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 across our school.

Reception

Year 1 & 2

Year 2 & 3

Year 4 & 5

Year 5 & 6

To facilitate our curriculum in some subject areas we run a two year cycle.

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.

Strong Foundations

At Lydiard Millicent, our approach to securing "Strong Foundations" across early learning is rooted in a clear, shared understanding: core transcription and communication skills are not isolated presentation tasks or optional add-ons—they are the essential building blocks that unlock children's ability to think, learn, and express themselves confidently across the entire curriculum. Guided by our Trust's non-negotiables, we recognise that successful early writing, mathematical thinking, and reading rely entirely on establishing secure physical, linguistic, and conceptual foundations from the very beginning.

Physical Readiness and Transcription Skills

In handwriting and letter formation, our curriculum builds systematically from gross motor control, core stability, and shoulder strength through to fine motor precision, pencil grip, posture, and accurate letter formation. In Reception, this begins with a physical-development-rich environment where daily continuous provision—such as climbing, threading, vertical mark-making, and finger gyms—is intentionally planned to build physical readiness before formal writing begins. Across Early Years and Key Stage 1, adults explicitly model postural habits, starting points, and consistent formation language aligned with our phonics approach. We prioritise accuracy over speed, ensuring that inefficient grips or incorrect formations are addressed promptly through immediate live feedback before inaccurate habits can become embedded.

Communication, Language, and Oracy

Spoken language underpins learning across every domain. We construct a language-rich environment where vocabulary, sentence structures, and oral communication skills are deliberately planned, taught, rehearsed, and revisited. Through high-quality texts, storytelling, role play, and purposeful classroom interactions, adults systematically model grammatically accurate language, ambitious Tier 2 vocabulary, and subject-specific terminology. Adults actively expand and rephrase children's responses rather than accepting one-word answers, using structured sentence stems (such as "I know because..." or "I predict...") to elevate talk into a key tool for reasoning and critical thinking.

Mathematical Foundations and Early Number

Our approach to early mathematics prioritises deep conceptual understanding over simple procedural recording. Following a clear Concrete - Pictorial - Abstract progression, children explore quantity, subitising, cardinality, and number composition using real-life contexts and structured manipulatives—such as tens frames, rekenreks, and Numicon—long before abstract symbols or numeral recording are expected. Numerals are taught explicitly as mathematical symbols representing known quantities, ensuring that number formation remains firmly rooted in mathematical meaning rather than detached mechanical 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 10:35 when all children have 15 minutes break time.

The 2nd morning session runs until 12 noon for EYFS and the year 1/2 class and 12:05 for the year 2/3 class and 12:15pm for year 4/5 and 5/6. 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 – 14:45 – 3:05 (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

Year 2/3 TOTAL – TOTAL COLLECTIVE WORSHIP = Year 2/3 TOTAL CURRICULUM TIME

26 hours 15 minutes – 1 hour 45 minutes = 24 hours and 30 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	50 hour	X	5 hours
Phonics	25 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		1hour
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 0 minutes
English total	7 hours 55 mins	Maths total	5 hours 50 minutes
Foundation subject time	*8 hours 15 minutes*		

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	*9 hours 50 mins*		

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 Curriculum map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2 A	Animals, including humans		Seasonal Changes	Properties and uses of materials	Plants – seeds, bulbs and conditions	Animals, including humans Senses and Body parts
Year 1/2 B	Animals, including humans Offspring and survival	Materials and forces	Living things and their habitats inc. Micro-habitats	Seasonal Changes	Materials, properties and suitability	Living, dead, never alive
Year 2/3 A	Rocks and Fossils	Skeletons and Muscles	Plant nutrition and water	Plant life cycles	Forces, Friction and surface movement	Magnets and Magnetic poles
Year 2/3 B	Human survival, health and hygiene	Everyday materials and creative uses	Food chains and inter-dependence	Plant structures and germination	Light and Shadows	Introduction to the earth materials
Year 4/5 A	Human Digestive System	States of Matter – Solids, Liquids and Gases	Sound and Vibrations	Electrical Circuits and Appliances	Human Teeth and Food Chains	Grouping and Classifying Living Things
Year 4/5 B	Human circulatory system	Light and straight-line travel	Earth, sun an d moon	Advanced classification and microorganisms	Plant reproduction and dispersal	Reversible and irreversible changes
Year 5/6 A	Properties and changes in materials		Earth and Space	Forces	Living things and their habitats	Animals including humans
Year 5/6 B	Electricity/circuits	Evolution, Adaptation and inheritance	Human development and growth	Living things and habitats	Forces	Lifestyle health and body function

Working Scientifically skills

	Years 1 & 2	Year 2 & 3	Year 4 & 5	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.	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.	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.	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.	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.	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	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.

Skill Progression - Geography

	Unit titles	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Year 1-2	**Where in the World continents and oceans**	Name and locate the world's seven continents and five oceans. Use simple world maps and globes.	Recognise that different places around the world are different from where we live.	Identify land and sea. Begin to recognise hot and cold places.	Use globes, atlases and picture maps. Use directional language such as near/far and left/right.
	Hot and cold, comparing poles to the equator	Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles.	Compare life in a hot place and a cold place.	Identify seasonal and daily weather patterns. Understand climate differences.	Use globes and maps to locate places. Interpret simple aerial photographs.
	Contrasting locality (Kenya)	Locate Kenya on a world map and identify Africa as a continent.	Compare a small area of Kenya with the local area.	Identify physical features such as river, soil and vegetation. Identify human features such as homes and schools.	Use photographs and maps to identify similarities and differences.
	Countries of the UK and capital cities	Name, locate and identify characteristics of the four countries and capital cities of the UK.	Recognise similarities and differences between places in the UK.	Identify features of towns, cities and countryside.	Use simple maps and symbols. Begin to use compass directions (N, S, E, W).
	Weathers and Seasons	Identify the UK on a world map.	Describe seasonal changes in the local area.	Observe weather patterns and seasonal change in the UK.	Record weather observations using charts and simple symbols.
	What is it like to live by the coast?	Locate coastal areas of the UK on maps.	Compare coastal places with inland places.	Identify physical features of the coast including beach and cliff. Identify human features such as harbour and pier.	Use simple fieldwork and observational skills in the local environment or through photographs/videos.

Year 2-3	**Settlements and land use**	Name and locate counties and major cities within the UK.	Compare different types of settlements including village, town and city.	Understand how land is used for housing, farming, transport and recreation.	Use maps and aerial photographs to identify land use patterns.
	Rivers and the water cycle	Locate major rivers in the UK and the world.	Compare river environments.	Describe features of rivers and understand the water cycle.	Use field sketches and simple diagrams to explain river processes.
	Europe study – Italy	Locate Italy and surrounding European countries on a map.	Compare a region in Italy with the local area.	Identify physical features including mountains and volcanoes. Recognise human features such as tourism and transport.	Use maps, atlases and digital mapping to explore European countries.
	Mapping – key physical features	Locate key physical features of the UK and wider world.	Describe how landscapes differ between regions.	Identify hills, mountains, rivers and coasts.	Use atlases, keys and symbols to read maps. Use four-point compass directions.
	Food and farming – UK (ref. counties of the UK)	Locate farming regions in the UK.	Compare farming in different parts of the UK.	Understand how farming affects the environment and land use.	Collect and interpret data about food origins and farming.
	Common-wealth countries comparative study	Identify countries within the Commonwealth on world maps.	Compare human and physical features between Commonwealth countries.	Understand climate, culture and settlement differences.	Use maps, photographs and statistics to compare places.

Year 4-5	**Mountains and Biomes – French alps**	Locate mountain ranges and biomes in Europe and around the world.	Compare mountain regions with the local area.	Describe mountain formation and features of alpine biomes.	Use contour maps and atlases to interpret relief and height.
	Tourism and travel (Greece)	Locate Greece within Europe and the Mediterranean.	Compare tourism in Greece with tourism in the UK.	Understand how tourism affects environments and economies.	Use maps, travel routes and digital resources to investigate tourism patterns.
	Map skills and fieldwork – routes and directions				Use six-figure grid references, eight-point compass directions and OS symbols. Conduct fieldwork enquiries and present findings.
	South American comparison study (rainforests)	Locate South America and major rainforest regions.	Compare a South American region with a region in the UK.	Describe rainforest climate, vegetation and layers. Understand deforestation impacts.	Use thematic maps and data to compare climates and environments.
	Climate zones and rainforests	Identify climate zones, biomes and vegetation belts around the world.	Compare tropical climates with temperate climates.	Describe climate zones and the impact on vegetation and wildlife.	Use climate graphs and world maps to interpret climate data.
	Scandinavia	Locate Scandinavian countries and surrounding seas.	Compare Scandinavian regions with the UK.	Identify physical features including fjords, forests and climate zones. Understand renewable energy use and settlement patterns.	Use digital maps and atlases to investigate population and environmental features.

Year 5-6	**North American comparison study – Rocky Mountains**	North American Comparative Study – Rocky Mountains	Locate North America, the Rocky Mountains and major physical features.	Compare a North American region with a UK region.	Explain mountain environments, climate and land use.
	Distribution of natural resources – food, minerals and water	Identify global distribution patterns of key natural resources.	Compare access to resources in different countries.	Explain how natural resources are used and managed. Understand sustainability issues.	Analyse data and maps showing trade, resources and population.
	Globalisation and trade – fair trade (chocolate – South America)	Locate major trade routes and countries involved in global trade.	Compare producers and consumers in different parts of the world.	Understand trade, economic activity and globalisation.	Use graphs, maps and data to investigate trade patterns and economic links.
	Extreme Earth	Extreme Earth	Locate areas prone to earthquakes, volcanoes and extreme weather.	Compare how people live in areas affected by extreme earth processes.	Understand plate tectonics, earthquakes, volcanoes and extreme weather events.
	Bear Grylls – Survive in the Wild (mapping and orienteering)	Use maps to locate remote environments and terrains.	Understand how environments affect human survival.	Identify physical processes and environmental challenges in different terrains.	Apply advanced map-reading skills including scale, grid references and orienteering.
	UK comparative study – Bristol (ref. counties of the UK)	Locate Bristol and surrounding counties within the UK.	Compare Bristol with the local area.	Understand urban land use, transport and economic activity.	Conduct fieldwork investigations and present findings using maps and digital tools.

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.

Skill Progression - History

	Unit titles	Chronological understanding	Historical enquiry and questioning	Using sources as evidence	Historical interpretation	Cause, consequence – similarity and difference	Historical vocabulary and concepts
Year 1-2	**Toys in the past**	Sequence toys from old to new using simple timelines and language such as past, present, old and new.	Ask simple questions about toys from the past.	Observe photographs and artefacts to identify similarities and differences.	Recognise that grandparents' toys may differ from their own experiences.	Compare toys from different time periods.	past, present, old, new, before, after
	Brunel	Understand that Brunel lived in the past and place him on a timeline.	Ask questions about why Brunel was important.	Explore images and models of the SS Great Britain.	Recognise that people viewed Brunel as an important inventor.	Compare transport from Brunel's time to today.	inventor, engineer, transport, steamship
	Florence Nightingale	Place Florence Nightingale within a simple timeline of hospitals then and now.	Ask questions about hospitals in the past.	Use paintings, letters and photographs to learn about Florence Nightingale.	Understand why Florence Nightingale became known as "The Lady with the Lamp".	Compare hospitals before and after Florence Nightingale's work.	nurse, hospital, soldier, hygiene, care
	The Great Fire of London	Place the Great Fire of London on a simple class timeline.	Ask questions about what happened during the fire.	Use paintings, diary extracts and maps to learn about the event.	Understand that Samuel Pepys' diary is one person's account.	Identify what caused the fire and what changed afterwards.	fire, London, diary, bakery, king, timeline
	Amelia Earheart	Order key events from Amelia Earhart's life.	Ask questions about Amelia Earhart's achievements.	Use photographs and simple biographies to find information.	Recognise that Amelia Earhart was viewed differently by different people at the time.	Compare air travel in the past with today.	pilot, journey, achievement, explorer
	Seaside holiday in the past	Compare seaside holidays from the past with modern holidays using timelines.	Ask questions about holidays in the past.	Examine postcards, photographs and artefacts from seaside holidays.	Recognise that holidays were different for rich and poor families.	Identify similarities and differences between holidays past and present.	seaside, holiday, transport, leisure

Year 2-3	**Stone age to iron age**	Sequence the Stone Age, Bronze Age and Iron Age on a timeline.	Ask questions about how people lived in prehistoric Britain.	Use artefacts, cave paintings and reconstructions to make observations.	Understand that historians use evidence to make educated guesses about prehistory.	Compare homes, tools and lifestyles across the ages.	prehistory, hunter-gatherer, tribe, settlement, bronze, iron
	Ancient Egypt	Place Ancient Egypt on a world timeline alongside other ancient civilisations.	Ask questions about Egyptian life and beliefs.	Use artefacts, tomb paintings and hieroglyphics to gather information.	Understand that some interpretations are based on discoveries made by archaeologists.	Compare Ancient Egyptian life with modern life.	pharaoh, pyramid, tomb, mummification, civilisation
	Roman invasion of Britain	Place the Roman invasion within the chronology of British history.	Ask questions about resistance to Roman rule.	Use accounts, maps and illustrations to investigate events.	Compare Roman and Celtic viewpoints.	Explain why Boudicca rebelled and what happened afterwards.	invasion, rebellion, warrior, tribe
	Roman rule – empire legacy	Place the Roman Empire on a timeline in relation to today.	Ask questions about why the Romans invaded Britain.	Use mosaics, coins and Roman artefacts as evidence.	Explore how the Romans are remembered today.	Identify changes brought by the Romans to Britain.	empire, invasion, legion, emperor, legacy
	Growth of Swindon's railway	Sequence key developments in Swindon's railway history.	Ask questions about how the railway changed Swindon.	Use photographs, maps and local records as evidence.	Explore different views about industrial growth.	Identify causes and consequences of railway expansion.	railway, industry, transport, community
	Queen Elizabeth II	Order key events from Queen Elizabeth II's life and reign.	Ask questions about why Queen Elizabeth II was significant.	Use photographs, news reports and videos as evidence.	Understand that people remember the Queen in different ways.	Compare aspects of life during different decades of her reign.	monarch, reign, coronation, Commonwealth

Year 4-5	**Anglo-Saxons – art, culture and Christianity**	Place the Anglo-Saxon period after Roman Britain on a timeline.	Ask questions about Anglo-Saxon life and beliefs.	Use artefacts, burial finds and manuscripts to investigate the period.	Explore how historians interpret Anglo-Saxon culture from limited evidence.	Compare pagan and Christian beliefs and customs.	migration, kingdom, conversion, monastery, artefact
	Ancient Greece – war and sport	Place Ancient Greece on a chronological timeline of ancient civilisations.	Ask questions about Greek achievements and warfare.	Use pottery, myths and historical accounts as evidence.	Recognise that myths and legends can influence interpretations.	Compare life in Athens and Sparta.	democracy, Olympics, city-state, philosophy
	Victorians – childhood and the influence of Barnardo	Place the Victorian era on a British history timeline.	Ask questions about children's lives in Victorian Britain.	Use photographs, census records and diary extracts.	Explore how Victorian childhood differed according to wealth.	Compare childhood in Victorian Britain with today.	Victorian, orphan, workhouse, poverty
	The Shang Dynasty	Place the Shang Dynasty alongside other ancient civilisations on a timeline.	Ask questions about power and belief in Shang society.	Use oracle bones, bronzes and archaeological evidence.	Understand that interpretations depend on surviving evidence.	Compare Shang society with other ancient civilisations studied.	dynasty, civilisation, oracle, ancestor
	Tudors – Henry VIII	Sequence major events during Henry VIII's reign.	Ask questions about why Henry VIII made significant changes.	Use portraits, letters and historical records as evidence.	Compare different interpretations of Henry VIII.	Explain causes and consequences of the break from Rome.	monarch, reign, reformation, heir
	Crime and Punishment (The Victorians)	Sequence changes in crime and punishment through time.	Ask questions about why punishments changed.	Use courtroom sketches, newspaper reports and prison records.	Understand that punishments reflected beliefs and values of the time.	Compare punishments across different periods.	justice, punishment, prison, law

Year 5-6	**Anglo-Saxons – invasion and settlement (Vikings)**	Place Anglo-Saxon and Viking periods in chronological order.	Ask questions about Viking raids and settlements.	Use sagas, artefacts and archaeological evidence.	Compare Anglo-Saxon and Viking viewpoints.	Explain reasons for Viking invasions and settlements.	settlement, raid, invasion, kingdom
	Ancient Greece – lifestyle and culture	Place Ancient Greece in relation to other civilisations studied.	Ask questions about daily life in Ancient Greece.	Use artefacts, architecture and written accounts.	Compare interpretations of Greek society from different historians.	Compare Greek culture with modern society.	civilisation, citizen, theatre, mythology
	The Maya culture	Place the Maya civilisation on a world timeline.	Ask questions about Maya achievements and beliefs.	Use codices, artefacts and reconstructions.	Understand that many interpretations are based on archaeological discoveries.	Compare Maya civilisation with Ancient Egypt or Ancient Greece.	civilisation, hierarchy, ritual, astronomy
	Victorians – monarchy and the Commonwealth	Place Queen Victoria's reign within British history.	Ask questions about the growth of the British Empire.	Use maps, portraits and official documents as evidence.	Explore differing views about the British Empire.	Identify consequences of imperial expansion.	empire, colony, Commonwealth, industry
	The British Empire	Sequence key periods of expansion of the British Empire.	Ask questions about how and why the Empire expanded.	Use maps, photographs and written records.	Explore contrasting perspectives on the Empire.	Identify the impact of Empire on Britain and colonised countries.	empire, trade, colonisation, migration
	World War II – blitz and the evacuation	Sequence major events of World War II and the Blitz.	Ask questions about civilian experiences during wartime.	Use propaganda posters, photographs and oral histories.	Understand that experiences of war differed between groups.	Explain causes and consequences of evacuation and bombing.	evacuation, rationing, Allies, propaganda, Blitz

Religious Education

At our school, Religious Education is central to our broad and balanced curriculum, helping children explore big questions of faith, meaning, and purpose. Our RE curriculum is rooted in the **Locally Agreed Syllabus**, ensuring high-quality, academically rigorous learning that reflects our local community and wider world. To deepen theological literacy, we incorporate **Understanding Christianity**, enabling pupils to explore core Christian concepts through key scripture and narrative. Supported by resources from **RE Today**, our engaging approach fosters critical thinking, empathy, and respect. Through thoughtful discussion and reflection, pupils develop religious literacy and a deep appreciation for diverse faiths and worldviews.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorn FS	UC Creation Why is the word 'God' so important to Christians?	UC Incarnation Why is Christmas special for Christians?	F5 Being Special: where do we belong?	UC Salvation Why is Easter Special to Christians?	F3 What places are special and why?	
Y1/2	UC Gospel What is the good news that Jesus brings?	UC Incarnation Why does Christmas matter to Christians? (digging deeper)	1.2 Who is a Muslim and what do they believe? (part 1)	UC Salvation Why does Easter matter to Christians?	1.2 Who is a Muslim and what do they believe? (part 2)	1.5 What makes some places sacred? (Christians, Muslims)
Y2/3	ONA Y2 -Festivals: How do they celebrate the natural world?	L2.8 What does it mean to be Hindu in Britain today? (part 1)	L2.8 What does it mean to be Hindu in Britain today? (part 2)	UC Salvation Why do Christians call the day that Jesus died 'Good Friday'? * (Digging deeper)	UC Incarnation What is Trinity and why is it important for Christians?	L2.6 Why do some people think that life is a journey and what significant experiences mark this? (Christians, Hindus, non-religious)
Y4/5	UC God What does it mean if Christians believe if God is holy and loving?	UC Incarnation Why do Christians believe Jesus was the Messiah?	U2.6 What does it mean to be a Muslim in Britain today?		UC Gospel Christians and how to live 'What would Jesus do?' Digging Deeper	U2.7 What matters most to Humanists and Christians? (Christians, Jews, Non-religious)
Y5/6	UC God What does it mean if Christians believe if God is holy and loving?	UC People of God How does a covenant with God fit into the Big Story?	U2.6 What does it mean to be a Muslim in Britain today?		UC Kingdom of God What kind of King is Jesus? / What is the Kingdom of God like?	U2.7 What matters most to Humanists and Christians? (Christians, Jews, Non-religious)

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.

PE Units of work

Rec	Introduction to PE : Unit 2	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1/2	Fitness Fundamentals	Ball Skills Sending and Receiving	Invasion Games Dance	Gymnastics Team Building	Athletics Target Games	Striking and Fielding Games Net and Wall Games
Year 2/3	Fitness Netball	Football Dance	Gymnastics Tag Rugby	Dodgeball Ball Skills Y3/4	Tennis Athletics	Cricket Golf
Year 4/5	Yoga Basketball	Dance OAA	Dodgeball Cricket Football	Badminton Y5/6 Handball	Swimming Athletics	Swimming Rounders
Year 5/6	Fitness Dodgeball	Dance Tag Rugby	Gymnastics Cricket	Basketball Badminton Y5/6	Hockey Athletics	Rounders Tennis Volleyball Y5/6 Football

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.

Term	Strands	Year 1/2	Year 2/3
Autumn 1	**Technology around us**	Technology and IT around us	IT around us Connecting computers
Autumn 2	**Creating Media**	Digital painting and photography	Digital Photography Creating media - Stop-frame animation
Spring 1	**Programming A (sequencing and selection)**	Working with beebots	Robot Algorithms 3. Programming A - Sequencing sounds
Spring 2	**Data and information**	Grouping data and using pictograms	Pictograms 4. Data and information – Branching databases
Summer 1	**Creating media 2**	Using digital packages	Making music 5. Creating media – Desktop publishing
Summer 2	**Programming B**	Exploring programming and garage band	Programming quizzes 6. Programming B - Events and actions in programs

Term	Strands	Year 4&5 A	Year 4&5B	Year 4&5 C	Year 5&6 A	Year 5 and 6 B	Year 5 and 6 C
Autumn 1	**Computer Systems And networks** **Data and information**	Computing systems and networks – The Internet Computing systems and networks - Systems and searching	Computing systems and networks – The Internet Computing systems and networks - Systems and searching	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	Computing systems and networks - Systems and searching Computing systems and networks - Communication and collaboration	Computing systems and networks - Systems and searching Computing systems and networks - Communication and collaboration
Autumn 2	**Creating Media**	Creating media **Audio production** (recording a voice over based on humanities learning) **Creating media**	Creating media **Audio production** (recording a voice over based on science learning) **Creating media** Desktop publishing	Creating media **Audio production** (recording a voice over based on maths learning)	Creating media **Video Production** (humanities outcome-filming content linked to web page	Creating media **Video Production** (science outcome – filming content linked to web page)	Creating media **Video Production** (maths outcome – filming content linked to web page)

		Desktop publishing (humanities outcome)	(Science outcome)	**Creating media** Desktop publishing (maths outcome)	**Creating media** – Web page creation (humanities outcome)	**Creating media** – Web page creation Science (outcome)	**Creating media** – Web page creation (maths outcome)
Spring 1	**Programming A (sequencing and selection)**	**Programming A** – Repetition using micro-bit (Creating a volcano) **Programming A** –selection using micro-bit (Creating a conductor test	**Programming A** – Repetition using micro-bit (Digital Flashcards) **Programming A** – selection using micro-bit (Creating a (Data handling)	**Programming A** – Repetition using micro-bit (Nature Art) **Programming A** –selection using micro-bit	**Programming A** – selection using micro bit (Kick strength data logging) **Programming A** – Variables in games (Scratch)	**Programming A** – selection using micro bit (getting active) **Programming A** – Variables in games (scratch)	**Programming A** – (selection using micro bit) **Programming A** – Variables in games (Scratch)
Spring 2	**Data and information**	**Data logging** (Using VU data loggers) (Combining data sources) **Flat-file databases** (create a database for logged data)	**Data logging** (Using VU data loggers) (Combining data sources) **Flat-file databases** (create a database for logged data)	**Data logging** (Using VU data loggers) (Combining data sources) **Flat-file database** (create a database for logged data)	**Flat-file databases** (Humanities focus) **Spreadsheets** (Humanities focus)	**Flat-file databases** (Science) **Spreadsheets** (Science Focus)	**Flat-file databases** (Maths) **Spreadsheets** (Maths)
Summer 1	**Creating media 2**	**Photo editing** **Introduction to vector graphics**	**Photo editing** **Introduction to vector graphics**	**Photo editing** **Introduction to vector graphics**	**Introduction to vector graphics** **3D Modelling**	**Introduction to vector graphics** **3D Modelling**	**Introduction to vector graphics** **3D Modelling**
Summer 2	**Programming B**	**Repetition in games** (scratch) **Quizzes in games** (Scratch)	**Repetition in games** (scratch) **Quizzes in games** (Scratch)	**Repetition in games** (scratch) **Quizzes in games** (Scratch)	**Quizzes in games** (Scratch) **Sensing movement** (Microbit)	**Quizzes in games** (Scratch) **Sensing movement** (Microbit)	**Quizzes in games** (Scratch) **Sensing movement** (Microbit)

Online Safety

Our online safety curriculum provides a progressive, spiral framework designed to equip pupils from EYFS through Year 6 with the critical skills, knowledge, and digital literacy required to navigate the online world safely and responsibly. Structured termly across seven core strands, the curriculum systematically balances four central themes of digital risk and opportunity: Content, Contact, Conduct, and Commercialisation.

Key Curriculum Strands

- **Self-Image & Identity:** Pupils learn how online identities differ from offline selves, exploring how digital personas can be altered and learning to make choices that align with school and British values.
- **Privacy & Security:** Progression moves from basic personal information sharing in EYFS to managing strong passwords, device permissions, location tracking, and understanding digital ages of consent.
- **Protection against Online Bullying & Reputation:** Children learn to identify unkind behaviour, capture evidence of cyberbullying, utilize external reporting mechanisms, and maintain a positive digital footprint.
- **Health, Wellbeing & Positive Lifestyle:** Lessons cover setting boundaries around screen time, resisting pressure to be "always online," safe searching, and managing the impact of technology on mental health.
- **Healthy Online Relationships:** Focuses on safe communication, recognizing the risks of online gaming, respecting boundaries, and understanding the distinct difference between "liking" and "trusting" online contacts.
- **Managing AI, Misinformation & Commerce:** Pupils progress from basic online searching to critically evaluating digital content—learning to identify misinformation, disinformation, addictive design, AI bias, and the realities of online spending.
- **Copyright & Ownership:** Establishes respect for intellectual property, starting with naming personal work in EYFS and advancing to copyright laws, licensing, and correct source referencing in Key Stage 2.

Through clear, age-appropriate objectives across mixed-year groups, the curriculum ensures pupils build resilience, critical thinking, and a firm foundation for safe digital citizenship.

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.

Art is taught in alternative terms to DT.

KS1

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

KS2

Art	Term 1 or 2	Term 3 or 4	Term 5 or 6
2/3 - A	Painting Cave Art Early Art	3D Clay – Henry Moore	Printing Lucy McGrath (Local) Marbling
2/3 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
4/5 - 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
5/6 - B	Drawing Da Vinci	Collage Mondrian geometric	Textiles Pre industrial Weaving

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.

DT is taught in alternative terms to Art.

KS1

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

KS2

DT	Term 1 or 2	Term 3 or 4	Term 5 or 6
2/3 - A	Pop up book	Making a purse	Fruit smoothie
2/3 - B	Pneumatic toy	Playground equipment	Fruit flapjack
4/5 - A	Lunch box	Simple Circuits – buzzer for school office	Soup
4/5 - B	Stuffed toy	Bridge	Pizza
5/6 - A	Bread	Fair ground ride	Burglar Alarm
5/6 - 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	**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 **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. **Mock Elections:** Holding mock elections during national or local elections to teach pupils about the electoral process and the importance of voting. **Debating and Discussions:** Encouraging pupils to express their opinions respectfully, listen to different viewpoints, and engage in constructive debates on various topics. **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.
The Rule of Law	**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. **Visits from Authority Figures:** Police officers visit the school – particularly as part of Reception's Superhero work **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.
Individual Liberty	**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. **Encouraging Independence and Responsibility:** We promote independence by giving pupils age-appropriate tasks and responsibilities, such as organizing their belongings or leading group activities. **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. **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.
Mutual respect and tolerance	**Super Six Book:** Each year group has 6 books a term that celebrate different cultures, religions and protected characteristics. **Celebrating Diversity:** We organise events and activities that celebrate different cultures, religions, and traditions to promote understanding and respect for diversity. **Anti-bullying and Inclusion Program:** Jigsaw (our PSHE scheme of work) addresses issues of bullying, discrimination, and prejudice. **Interfaith and Intercultural Activities:** We provide opportunities for pupils to interact with people from different backgrounds and learn about different faiths and cultures. **Promoting Positive Relationships:** We encourage pupils to develop positive relationships with their peers and adults based on respect, kindness, and empathy.

Other personal development opportunities

Children have the opportunity to show leadership is 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 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