small groups to help children catch up and keep pace with their peers.

During lessons teachers and TAs will identify through ongoing assessment those children that require additional support. These children will form focus groups in which teachers may deliver additional teaching and support

Precise Vocabulary

Building a rich and precise vocabulary is a key intention of the curriculum. In all subjects, teachers place great importance on the use of correct terminology and questioning to enable pupils to develop their thinking and articulate their understanding. Specifically, children develop their use and understanding of correct scientific and technical vocabulary in Science, and Knowledge Organisers collate key vocabulary for pupils to refer to throughout a unit.

Assessment

To assess learning in the foundation subjects we use range of techniques including assessment for learning (AfL) low stakes quizzing and final outcomes. Low stakes quizzing is used in History, Geography and Science and informs retrieval practice for the next unit of work and beyond. Final outcomes form the assessment in the Arts and DT. These are often displayed to showcase the work children complete.

Phonics and Early reading

We use 'Little Wandle Letters and Sounds Revised' to support the teaching of phonics. The children progress through the programme from phase 2 to phase 5. The children start at phase 2 in EYFS in the Autumn term, then progress on to phase 3 during the Spring term and phase 4 in the Summer term. In Year 1, the children are taught phase 5. Where children have not secured their understanding of phonics by the end of Year 1, this is continued into Year 2, through targeted support. In KS2, Little Wandle Rapid Catch-Up phonics is utilised to further support children who are not yet secure. All children involved in phonics teaching, either in EYFS, KS1 or KS2 have a book which matches their secure phonics knowledge. They read this book multiple times in school before taking it home for further practice.

Curriculum time budgeting

The school day starts at 8:30am when our gates open. The classroom doors open at 8:35am and all children are expected to be in school by 8:40 when our classroom doors and the gates shut.

The 1st morning session runs until 10:30 when all children have 15 minutes break time.

The 2nd morning session runs until 12 noon for EYFS and KS1 and 12:15pm for KS2. These times are the start of lunch times. All children's lunch finishes at 1pm.

The afternoon session then runs until 3:05pm when the school day ends for all children.

KS1	KS2
8:40 – 10:30 = 1 hour 50 minutes 10:45 – 12:00 = 1 hour 15 minutes 13:00 – 15:05 = 2 hours 5 minutes Total daily time = 5 hours 10 minutes Total weekly time = 25 hours 50 minutes	8:40 – 10:30 = 1 hour 50 minutes 10:45 – 12:15 = 1 hour 30 minutes 13:00 – 15:05 = 2 hours 5 minutes Total daily = 5 hours 25 minutes Total weekly time = 27 hours 5 minutes

Collective worships

M – 14:45 – 15:05 (20 mins)

T – 14:45 – 3:05 (20 mins)

W - 9:00 – 9:20 (20 mins)

T – 14:45 – 15:05 (20 mins)

F - 14:40 – 15:05 (25 mins)

Total collective worship time – 1 hour 45 minutes

KS1 TOTAL – TOTAL COLLECTIVE WORSHIP = **KS1 TOTAL Curriculum TIME**

25 hours 50 minutes – 1 hour 45 minutes = **24 hours 5 minutes**

KS2 TOTAL TIME – TOTAL COLLECTIVE WORSHIP = **KS2 TOTAL Curriculum TIME**

27 hours 5 minutes – 1 hour 45 minutes = **25 hours 20 minutes**

KS1 Subjects and time allocation

Subject	Time allocation	Daily	Weekly total
English	1 hour	X	5 hours
Phonics	20 minutes	X	1 hour 40 minutes
Reading	20 minutes	X	1 hour 40 minutes
Maths	1 hour	X	5 hours
Mastery	10 minutes	X	50 minutes
Science	1 hour		1 hour
PE	2 x 45 minutes		1 hour 30 minutes
Golden Mile	10 minutes	X	50 minutes
History/Geography	1 hour		1 hour
PSHE	30 minutes		30 minutes
RE	1 hour		1 hour
Music (+20 minutes singing)	30 minutes		30 minutes
Art/DT	1 hour		1 hour
Computing	45 minutes		45 minutes
myHappyMind	20 minutes		20 minutes
Story / Super six / Library	10 mins	X	50 minutes
		TOTAL	23 hours 25 minutes
English total	8 hours 20 mins	Maths total	5 hours 50 minutes
Foundation subject time	<i>8 hours 15 minutes</i>		

KS2 Subjects and Time allocation

Subject	Time allocation	Daily	Weekly total
English	1 hour	X	5 hours
spelling	1 hour		1 hour
Whole Class Reading	30 minutes	X	2 hours 30 minutes
Maths	1 hour	X	5 hours
Fluent in 5	10 minutes	X	50 minutes
Science	1 hour 30 minutes		1 hour 30 minutes
PE	2 x 45 minutes		1 hour 30 minutes
Golden Mile	10 minutes	X	50 minutes
History/Geography	1 hour 15 minutes		1 hour 15 minutes
PSHE	30 minutes		30 minutes
RE	1 hour 15 minutes		1 hour 15 minutes
Music (+20 minutes singing)	30 minutes		30 minutes
Art/DT	1 hour		1 hour
Computing	1 hour		1 hour
MFL - French	30 mins		30 minutes
myHappyMind	20 minutes		20 minutes
Story / Super six / library	10 minutes	X	50 minutes
Home learning celebration	20 minutes		20 minutes
		TOTAL	25 Hours 20 minutes
English total time	8 hours 30 mins	Maths total time	5 hours 50 minutes
Foundation subject total time	<i>9 hours 50 mins</i>		

Core Subjects:

Maths

At Lydiard Millicent CE Primary School, we follow a Teaching for Mastery Approach and have chosen to use Oak National Academy to underpin our mathematics curriculum as it provides an ambitious, connected curriculum that is accessible to all pupils and has a clear progression through the primary years and beyond. At the heart of our curriculum is a commitment to develop resilience, confidence and self-belief; enabling our children to become fluent in the fundamentals of mathematics as well as develop their ability to reason and solve problems. Pupils are introduced to new mathematical concepts and develop reasoning and problem-solving skills using concrete resources; pictorial representations and finally numbers and symbols. We use the CPA (Concrete, Pictorial and Abstract) approach to help pupils understand mathematics and make links in their learning. We place great importance on mathematical language and questioning so pupils can discuss their understanding and develop their thinking.

English

Reading

High quality texts are central to the teaching of reading at Lydiard Millicent CE Primary School. We believe that laying the foundations for a life-long love of reading is core to the happiness of our children and we therefore promote this across all curriculum areas. Daily Reading sessions take place throughout the school. This could be as a guided session in EYFS and Y2 and as a Whole Class Reading session from Y3-Y6. This includes teaching background knowledge and vocabulary, developing fluency and answering questions orally and in written form.

Big Cat for Little Wandle is the reading scheme used across the school for children to access at their own level. These books are available for children to take home, forming part of their weekly homework tasks, alongside this, all children can take home a 'reading for pleasure' book. This does not necessarily have to be at their level, or a fiction book, it is a chance for the children to explore something they enjoy and continue that love of reading.

Writing

In EYFS, using play-dough, tweezers, mark making, threading and handheld tools, children can develop the necessary strength and dexterity to begin their writing journey. As children's phonic knowledge develops, their independent writing is encouraged and valued.

In KS1 and KS2, text composition is taught as a writing process, allowing the children to use the skills of planning, writing, editing and redrafting their work in many contexts. This takes place in the English lesson as well as through other curriculum areas. Children are supported in the application of their skills using modelled, guided and shared writing. Age-appropriate grammar objectives are also included within these sessions to teach the specific skills relevant to different text types. These are mapped out in termly

overviews that link to the quality texts for each key phase. Each process includes a minimum of two short burst writing opportunities, as well as an extended piece of writing at the end of each unit.

Science

Our curriculum encompasses the National Curriculum requirements to ensure all aspects, knowledge and skills of Science are being taught across all year groups. The Science curriculum builds upon previous learning and enables our children to understand the main ideas and concepts. All staff use assessment for learning to ensure all science lessons are relevant and will help when planning next steps. Summative assessments take the form of low stakes quizzes that are created using the key knowledge and concepts from the terms unit of work.

We develop the use and understanding of correct scientific and technical vocabulary. To support this, Knowledge Organisers are created which include a collation of key concepts, knowledge and key vocabulary easily accessible for pupils to refer to. The teaching of Science will be through regular investigative work of the physical, chemical and biological aspects of children's lives, with a strong emphasis on exploration and discovery.

We support all children as appropriate so that everyone can access the curriculum as well as provide additional challenge to children where appropriate to develop their skills and knowledge beyond the expected curriculum requirements. Where repetition of skills or knowledge is required, these will be clearly identified. All staff will have high standards, expectations and positive attitudes towards Science.

Despite our KS2 classes being mixed year group science is taught in individual year groups to ensure coverage of the curriculum.

Science map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Everyday Materials		Animals, including humans	Plants	Seasonal Changes	Animals, including humans
Year 2	Animals, including humans	Use of everyday Materials	Living things and their habitats	Animals, including humans	Living things and their habitats	Plants
Year 3	Animals, including humans	Light	Rocks	Plants	Forces and Magnets	
Year 4	States of matter	Electricity	Living things and their habitats	Animals including humans		Sound
Year 5	Properties and changes in materials		Earth and Space	Forces	Living things and their habitats	Animals including humans

Year 6	Electricity	Light	Living things and their habitats	Animals including humans		Evolution and Inheritance
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Working Scientifically skills

	Key Stage 1 (Years 1 & 2)	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
Questioning	Asking simple questions and recognizing that they can be answered in different ways.	Asking relevant questions and using different types of scientific enquiries to answer them.	Planning different types of scientific enquiries to answer questions, including recognizing and controlling variables.
Testing	Observing closely, using simple equipment and performing simple tests.	Setting up simple practical enquiries, comparative and fair tests.	Using test results to make predictions to set up further comparative and fair tests.
Measuring	Identifying and classifying; gathering and recording data to help in answering questions.	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision.
Recording	Using their observations and ideas to suggest answers to questions.	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and graphs.
Concluding	Communicating findings in a variety of ways.	Using results to draw simple conclusions, make predictions, suggest improvements and raise further questions.	Using test results to make predictions to set up further comparative and fair tests; reporting and presenting findings from enquiries.
Evidence	Direct observation	Identifying scientific evidence that has been used to support or refute ideas or arguments.	Identifying scientific evidence that has been used to support or refute ideas or arguments.

Foundation Subjects

Humanities – Geography

At Lydiard Millicent CE Primary School, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We will make sure the core knowledge, concepts and vocabulary to be taught are clearly specified. We will motivate our children to find out about the diverse world we live in, make comparisons and recognise the importance of sustainable development and their responsibility for future generations.

KS1 – Single year classes

	Year 1	Year 2
name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Where in the world
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		Out of Africa – Compare to Lydiard
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Seasons and Weather (UK) Term 2	Hot or Cold
use basic geographical vocabulary to refer to: 2 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 2 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	What is it like to live by the coast? Term 5	
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 2 use	What is it like here? Term 3	

simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ☐ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		

KS2 – Mixed year classes

	Aut	Spr	Sum
Y3/4 (A) Sycamore	Volcanoes and Earthquakes	The watercycle and rivers	Settlement and Land use
Y3/4 (B) Sycamore	What are our European Neighbour's countries like?	The World – Northern Hemisphere	England – From Lydiard Out
Y4/5 (A) Beech	Maps, Routes and Directions 1	Comparison Study – The French Alps **2	Economic Activity and Trade
Y4/5 (B) Beech	North America – Lakes, Plains and Mountains	The World – Southern Hemisphere	Wales and Scotland – Compare to Lydiard
Y5/6 (A) Oak	Comparison Study – The Rocky Mountains **1	The distribution of natural resources (food, minerals and water)	Maps, Routes and Directions 2
Y5/6 (B) Oak	South American Rainforest Study	UK Study - Bristol	Energy – renewable and non-renewable

**1 – Add an element of Rivers, the water-cycle and volcanoes

**2 - Add an element of comparison to London or Bristol

	Child A (ABAB)	Child B (ABAB)	Child C (ABAB)	Child D (BABA)	Child E (BABA)	Child F (BABA)
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	South American Rainforest study	South American Rainforest study	South American Rainforest study	What are our European Neighbour's countries like?	What are our European Neighbour's countries like?	South American Rainforest study
	What are our European Neighbour's countries like?	North America – Lakes, Plains and Mountains	North America – Lakes, Plains and Mountains		North America – Lakes, Plains and Mountains	What are our European Neighbour's countries like?
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	UK Study - Bristol	UK Study - Bristol	UK Study - Bristol	Wales and Scotland – Compare to Lydiard	Wales and Scotland – compare to Lydiard	UK Study - Bristol
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	The world –Northern Hemisphere	The world – Southern Hemisphere	The world – Southern Hemisphere	The world –Northern Hemisphere	The world –Northern Hemisphere	The world –Northern Hemisphere
					The world – Southern Hemisphere	
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Comparison study – The French Alps	Comparison study – The French Alps	Comparison study – The Rocky Mountains	Comparison study – The French Alps**2	Comparison study – The French Alps**2	Comparison study – The French Alps
				Comparison study – The Rocky Mountains	Comparison study – The Rocky Mountains**1	Comparison study – The Rocky Mountains**1
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Volcanoes and Earthquakes	Volcanoes and Earthquakes	Volcanoes and Earthquakes	Volcanoes and Earthquakes		
	The Watercycle Rivers	The Watercycle Rivers	The Watercycle Rivers	The Watercycle Rivers		
describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Settlement and Land use	Settlement and Land use	Settlement and Land use	Settlement and Land use	Economic activity and trade	Economic activity and trade
	Economic activity and trade	Economic activity and trade	distribution of natural resources including food, minerals and water	Economic activity and trade		Energy Renewable and non- renewable
	Energy Renewable and non- renewable	Energy Renewable and non- renewable	Energy Renewable and non- renewable	distribution of natural resources including food, minerals and water	distribution of natural resources including food, minerals and water	distribution of natural resources including food, minerals and water
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**1	Maps, routes and directions 1	Maps, routes and directions 1	Maps, routes and directions 2	Maps, routes and directions 1	Maps, routes and directions 1	Maps, routes and directions 2
				Maps, routes and directions 2	Maps, routes and directions 2	
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	England – from Lydiard out	Wales and Scotland – compare to Lydiard	Wales and Scotland – compare to Lydiard	England – from Lydiard out	England – from Lydiard out	England – from Lydiard out
						Wales and Scotland – compare to Lydiard
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	In all aspects					
	Sycamore Sycamore Beech Oak	Sycamore Beech Beech Oak	Sycamore Beech Oak Oak	Sycamore Sycamore Beech Oak	Sycamore Beech Beech Oak	Sycamore Beech Oak Oak

Progression of Skills

								Year 4 & Year 5	
	EYFS	Year 1	Year 2	Year 3 & Year 4		Year 5 & Year 6			
Geographical enquiry	Describe features of their local area/school Describe features of a variety of places - Talk about how some environments are different from the one in which they live drawing on knowledge from non-fiction books which show contrasting environments. Describe features of their local area - Explore natural, seasonal materials - Name features of places in the UK, e.g. beach, farm, woodland	Teacher led enquiries to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or a local area.	Children encouraged to ask simple geographical questions: Where is it? What's it like? Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. Use atlases as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw simple conclusions e.g. why the temperature in two locations is different.	Ask and respond to questions and offer their own ideas. Use satellite images and aerial photographs as sources. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/maps	Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigation. Investigate places with more emphasis on the larger scale, contrasting with distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales/analysing the impact of temperature on peoples' lives in various locations.	Suggest questions for investigating. Use primary and secondary sources in their investigation. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature.		
Direction/Location	Follow directions (up, down, left/right, forwards/backwards).	Follow directions (up, down, left/right, forwards/backwards).	Follow directions (North, South, East, West).	Use 4 compass points to follow/give directions. Begin to use letter/number co-ordinates to locate features on a map.	Begin to use 8 compass points. Use letter/number co-ordinates confidently.	Use 8 compass points. Begin to use 4 figure co-ordinates to locate features on a map.	Begin to use 6 figure grid references. Use latitude and longitude on atlas maps.		
Drawing maps	Draw maps from experiences, e.g. the walk up the lane - Draw story maps	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place.	Make a map of a short route experienced, with features in the correct order.	Make a simple scale drawing of a short route experienced, linking the scale to features that they have experienced.	Begin to draw a variety of thematic maps based on their own data.	Begin to draw maps and plans of increasing complexity.		
Representation		Use own symbols on an imaginary map.	Use class agreed symbols to make a simple key.	Understand why a key is needed. Use standard symbols.	Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key. Use OS map symbols.	Use atlas symbols.		
Using maps	Observe maps/Google Earth/Aerial photographs of the local area and identify some known features Look at maps of the UK and World	Use a simple picture map to move around the school. Recognise that a map is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy e.g. whilst orienteering.	Locate places on large scale maps e.g. find UK or India on a globe. Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.	Follow a short route on an OS map. Describe features shown on an OS map. Locate places on a world map.		
Scale/Distance		Use relative vocabulary (bigger/smaller).	Begin to spatially match places e.g. recognise the UK on a small scale and larger scale map.	Begin to match boundaries e.g. find same boundary of a country on different scale maps.	Match more complex boundaries e.g. find same boundary of a county on different scale maps.	Measure straight line distances on a plan. Find/recognise places on maps of different scales e.g. River Nile.	Use a scale to measure distances. Draw/use maps and plans of a range of scales.		
Perspective		Draw around objects to make a plan.	Look down on object to make a plan view map.	Begin to sketch maps from a high view point.	Draw a high view point sketch map accurately.	Draw a plan view map.	Draw a plan view map accurately.		
Map knowledge		Learn names of some places within/around the UK e.g. home	Locate and name major features on a UK map e.g. London, River Thames.	Begin to identify different points on a map.	Begin to identify significant places and environments.	Identify significant places and environments accurately.	Quickly and confidently identify significant places and environments.		

		town, cities, Wales, France					
Style of map	Picture maps and globes.	Picture maps and globes.	Find land/sea on a globe. Use teacher draw base maps, large scale OS maps, infant atlas.	Use map sites on the internet. Use junior atlases.	Use large and medium scale OS maps. Identify features on aerial/oblique photographs.	Use index and contents pages within atlases. Use medium scale land range OS maps.	Use any OS map. Recognise world map as a flattened globe.

Humanities – History

Our aim at Lydiard Millicent CE Primary School is to encourage our pupils to develop an appreciation, understanding and a thirst for knowledge of the past. Our intention is to improve every pupil’s cultural and historical understanding of the world around them, including their own heritage and the local area.

In line with the National Curriculum, the curriculum at Lydiard aims to ensure that all pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world, which helps to stimulate pupils’ curiosity to know more about the past. Topics are carefully planned, informed by the National Curriculum and linked to previous learning, building a chronological timeline of different time periods and civilisations. Our curriculum facilitates learning which enables the pupils to become grounded in their local history, as well as generating a global perspective, whilst understanding the impact these periods and civilisations have had on shaping Britain.

KS1 – Single year classes

	Year 1	Year 2
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Seaside holidays	Toys
events beyond living memory that are significant nationally or globally	Great Fire of London	
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Life of a significant individual	Florence Nightingale
significant historical events, people and places in their own locality		Swindon, Brunel – his achievements

KS1 - Units

	Aut	Spr	Sum
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Year 1	Great Fire of London	Life of a Significant Individual	Seaside Holidays
Year 2	Swindon, Brunel and his achievements	Toys	Florence Nightingale

KS2 – Units

	Aut	Spr	Sum
Y3/4 (A) Sycamore	The Stone Age	Romans – Empire and Invasion	Ancient Egypt
Y3/4 (B) Sycamore	Bronze Age to Iron Age	Romans – Romanisation and Resistance	The Shang Dynasty
Y4/5 (A) Beech	Anglo-Saxons – Art Culture and Christian Conversion	Ancient Greece – Wars and Sports	Benin cAD900 Or Baghdad cAD900
Y4/5 (B) Beech	Anglo Saxons – Struggle for the kingdom	Stone Henge / Avebury	Victorians/Tudors
Y5/6 (A) Oak	Anglo Saxons – Invasion and settlement	Ancient Greece – Lifestyle and Culture	Mayan cAD900
Y5/6 (B) Oak	Viking Raiders	Growth of Swindon	WW2

	Child A (ABAB)	Child B (ABAB)	Child C (ABAB)	Child D (BABA)	Child E (BABA)	Child F (BABA)
changes in Britain from the Stone Age to the Iron Age	Stone	Stone	Stone	Bronze to Iron	Bronze to Iron	Bronze to Iron
	Bronze to Iron			Stone		
the Roman Empire and its impact on Britain	Empire/Invasion	Empire/Invasion	Empire Invasion	Romanisation and Resistance	Romanisation and Resistance	Romanisation and Resistance
	Romanisation & Resistance			Empire/Invasion		
Britain's settlement by Anglo-Saxons and Scots	Art, Culture and Christian Conversion	Art, Culture and Christian Conversion	Invasion, settlement and Kingdom	Invasion, settlement and Kingdom	Art, Culture and Christian Conversion	Art, Culture and Christian Conversion
						Invasion, settlement and Kingdom
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking Raider	Anglo saxons struggle for the kingdom	Anglo saxons struggle for the kingdom	Anglo saxons struggle for the kingdom	Struggle for the kingdom	Viking Raiders
		Vikings Raiders	Viking Raiders		Viking Raiders	
a local history study	Growth of Swindon – Railways, Canals	Stone Henge/Avebury	Stone Henge/Avebury	Stone Henge and Avebury	Stone Henge/Avebury	Growth of Swindon
		Growth of Swindon	Growth of Swindon		Growth of Swindon	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	WW2	Victorians/Tudors	Victorians/Tudors	Victorians/Tudors	Victorians/Tudors	WW2
		WW2	WW2		WW2	
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one	Egypt	Egypt	Egypt	Shang	Shang	Shang
	Shang			Egypt		
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Greek Wars and Sports	Greek Wars and Sports	Greek Lifestyle and culture	Greek Lifestyle and Culture	Greek Wars and Sports	Greek Wars and Sports
						Lifestyle and Culture
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization	Benin/Baghdad	Benin/Baghdad	Mayan	Mayan	Benin/Baghdad	Benin/Baghdad
						Mayans
	Sycamore Sycamore Beech Oak	Sycamore Beech Beech Oak	Sycamore Beech Oak Oak	Sycamore Sycamore Beech Oak	Sycamore Beech Beech Oak	Sycamore Beech Oak Oak

Progression of Skills

	EYFS	Year 1	Year 2	Year 4 / Year 5			
				Year 3 / Year 4		Year 5 / Year 6	
Chronological Understanding	To sequence events in their immediate life – parents, grandparents Order pictures from the past to modern day. Build up an idea of the passage of time through the use of the class timeline.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Range and depth of historical knowledge	Talk about the lives of people around them and their roles in society To know that they will grow and age as they get older. Begin to recognise some similarities and differences between the past and now.	Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about the everyday lives of people in the period of study Compare these lives with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied
Interpretations of history	Use stories to encourage children to distinguish between fact and fiction Understand the past through settings, characters and events encountered in books.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical enquiry	Comment and ask questions about characters from stories and figures from the past.	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Find ways of recording their own history understanding – acting, drawing, painting, free-play pretending to be characters,	Communicate their knowledge through: Discussion Drawing pictures Drama/role plays Making models Writing Using ICT			Recall, select and organise historical information. Communicate their knowledge and understanding.		Select and organise information to produce a structured work, making appropriate use of dates and terms.

Physical Education

At Lydiard Millicent CE Primary School we intend to still a love of PE in all our children in a safe, secure and nurturing environment and to offer a range of opportunities to inspire our learners.

For all children to make at least good progress within PE/physical activities and school sport.

To build independent learners and effective leaders who show character and resilience through team work and co-operation.

Our curriculum will encompass the National Curriculum requirements to ensure all aspects, knowledge and skills are taught across all year groups.

We will utilise opportunities to link school sport with other schools throughout the local and wider community through competitive and non-competitive tournaments and festivals.

We use Get Set 4 PE for all PE teaching and learning. Year 4 children go swimming in term 5 and 6, along with any children in Y5 and Y6 who haven't met the age related expectations for swimming.

KS1 units

	TERM 1		TERM 2		TERM 3	
Reception <i>EYFS 2023-24</i>	Introduction to PE : Unit 2	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1 <i>Class 1 2023-24</i>	Fundamentals Fitness	Sending and Receiving Ball Skills	Dance Invasion Games	Gymnastics Team Building	Athletics Target Games	Striking and Fielding Games Net and Wall Games
Year 2 <i>Class 2 2023-24</i>	Fundamentals Fitness	Ball Skills Sending and Receiving	Dance Invasion Games	Team Building Gymnastics	Athletics Target Games	Striking and Fielding Games Net and Wall Games

KS2 Units

Year 3/4	<p>Fitness</p> <p>Netball</p>	<p>Football</p> <p>Dance</p>	<p>Gymnastics</p> <p>Tag Rugby</p>	<p>Dodgeball</p> <p>Ball Skills Y3/4</p>	<p>Tennis</p> <p>Athletics</p>	<p>Cricket</p> <p>Golf</p>
Year 4/5	<p>Fitness</p> <p>Netball</p>	<p>Football</p> <p>Dance</p>	<p>Tag Rugby</p> <p>Gymnastics</p>	<p>Dodgeball</p> <p>Volleyball Y5/6</p>	<p>Tennis</p> <p>Athletics</p>	<p>Golf</p> <p>Cricket</p>
Year 5/6	<p>Fitness</p> <p>Dodgeball</p>	<p>Dance</p> <p>Tag Rugby</p>	<p>Gymnastics</p> <p>Cricket</p>	<p>Basketball</p> <p>Badminton Y5/6</p>	<p>Hockey</p> <p>Athletics</p>	<p>Rounders</p> <p>Tennis</p> <p>Volleyball Y5/6</p> <p>Football</p>

Computer Science

At Lydiard Millicent CE Primary School, we want pupils to be independent, forward thinkers of technology and not passive learners. Technology is ubiquitous and will play a pivotal role shaping and influencing pupils' lives. Therefore, we aim to model and educate our pupils' on how to use technology that reflects our school rules; being safe, responsible and respectful. When teaching computing, we equip children with the skills required to use computers effectively to enable them to maximise their potential.

KS1

Term	Strands	Year 1	Year 2
Autumn 1	Technology around us	Technology around us	IT around us
Autumn 2	Creating Media	Digital Painting	Digital Photography
Spring 1	Programming A (sequencing and selection)	Creating a robot	Robot Algorithms
Spring 2	Data and information	Grouping data	Pictograms
Summer 1	Creating media 2	Digital writing	Making music
Summer 2	Programming B	Programming animations	Programming quizzes

KS2 – Year A

	Strand	Year 3/4	Year 4/5	Year 5/6
Autumn 1	Computer Systems And networks Data and information	Computing systems and networks – Connecting computers Computing systems and networks – The Internet	Computing systems and networks – The Internet Computing systems and networks - Systems and searching	Computing systems and networks - Systems and searching Computing systems and networks - Communication and collaboration
Autumn 2	Creating Media	Stop-frame animation (Humanities outcome) Creating media - Audio production (music to fit) animation)	Audio production (recording a voice over based on humanities learning) Creating media Desktop publishing (humanities outcome)	Video Production (humanities outcome-filming content linked to web page Creating media – Web page creation (humanities outcome)
Spring 1	Programming A (sequencing and selection)	Combine: Programming A (Y3) - Sequencing sounds in scratch Programming A (Y4) – Repetition in shapes (using pen up and pen down in scratch)	Repetition using micro-bit (Creating a volcano) selection using micro-bit (Creating a conductor test)	Programming A – selection using micro bit (Kick strength data logging) Programming A – Variables in games (Scratch)
Spring 2	Data and information	Branching databases (Humanities focus) Data logging (Using VU data loggers) (measuring temperature)	Data logging (Using VU data loggers) (Combining data sources) Flat-file databases (create a database for logged data)	Flat-file databases (Humanities focus) Spreadsheets (Humanities focus)

Summer 1	Creating media 2	Desktop publishing Photo editing	Photo editing Introduction to vector graphics	Introduction to vector graphics 3D Modelling
Summer 2	Programming B	Events and actions in programs (scratch) Repetition in games (Scratch)	Repetition in games (scratch) Quizzes in games (Scratch)	Quizzes in games (Scratch) Sensing movement (Microbit)

Online Safety

All classes use concept cartoons at the start of Computer Science levels to prompt discussion and teach relevant knowledge, skills, understanding and values in order for all children to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content, conduct, contact and commercialisation on The Internet or other online technologies.

PSHE

At Lydiard Millicent CE Primary School, we believe that PSHE education is a fundamental part of every child's education for them to become confident happy citizens. We aim to promote personal development in a structured and developmentally appropriate way to give children the knowledge, understanding, attitudes and practical skills to improve their life chances. We enable children to develop their sense of self-worth by encouraging them to play a positive role in contributing to school life and the wider community. Our curriculum covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. We feel that learning about the emotional and social aspects of growing up will give children and young people the information, skills and positive values to empower them to have safe and fulfilling relationships and to become independent, responsible members of society. Having introduced children to a wide range of concepts and having exposed them to a variety of experiences, we hope that they will have a strong understanding of the diverse world around them; be well equipped to take responsibility for their own wellbeing and to stay safe in our ever-changing society.

We have adopted the Jigsaw scheme of work which aims to develop the "whole child" through a spiral curriculum. Teachers adapt this scheme to reflect the needs of their pupils. Half-termly units develop knowledge, skills and understanding in the areas of:

- Being Me in My World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

To support pupils mental health we run myHappymind alongside Jigsaw. It focusses on building resilience, self esteem and happiness in children.

There are 5 units a year for each year group in myHappymind which are:

1. Meet your brain
2. Celebrate
3. Appreciate
4. Relate
5. Engage

The Arts

Art

At Lydiard Millicent CE Primary School we believe that Art and Design is an important part of each child's entitlement to a broad and balanced curriculum whilst also providing them with the opportunity for creativity and individual expression.

We aim to engage, challenge and inspire pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress through the school, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also learn how art and design both reflect and shape our history and contribute to culture and creativity.

KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Great Fire of London Painting (Colour wheel and mixing)			Printing Leaf patterns		Seascape - Collage
Year 2	Self Portraits - Drawing		Collage – Henri Rousseau		African art/ patterns – textiles	

KS2

Art	Term 1	Term 3	Term 5
3/4 - A	Painting Cave Art Early Art	3D Clay – Henry Moore	Printing Lucy McGrath (Local) Marbling
B	Drawing Comic books/Anime art Japanese	Collage Matisse	Textiles Adinkra cloth making/stitching
4/5 - A	Painting Impressionism Monet/Pizarro	3D Anthony Gormley	Printing Claire Layton – potato
B	Drawing Paul Boateng African Graphic Artist	Collage Picasso – abstract collages	Textiles Batik – Mary Lee Murphy
5/6 - A	Painting Kennington- Cubist	3D Paulo Ramirez Contemporary South American	Printing Andy Warhol Screen printing
B	Drawing Da Vinci	Collage Mondrian geometric	Textiles Pre industrial Weaving

	Child A (ABAB)	Child B (ABAB)	Child C (ABAB)	Child D (BABA)	Child E (BABA)	Child F (BABA)
Painting	Cave Art Early Art	Cave Art Early Art	Cave Art Early Art	Cave Art Early Art	Impressionism Monet/Pizarro	Impressionism Monet/Pizarro
	Impressionism Monet/Pizarro	Impressionism Monet/Pizarro	Kennington- Cubist	Kennington- Cubist	Kennington- Cubist	Kennington- Cubist
Sculpture	Clay – Henry Moore	Clay – Henry Moore	Clay – Henry Moore	Clay – Henry Moore	Anthony Gormley	Anthony Gormley
	Anthony Gormley	Anthony Gormley	Paulo Ramirez Contemporary South American			
Collage	Matisse	Picasso – abstract collages	Picasso – abstract collages	Matisse	Matisse	Matisse
	Mondrian geometric	Mondrian geometric	Mondrian geometric	Picasso – abstract collages	Picasso – abstract collages	Mondrian geometric
Drawing	Comic books/Anime art Japanese	Paul Boateng African Graphic Artist	Paul Boateng African Graphic Artist	Comic books/Anime art Japanese	Comic books/Anime art Japanese	Comic books/Anime art Japanese
	Da Vinci	Da Vinci	Da Vinci	Paul Boateng African Graphic Artist	Paul Boateng African Graphic Artist	Da Vinci
Textiles	Adinkra cloth making / stitching	Batik – Mary Lee Murphy	Batik – Mary Lee Murphy	Adinkra cloth making / stitching	Adinkra cloth making / stitching	Adinkra cloth making / stitching
	Pre-industrial Weaving	Pre-industrial Weaving	Pre-industrial Weaving	Batik – Mary Lee Murphy	Batik – Mary Lee Murphy	Pre-industrial Weaving
Printing	Lucy McGrath (Local) Marbling	Lucy McGrath (Local) Marbling	Lucy McGrath (Local) Marbling	Lucy McGrath (Local) Marbling	Claire Layton – potato	Claire Layton – potato
	Claire Layton – potato	Claire Layton – potato	Andy Warhol Screen printing			
	Sycamore Sycamore Beech Oak	Sycamore Beech Beech Oak	Sycamore Beech Oak Oak	Sycamore Sycamore Beech Oak	Sycamore Beech Beech Oak	Sycamore Beech Oak Oak

Music

At Lydiard Millicent CE Primary School, we teach the equivalent of one music lesson per week (30 minutes approx.) in each class as well as having a weekly 20 minute Singing Practice as a whole school. We use the Music Express scheme to ensure that we provide a developmental music curriculum, where children of all abilities can enjoy and take part in musical activities and make progress across the primary school phase. Through wider opportunities in music each child in year 3 has 10 lessons of violins, weekly. The children become familiar with staff notation during these sessions. These smaller groups of children have a chance to perform for their parents at the end of their sessions.

At Lydiard Millicent CE Primary School, we have a dedicated music room where peripatetic music lessons take place. At present we offer lessons in guitar, piano, drums and violins through the Wiltshire Music Service. We are also able to offer violin lessons to children experiencing disadvantage. We will have a recorder club in summer term and will be continuing with our school choir which takes place after school. The choir will also join in with events throughout the year, alongside other school choirs from the cluster. We have a church band which practices every week and performs in church at Christmas and Easter. They also perform for our arts evening.

During the academic year, we invite professional musicians to come in to perform to the whole school whenever possible as well as providing performance opportunities for those children learning to play an instrument. We organise an Arts week and during this week we also ensure that pupils have a chance to gather and perform for their families. As a school, the children regularly enjoy singing together – such as during assemblies, at church services, in nativities and end of year 6 plays.

DT

At Lydiard Millicent CE Primary School, we aim to offer a high-quality design and technology education that makes an essential contribution to the creativity and cultural wealth of our school. This subject offers our children the opportunities to solve real life problems as they consider designing and making products for a real purpose with an audience and their needs in mind. This process will give the children the confidence to take risks and become more resilient. We believe it is important to ensure that the children appreciate the importance of the role that design, and technology has in their daily lives and the lives of others.

Design and technology will give the pupils the chance to do these things in collaboration with other pupils and to communicate their ideas in a range of ways.

KS1

DT	Term 1 or 2	Term 3 or 4	Term 5 or 6
Year 1	Levers and sliders	Fruit salad	Free standing structure
Year 2	Wheels and axles	Textile joining – Hand puppet	Healthy eating fruit kebab

KS2

DT	Term 1	Term 3	Term 5
3/4 - A	Pop up book	Making a purse	Fruit smoothie
B	Pneumatic toy	Playground equipment	Fruit flapjack
4/5 - A	Lunch box	Simple Circuits – buzzer for school office	Soup
B	Stuffed toy	Bridge	Pizza
5/6 - A	Bread	Fair ground ride	Burglar Alarm
B	Frame structure - House	Automata	3 course meal – cook 1 course

French

At Lydiard Millicent CE Primary School, we recognise the wide-ranging opportunities learning a modern foreign language can bring. We aim to introduce children to the joys of learning to communicate in another language, and to develop an interest for continued language learning as they grow older. Our aim is not only for children to develop their skills in listening to, reading and writing in a foreign language, but also to develop an understanding of another culture.

In Key Stage 1, there are no formal French lessons. Instead, the class teacher introduces the children to some key vocabulary in French such as how to count to ten and how to greet someone. The focus is purely on oral learning and is designed to give children an awareness that other languages exist and the pleasure of being able to communicate a few words in a second language.

Our Key Stage 2 curriculum focuses on developing French language skills. To support with the planning, teaching and assessing of French, we have subscribed to 'Language Angels'. This resource provides our children and teachers with high quality language materials, built in a progressive way to ensure effective, developmental language learning.

British Values and Personal Development

British Value	Opportunities
Democracy	<p>School Council: Electing representatives, holding meetings, and discussing school issues to empower pupils and give them a voice in decision-making. Our joint chairs are also part of the Blue Kite Academy Trust Pupil Parliament</p> <p>Class Votes and Surveys: Allowing pupils to vote on class rules, activities, or fundraising ideas to demonstrate the importance of participation and collective decision-making.</p> <p>Mock Elections: Holding mock elections during national or local elections to teach pupils about the electoral process and the importance of voting.</p> <p>Debating and Discussions: Encouraging pupils to express their opinions respectfully, listen to different viewpoints, and engage in constructive debates on various topics.</p> <p>BKAT Pupil Parliament: The school council joint chairs are members of our Trust Wide Pupil Parliament. Activities include visiting the council chambers, discussing trust wide pupil issues like sustainability and charity.</p>
The Rule of Law	<p>School Rules and Expectations: We establish clear and fair school rules and expectations, explaining their purpose, and consistently enforcing them to promote understanding of the importance of laws.</p> <p>Visits from Authority Figures: Police officers visit the school – particularly as part of Reception’s Superhero work</p> <p>Discussions about Rights and Responsibilities: Through work in PSHE encouraging pupils to understand their rights and responsibilities as citizens and the importance of respecting the rights of others.</p>
Individual Liberty	<p>Providing Choices and Opportunities: We offer a range of clubs, activities, residential trips and learning opportunities to allow pupils to explore their interests and make choices.</p> <p>Encouraging Independence and Responsibility: We promote independence by giving pupils age-appropriate tasks and responsibilities, such as organizing their belongings or leading group activities.</p> <p>Promoting Self-Expression and Creativity: Creating a safe and supportive environment where pupils can express their opinions, ideas, and creativity through art, writing, music, and other activities.</p> <p>Teaching about Rights and Freedoms: We explore the concept of human rights and fundamental freedoms, such as freedom of speech and religion, in an age-appropriate way. Super Six books support this.</p>
Mutual respect and tolerance	<p>Super Six Book: Each year group has 6 books a term that celebrate different cultures, religions and protected characteristics.</p> <p>Celebrating Diversity: We organise events and activities that celebrate different cultures, religions, and traditions to promote understanding and respect for diversity.</p> <p>Anti-bullying and Inclusion Program: Jigsaw (our PSHE scheme of work) addresses issues of bullying, discrimination, and prejudice.</p> <p>Interfaith and Intercultural Activities: We provide opportunities for pupils to interact with people from different backgrounds and learn about different faiths and cultures.</p> <p>Promoting Positive Relationships: We encourage pupils to develop positive relationships with their peers and adults based on respect, kindness, and empathy.</p>

Other personal development opportunities

Children have the opportunity to show leadership in a variety of ways. These include the following groups:

- School council
- Collective worship council
- Head pupils and deputy head pupils
- House captains and vice captains

To become a head pupil, pupils complete an application letter, take part in a group interview and an individual interview.

In our older year groups children complete a Bikeability course. Bikeability cycle training equips children with vital life skills. Pupils learn to cycle, gain independence, social skills and a sense of wellbeing.

Our Y6 children spend a week away at a Residential Camp completing teambuilding and outdoor activities.

Our youngest children engage with charity work supported by our links to All Saints church. In 2024, the children in Reception helped pack 42 Christmas present shoe boxes for Samaritan's Purse 'Operation Christmas Child'.

Our KS2 children perform a Carol concert and raised money for Tear Fund, again supported by our links to All Saints church.

All our children are in house teams. Three times a year the house teams get together to compete against the other houses. These competitions include a Christmas singing competition, an egg rolling tournament and Sports Day.

We operate a 'buddy system' in school, where an older class is buddied with a younger class. In each pair of classes individual children are buddied together and form strong friendships.

All our children have the opportunity to visit All Saints church during the year where we have strong links.

All children take part in a Harvest service and Easter service in the church and parents are invited to attend. KS2 children take part in a leavers service at the end of the year for Year 6.

Each class goes on a trip at least once a year, related to an aspect of their learning.

Each class leads a whole school collective worship once a year, sharing the learning they have taken from that term's value. Parents of this class are invited to attend as well. Three times a year parents are invited into open sessions in each class to share work and celebrate it.

Children earn gem points individually and these count towards a house total and a whole school total. When the whole school have earned 10000 gem points a Gem point treat is organised for the whole school. Treats in the past have included extra break time, a movie afternoon and a climbing wall.

Over the course of the year, staff offer a range of clubs including sports clubs, art and crafts clubs and choirs. We also offer a range of externally provided clubs including football, martial arts and performing arts. All these clubs are open to all pupils.

Children who learn to play an instrument outside of school or with one of the school-based peripatetic teachers, get the opportunity to perform in front of an audience at our annual Arts evening to celebrate all the hard work these children put in.

Each class has Super Six books. These are specially chosen books, that have links to courage advocacy, protected characteristics, other cultures and include classic books and links to our curriculum. Each class has the book 'Greta and the Giants' in their list. This book is our 'whole school book'– it links to the parable of the mustard seed and is read school-wide in term 1.

During collective worship we teach our children about the following values:

Trust, Perseverance, Thankfulness, Friendship, Service, Compassion, Truthfulness, Generosity, Justice, Courage, Forgiveness and Respect