



Stockton Wood Primary School

“Laying the foundations for life”

Curriculum Guide & Policy

2025-2026

This policy is designed to give procedural guidance on curriculum coverage at Stockton Wood Primary School

1. Purpose of the Document

This Curriculum Guide sets out the principles, procedures, and statutory framework for the design, delivery, and evaluation of the Stockton Wood Primary School curriculum. It ensures compliance with:

- The National Curriculum in England (2014).
- The Statutory Framework for the Early Years Foundation Stage (EYFS 2021).
- Statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education (2019).
- The Equality Act (2010) and SEND Code of Practice (2015).

2. Curriculum Intent

Our intent is to provide a broad, balanced, and ambitious curriculum that:

1. Meets statutory requirements and ensures progression across all subjects.
2. Prioritises high standards of literacy and numeracy as foundations for learning.
3. Develops pupils' cultural capital, preparing them for life in modern Britain.
4. Promotes inclusion, equality of opportunity, and respect for diversity.
5. Encourages resilience, creativity, and independence in learning.
6. Embeds British Values and SMSC development across all areas of study.

3. Curriculum Implementation

Key features include:

- Long-Term, Medium-Term and Short-Term planning frameworks.
- Delivery of all core and foundation subjects in line with the National Curriculum (2014).
- Adaptation and inclusion strategies to support SEND, EAL and disadvantaged pupils.
- Enrichment through trips, clubs, and community and global engagement.

4. Curriculum Impact

Assessment and monitoring includes:

- Formative and summative assessments across all subjects.
- Statutory assessments: EYFS Profile, Y1 Phonics, Y2 & Y6 SATs, Y4 Multiplication Tables Check.
- Subject leader monitoring and evaluation.
- Expected outcomes: pupils achieve well, develop literacy/numeracy/digital skills, and transition confidently to secondary school.

5. Roles & Responsibilities

- Headteacher: Strategic curriculum leadership and statutory compliance.
- Deputy/Assistant Heads: Curriculum coordination and CPD.
- Subject Leaders: Subject development and monitoring.
- Class Teachers: Deliver the curriculum, assess and adapt for needs.

- Teaching Assistants: Provide targeted support.
- Governors: Monitor statutory coverage and curriculum quality.

7. Review Cycle

This guide is reviewed annually by the SLT, Subject Leaders and Governing Body to reflect statutory updates, self-evaluation and feedback.

Curriculum Statement of Intent

At Stockton Wood Primary School, our curriculum is driven by a shared vision to “*lay the foundations for life*”. We are committed to providing an ambitious, inclusive, and purposeful curriculum that develops the whole child—academically, emotionally, socially, and culturally.

Our curriculum is designed to be broad, balanced, knowledge-rich, and future-focused. It reflects our local context, celebrates diversity, promotes equity, and ensures that all children—regardless of background or starting point—have access to high-quality learning experiences that enable them to flourish. We actively promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. Alongside this, we embed sustainability and environmental responsibility, ensuring our pupils understand the importance of caring for our planet and are empowered to make choices that contribute to a more sustainable future.

Our Values and Curriculum Drivers: R.I.S.E.

Our curriculum is underpinned by our core school values, which serve as the drivers shaping everything we do. These values provide a consistent framework across all subjects, settings, and year groups.



R – Respect

Intent:

We aim to foster respect as a core principle of both character development and academic engagement. Our curriculum promotes understanding, empathy, and tolerance, preparing children to thrive in a diverse society.

Implementation in Curriculum:

- Teaching about different cultures, beliefs, and worldviews through subjects such as RE, History, Geography, and PSHE.
- Emphasis on collaborative learning and respectful dialogue in all subject areas.
- Embedding positive relationships and behaviour expectations through our whole-school approach.



I – Include

Intent:

We are committed to removing barriers to learning and ensuring all children have equitable access to the curriculum. Inclusion is not an add-on—it is integral to our intent and planning.

Implementation in Curriculum:

- Adaptive teaching strategies and scaffolding across all subjects.
- Curriculum accessibility for pupils with SEND, EAL, and additional needs.
- Emphasis on emotional wellbeing and mental health through embedded wellbeing practices and interventions (e.g. "A Quiet Place").
- Inclusive curriculum content that reflects a range of voices, identities, and experiences.



S – Succeed

Intent:

We strive to equip all learners with the knowledge, skills, and personal attributes needed for lifelong success. Our curriculum nurtures self-belief and ambition while developing core competencies in literacy, numeracy, and communication.

Implementation in Curriculum:

- Prioritising early reading, phonics, vocabulary, and language development.
- Embedding mathematical fluency and reasoning skills.

- Offering enriched learning experiences (e.g. outdoor learning, cross-curricular projects) to deepen engagement and raise aspiration.
- Developing metacognitive strategies to support independent learning.



E – Encourage

Intent:

We promote a culture of encouragement, resilience, and positive attitude toward learning. Our curriculum connects local and global issues, fostering a sense of agency and responsibility in our pupils.

Implementation in Curriculum:

- Integrating community links, current affairs, and global awareness into learning.
- Encouraging creativity, critical thinking, and pupil voice across the curriculum.
- Recognising and celebrating effort, perseverance, and personal achievement.
- Exploring diverse perspectives in literature, the arts, and humanities to broaden horizons.

Wider Curriculum Intent

We believe that children learn best when their physical, social, and emotional needs are met. Therefore, our curriculum goes beyond academic achievement to support the development of:

- **Resilience, self-regulation, and emotional literacy** (e.g. through “A Quiet Place” and SCARF PSHE).
- **Oracy and communication skills**, enabling children to articulate ideas confidently and effectively.
- **Cultural capital**, providing access to enriching experiences that broaden pupils’ worldviews.
- **Positive relationships and character education**, aligning with our whole-school behaviour and pastoral strategies.

Preparing for the Future

Through our curriculum, we lay the foundations for lifelong learning. Our children leave Stockton Wood:

- Confident, articulate, and respectful of others.
- Equipped with the knowledge and skills needed for the next stage of education and beyond.
- Inspired to make a positive contribution to society.

Our curriculum is continually reviewed to reflect national expectations, community needs, and the unique potential of every child we serve.

Subject Leaders

Subject	Lead
Reading	Jenny Daly
Phonics (Read, Write Inc.)	
Writing	Gemma Jones
Mathematics	Hannah Buckingham
Lifesavers (Financial Education)	Hannah Cunliffe
Science	Sue Martin
History	Daniel Saunders (Emily Roberts shadowing)
Geography	
Art	Rebecca Costello
Design Technology	
Music	
PHSE	Sara Ritchie
A Quiet Place Champion	
Religious Education	Claire McLaughlin
Modern Foreign Languages (French Y6, Spanish Y3-5)	
Computing	Lynn Roche
PE	Julie Millican

Early Years Foundation Stage

The [EYFS Framework](#) is structured very differently to the National Curriculum. It is organised across seven areas of learning rather than subject areas. These include Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The frequency of lessons and length of session differ to the National Curriculum and KS1 and KS2 National Curriculum coverage.

Prime Areas of Learning

Personal, Social and Emotional Development

PSED feeds into every lesson and subject taught in early years but has a clear and direct link to the PSHE curriculum. PSHE is covered using the SCARF Scheme as a whole school approach and supports the school's teaching of self-care, self-regulation and building relationships. Basic hygiene is also covered under this area of learning, including toilet training.

Physical Development

Physical development relates to children's core strength and co-ordination, gross and fine motor skills. This includes Physical Education, but also focuses on fine motor skills, such as handwriting practice. Children develop their physical skills in a number of ways including climbing and building.

Communication and Language

Communication and Language covers basic skills such as listening, focus and attention. Vocabulary is also covered within this area of learning. We are proud to offer the WellComm intervention programme to support all children with their communication development.

Specific Areas of Learning

Literacy



Literacy is planned using the whole school scheme 'Ready, Steady Write'. Literacy lessons are based on a vehicle text (which changes half termly) and are fun and engaging. Lessons have a clear focus on oracy skills which are essential for children's communication, language and literacy development. More information about 'Ready, Steady Write' can be found on the page dedicated to our 'Writing' curriculum.

Mathematics

Maths sessions are planned using the whole school scheme 'White Rose Maths'. Lessons are practical and are based on real experiences, making it easier for children to make clear connections and develop their understanding of mathematical skills. More information about 'White Rose Maths' can be found on the page dedicated to our 'Maths' curriculum.

Understanding the World

History, geography, Religious Education and science all come under the umbrella of understanding the world. Any investigational work would also come under this area of learning. This is introduced and delivered through activities that encourage lots of exploration, problem solving, observing, predicting, thinking, decision making, and discussions about the world around us!

Expressive Arts and Design

Art, Music and Design Technology is covered within expressive Arts and Design. Children are presented with opportunities to build with purpose, plan and construct, be expressive with all forms of art including: painting, drawing, dancing and music.

The Early Years Foundation Stage Curriculum includes observations of the children's needs, interests and stages of development across seven areas of learning to enable the children to achieve and exceed their Early Learning Goals at the end of their year in Reception.



English : Reading



Frequency of Lessons

At Stockton Wood, reading is taught daily through Read, Write Inc. Phonics at Foundation Stage and KS1 and Ready Steady Read Together at KS2.

Lesson Structures

Synthetic phonics (RWI) is taught daily in colour-banded groups.

Daily reading is practiced through Literacy Counts Read to Write, independent, paired and 1:1 reading.

Children who have completed the RWI programme at KS1 will work on the age-appropriate Ready Steady Read Together units.

At KS2, fluency, accuracy, vocabulary acquisition and oral rehearsal skills are taught daily through Literacy Counts Ready Steady Read Together.

School Library

All classes have a weekly 20-minute school library session and can choose books to read from the library for pleasure.

Reading Buddies

At least half termly, we will celebrate reading- buddy moments between year groups!



Planning

At Foundation Stage and KS1, RWI phonics is taught through the RWI scheme planning. Reading Teachers are responsible for planning and preparation for their coloured groups.

At KS2, teachers are able to access Ready Steady Read Together resources by downloading them from the Literacy Counts website: www.literacycounts.co.uk using the school log in details.

Expectations

At Foundation Stage and KS1, children on the RWI programme will record work in their RWI books, unless adaptive teaching is appropriate and may include dry-wipe board recording.

Home Readers

All children will be able to take home a home reader. At Foundation Stage and KS1 these are book bag books from RWI. These are changed during group sessions on a Friday and are expected to be returned the following Wednesday. Reading Teachers are responsible for the changing and recording keeping of book bag books.

At KS2, the children take home Oxford Reading Tree home readers at an age-appropriate level for fluency and understanding. These will be changed at least once a week, with most children being responsible for managing their book change.



All children have a sticker bookmark and earn stars by reading at home and having their reading book signed by an adult. At KS1 this is one star a week for bringing their book in read and signed on a Wednesday. In KS2

this is one star a week for reading and having their record signed at least 3 times a week. Rewards are as follows: 6 stars - a badge, 12 stars - a pen, 18 stars - an age-appropriate book.

At KS2, children completing Ready Steady Read Together will use reading journals to record their work.

English : Writing



Frequency of Lessons

English is taught through Literacy Counts Ready, Steady, Write.

English lessons take place daily for the duration of an hour and are where vocabulary, punctuation and grammar are taught explicitly to feed into the development of independent writing.

The children will use 6 vehicle texts a year (1 per half term) and are expected to write both a fiction and non-fiction piece of writing based on each.

The children will complete the stages: Immerse, Analyse, Plan and Write for each text type.

EYFS and Year One will complete the stages: Jump In, Look, Say & Plan, Say & Write

Spelling lessons should be taught for 10-20 minutes daily, using the Twinkl Spell It Scheme.

Handwriting sessions should be taught for 10 minutes daily, using the [Letter Join](https://www.letterjoin.co.uk) scheme and will include fine or gross motor 'warm-ups'.

Planning

All writing planning is available through the Literacy Counts website: www.literacycounts.co.uk

Log in details: email: j.daly@stocktonwood.liverpool.sch.uk Password: StocktonWood2023

Spelling planning and resources from Twinkl Spell It are available in the school one drive folders.

Handwriting planning and resources are available at www.letterjoin.co.uk . Year group logins are provided to teachers.

Expectations

The majority of time in each unit should always be given to planning and composition of writing.

Editing is integral to writing in each class. Pupils use purple pens to edit their work. This may be completed independently or in pairs to improve aspects of composition.

English work should be recorded in English books daily, with outcomes captured for each stage of writing on the English working wall.

The English working wall should display examples of sentence accuracy work linked to the year groups curriculum, the four stages: Immerse, Analyse, Plan and Write with example/s of shared, modelled writing.



Handwriting and presentation are a continued focus with a high priority across all subjects.

Spelling and handwriting activities should be carried out in the back of English books.

Weekly spelling tests will take place in each class.

Outcomes of English to be shared using chatter via the school website.



Maths

Frequency of lessons

Maths is a core subject and is taught for one hour, daily.



In addition, Third Space Learning- Fluent in Five is taught from Year 1 – Year 6 every day to support children with their fluency knowledge.

Planning

Maths is planned and delivered using [White Rose Maths](#) Version 3 Scheme of Learning.

Teachers have their own individual username and password to login to their account.

Teachers will edit the White Rose PowerPoint Presentations to personalise for their cohort and will include a slide for key vocabulary to be taught during the lesson (after the lesson title page).

Teachers will use the premium resources to carefully select the activities to be undertaken during each lesson taking into consideration any adaptations needed for those children who require a more personalised curriculum.

Questions from the relevant White Rose Worksheet should be selected to follow the agreed structure of a lesson (Listed under 'Expectations').

Expectations

The agreed structure of a Stockton Wood Maths lesson will follow the White Rose Maths 'Small Step' approach and include:

1. [True or False](#) discussion question.
2. [Get Ready](#) (Recorded on dry-wipe board, or in pupil books at teacher discretion)
3. [Let's Learn](#) (Recorded in books)
4. [Digging Deeper](#) (Recorded in books)

5. Reasoning and Problem Solving (Usually recorded in books unless completed in pairs on whiteboards or as a whole class teacher-led activity).

We follow a CPA (Concrete, Pictorial and Abstract) approach where practical and picture resources are used in a session to support a child's learning and understanding. Evidence of which will be 'Chatted' on our website.

Each 'Small Step' is not necessarily 1 lesson, but teachers will ensure a good pace of lesson delivery to ensure consistent coverage of the curriculum.

White Rose Maths end of unit assessments must be completed and used to inform teachers of children requiring additional support (e.g. addressing misconceptions) and updating formative and summative assessments. They must be glued into pupil books at the end of a teaching block.

Multiplication Tables will be taught explicitly using the counting stick method for 5-10 minutes at least 3 times a week.

Teachers should respond to formative assessment within the classroom and identify children who may require same day intervention and/or pre-teaching to support their progress and consolidate conceptual understanding.

Science

Frequency of Lessons

Science is taught weekly, with a **minimum expectation of one hour per week**. Lessons include both **substantive knowledge** (conceptual, factual understanding) and **disciplinary knowledge** (skills required to work scientifically), which are built progressively across year groups.

Planning

White Rose Science has now been fully embedded into our curriculum. Teachers should use their **individual logins** to access planning materials, resources, and teaching guidance.

- Planning is provided in the form of **PowerPoint presentations**, which structure each lesson.
- **Corresponding questions** are found in the pupil booklets and can be completed either as a **whole-class activity** or **independently**, depending on pupil needs.
- The **White Rose booklets** are designed to support high-quality science teaching. They provide structure and questioning but should **not replace** rich, teacher-led instruction or practical investigation.
- Teachers are encouraged to use their **creativity and adaptive teaching** to enrich learning, support all pupils, and bring science to life in meaningful and engaging ways.

Expectations

In addition to the White Rose work booklets, children will use a **green lined science book** to:

- Record the **unit title** and **Tier 3 (scientific) vocabulary** at the beginning of each unit.
- **Revisit the Tier 3 vocabulary** at the end of the unit to consolidate understanding.
- **KS2 children** will mark vocabulary they now know and understand with a **tick**.
- Store evidence from **additional science activities**, such as **Science Week** and **Stay and Learn** events.
- Include the **end-of-unit assessment**, which will be completed by pupils and then **stuck into the green book (teachers should make a note of scores), before moving on to the next unit.**

These green books will move with the pupils: From **Year 1 to Year 2**, and from **Year 3 to Year 6**, to clearly demonstrate **progression over time**.

Lesson Structure

All science lessons should follow the **'Small Step' approach**, with the following consistent structure:

1. **Flashback 4** retrieval task (provided at the start of each PowerPoint).
2. **Short date** recorded by the lesson title in the workbook.
3. Lesson delivered using the PowerPoint, incorporating **adaptive teaching strategies**, e.g. vocabulary prompts, scientific stem sentences.
4. **Investigations and practical learning** should be photographed as evidence.
5. Teachers mark work using a **green pen**, and indicate progress with either:
 - ★ = learning intention achieved
 - **WT** = working towards

Evidencing Science in the Classroom

Every classroom must have a **science display** that reflects current teaching and includes:

- The **unit title**
- **Key vocabulary**
- Clearly labelled **small steps of learning**
- **Examples of pupils' work** or outcomes, clearly labelled with **first names only**

When possible, teachers should also **post evidence on Chatter**, identifying the learning as **Science** or **STEM**, depending on the focus of the activity.

Staff CPD Focus

This year's professional development will focus on:

- **Assessment in science**, with an emphasis on how learning is evidenced.
- **Use of all questions** in the White Rose Science booklets to support the assessment of **factual (substantive) knowledge**.

History

Frequency of Lessons

History is taught every other half term (Autumn 1, Spring 1 and Summer 1) and when taught is a weekly session.

It is crucial that if a session is missed (e.g. due to an enrichment visit) then additional sessions should be delivered in the subsequent week. This is to ensure curriculum coverage.

Please approach the History Lead should you have any questions or concerns about your year group planning or coverage.

Year Group	Autumn	Spring	Summer
Year 1	Topic NC: Changes within living memory Have you ever seen something very different to what? Change and Continuity Change in animals and plants (e.g. dinosaurs, flowers, other old and new)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Community and Culture, Memory and Power Change, people who they have	The Industrial Revolution NC: Changes over time
Year 2	Significant Moments NC: The lives of significant individuals How did King Henry, Queen Victoria and others change the lives of other people? Change and Continuity Culture and Community How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: Events beyond living memory Why do we remember the lives of our leaders? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: Significant historical events – people and places in the world How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)
Year 3	Significant Moments - Stone NC: Changes in Britain from Stone Age to Iron Age What was life like in the Stone Age? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)
Year 4	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)
Year 5	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)
Year 6	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)	Significant Moments - Stone NC: The lives of significant individuals How do we know what and when things changed the world? Culture and Community Change and Continuity How do we know what and when things changed the world? (e.g. Henry and Victor)



Planning

Long term planning for History is saved to the school evaluation and One Drive. It is also accessible on the school website.

Medium term plans are completed by the History Lead and emailed/saved for staff prior to each half term. Teachers are responsible for the resourcing of their individual lessons, but support is always available from the History Lead.

Expectations

Each History topic will start with a title page identifying the key/tier 3 vocabulary. This must be returned to at the end of the topic so that children have the opportunity to assess their understanding of the taught vocabulary. In KS2 the learnt vocabulary will be marked with a tick.

Each History lesson must have a date and a lesson title which is adapted from the "I can" statement found on the medium term plan.

History lessons should focus on the teaching of historical skills, such as looking at chronology, timelines, comparing different ages, assessing the impact or importance. Please be aware that struggling writers can be good historians, so adaptive teaching for SEND children is key to their inclusion. Please ensure feedback on learning responds to the historical skills and knowledge, unless marking a tier 3 or subject specific word.

Please ensure that any evidence not in books is visible on "Chatter" with History checked.



Geography

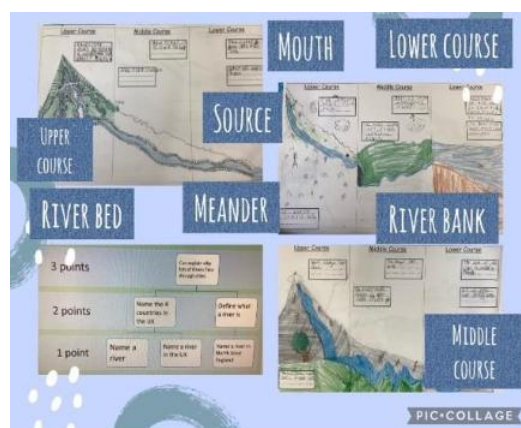
Frequency of Lessons

Geography is taught every other half term (Autumn 2, Spring 2 and Summer 2) and when taught is a weekly session.

It is crucial that if a session is missed (e.g. due to an enrichment visit) then additional sessions should be delivered in the subsequent week. This is to ensure curriculum coverage.

Please approach the Geography Lead should you have any questions or concerns about your year group planning or coverage.

Year Group	Autumn	Spring	Summer
Year 1	What is it like to live in Spolia in the UK? Features of our environment Similarities and differences Key places and features Direction and positional language Field work (Autumn/Spring lesson)	Where would you rather live – a rural or urban place? [OSG] Similarities and differences (Spolia) Topographical features Similarities and differences (Spring lesson)	Where would you rather live – a rural or urban place? [OSG] Penguins, Antarctic, polar bears, arctic. (Reception) Climate Zones and Biomes Topographical features Similarities and differences (Spring lesson)
Year 2	What can I learn about the continents and oceans from maps and globes Local area maps Spolia Equatorial lines Key places and features Topographical features Direction and positional language	Where would you rather live in an urban area or on the coast? (Look at trade and tourism) Maps and Globes [OSG] Comparing oceans and city (year 1) Similarities and differences Topographical features	How can I map our school/area? Features of our environment (Re) Interaction between human and physical
Year 3	Would you like to live in the ring of fire? Comparisons (by year 2 and 3) Topographical features Direction and positional language	Can I find countries on OS maps? Maps and globes [OSG] Local features Interaction between human physical Direction and positional language Field work	Why do people go on holiday to the Mediterranean? (Compare with UK, look at tourism and temperature) Maps and globes [OSG] Climate Zones and Biomes Key places and features Interaction between human and physical
Year 4	What are biomes? (Hartford as part of) Year 2 environment work Climate Zones and Biomes Topographical features Interaction between human and physical	Who does the UK trade with? Maps and globes [OSG] Greece Interaction between human physical Direction and positional language Field work	Where are my local rivers? Local features [OSG] Direction and positional language Topographical features Field work
Year 5	What happens when contour lines come together? Maps and globes [OSG] Volcanoes, and tectonic plates (FD) Topographical features Similarities and differences Field work	What does sustainable tourism look like in North America? Maps and globes [OSG] Biomes and climates Direction and positional language Interaction between human and physical Climate Zones and Biomes	How do we protect the world's natural resources and energy? Year 2 and 4 environment work Interaction between human and physical
Year 6	How has migration affected how local settlements change? (Use OS maps) Local area Local studies Interaction between human and physical Mapping	How has land use in Liverpool changed over the centuries? (Link OS maps, historical maps, industrial revolution and map) Local features [OSG] Maps and globes Direction and positional language Field work	What do the lines on the globe signify? Biomes and climates OS, 4 and 5 environment work Interaction between human and physical Climate Zones and Biomes



Planning

Long term planning for Geography is saved to One Drive. It is also accessible on the school website.

Medium term plans are completed by the Geography Lead and emailed/saved for staff prior to each half term. Teachers are responsible for the resourcing of their individual lessons, but support is always available from the Geography Lead.

Expectations

Each Geography topic will start with a title page identifying the key/tier 3 vocabulary and leading question. This must be returned to at the end of the topic so that children have the opportunity to

assess their understanding of the taught vocabulary. In KS2 the learnt vocabulary will be marked with a tick.

Each Geography lesson must have a date and a lesson title which is adapted from the "I can" statement found on the medium term plan.

Geography lessons should focus on geographical skills, such knowledge of location, map and atlas skills, OS maps, grid references, diagrams, field sketches and analysing or collecting data. Please be aware that struggling writers can be excellent geographers, so adaptive teaching for SEND children is key to their inclusion. Please ensure feedback on learning responds to the geographical skills and knowledge, unless marking a tier 3 or subject specific word.

Please ensure that any evidence not in books is visible on "Chatter" with Geography checked.

Frequency of Lessons

PSHE is now a statutory requirement in primary schools and should be taught weekly for approximately 1 hour.

Year Group	Unit	Topic	Key Learning Objectives	Key Skills	Key Values	Key Messages
Y1	Myself and Others	Myself and Others	Know and understand the importance of safety and security.	Self-awareness, self-esteem, self-respect.	Respect, responsibility, resilience.	Know and understand the importance of safety and security.
Y2	Myself and Others	Myself and Others	Know and understand the importance of safety and security.	Self-awareness, self-esteem, self-respect.	Respect, responsibility, resilience.	Know and understand the importance of safety and security.
Y3	Myself and Others	Myself and Others	Know and understand the importance of safety and security.	Self-awareness, self-esteem, self-respect.	Respect, responsibility, resilience.	Know and understand the importance of safety and security.
Y4	Myself and Others	Myself and Others	Know and understand the importance of safety and security.	Self-awareness, self-esteem, self-respect.	Respect, responsibility, resilience.	Know and understand the importance of safety and security.
Y5	Myself and Others	Myself and Others	Know and understand the importance of safety and security.	Self-awareness, self-esteem, self-respect.	Respect, responsibility, resilience.	Know and understand the importance of safety and security.
Y6	Myself and Others	Myself and Others	Know and understand the importance of safety and security.	Self-awareness, self-esteem, self-respect.	Respect, responsibility, resilience.	Know and understand the importance of safety and security.



Planning

We use the [SCARF scheme](#) for the delivery of PSHE across the school. This ensures consistency across the school, and even coverage of all aspects of PSHE. This is a progressive scheme and includes a pre and post unit assessment.

Each half term, a new unit is introduced and followed. This unit is the same throughout the school, making whole class assemblies and cross phase conversations meaningful.

Planning and resources can be accessed easily via the SCARF website.

Expectations

Weekly P.S.H.E. sessions can be 'chatted', with written work record into pupil books (when applicable as some sessions may be discursive).

These books should have the PSHE label on the front cover.

Please use the PSHE tag when posting outcomes for the subject to Chatter.



Computing

Frequency of Lessons

Computing lessons are taught weekly for one hour per week.

School has a half termly cycle for year group MGL support.

Planning

We follow the MGL planning scheme.

Login is through the MGL website: <https://www.mglworld.com/>

Username: l.roche@stocktonwood.liverpool.sch.uk

Password: cixAOHVf07CgldlZmtAVTOfb



Expectations

Staff are expected to 'chat' frequently selecting the computing tab, this helps the Computing Lead to track progress across this subject during MER time.

Each year group is allocated a display board in the computer suite which must be updated termly using outcomes from the taught MGL Computing Scheme and must include pupil voice.

Religious Education

Frequency of Lessons

We teach R.E. discreetly in Key Stage 1 for 50 minutes and at Key Stage 2 for 1 hour weekly and although it can be taught discreetly in Foundation Stage when activities are appropriate, it is most often integrated into different areas of learning and development.

Planning

In R.E at Stockton Wood we:

- follow the **RE Today scheme** of work which supports the [Liverpool Agreed Syllabus](#). This can be accessed on the NATRE website using your log-in.
- follow a medium-term plan of 6 questions for each year group.



- use RE Today scheme of work to guide and support when planning objectives and activities for our weekly lessons.
- have a program of visits and visitors linked to the Key Questions and each year group have a visitor or go on a visit to a place of worship each year.
- have a program of multi-faith celebrations that run on a two-year cycle.

Expectations

Pupil books must have a title page at the front of each child's R.E. book at the start of the learning for a new Key Question, which includes the tier 3 vocabulary (which has been provided) to be taught. In KS2 learnt vocabulary will be ticked. Each child will complete an end of unit assessment at the end of each topic question.



School has an R.E. cupboard where resources and artefacts from different faith groups are stored and can be borrowed for R.E. lessons or for table-top displays in classrooms.

Written outcomes from a taught session must be captured in pupil books and 'Chats' can be used to display any work not in books. There should not be an over-reliance on 'Chats' or writing at length – outcomes for this subject can promote children's creative thinking, drama and art skills too!.

Frequency

Every Tuesday afternoon the Key Stage 1 intervention room set up into a LifeSavers bank. The Year 6 cashiers have the responsibility of 'running' the bank.

The younger children come into school with the money they wish to save (£5 maximum) and pay it in using their savings book, staff can also save!

Each child chooses their savings goal, it could be a games console or a gift for their mum, anything that is personal to them.



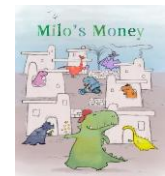
Planning

Life savers is made up of 5 BIG questions which are taught each half term.

1. Where does our money come from?
2. How does money make us feel?
3. What can we use our money for?
4. How does our money help other people?
5. How can we look after our money?



KS1 will deliver their financial education curriculum using 'Milos Money'. Teachers have individual logins and each classroom has a Milo teddy and 'pocket book' to support the delivery of session.



Expectations

As part of our Lifesavers financial curriculum we promote the values:

Generosity

Justice

Thankfulness

Wisdom

Outcomes for Lifesavers will be shared on our school website in 'chatter'.

MFL

Frequency of Lessons

MFL is taught in KS2 for a minimum of 30 minutes per week.

Planning

MFL is taught using the Language Angels Scheme of work. We are currently transitioning from French to Spanish and have a three-year overview to fully integrate it into place. Teachers follow the lessons on Language Angels and use PowerPoints, songs and worksheets to support their teaching.

25/26	Year 3	Year 4	Year 5	Year 6 French
Autumn 1	Phonics L1 I am Learning Spanish E Easy	Phonics L1 I am Learning Spanish E Medium	Phonics L1 & 2 I am Learning Spanish E Hard	Core vocabulary Classroom instructions Days of the week Months of the year
Autumn 2	Animals E	I know How E Easy/ Med	I know How E Med/Hard	No 1-100 C The Date I
Spring 1	Instruments E	Fruits and Vegetables E Easy/ Med	Fruits and Vegetables E Easy/ Med	The Weather I
Spring 2	I know How E Easy	Ice Creams E	Seasons E Med	My Home I
Summer 1	Fruits E Easy	Shapes E	Presenting Myself I	At School P
Summer 2	Vegetables E Easy	Seasons E Easy	My Family I	The Weekend P

26/27	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonics L1 I am Learning Spanish E	Phonics L2 Seasons E	Phonics L3 The Date I	Phonics L3+4 The Date I
Autumn 2	Ancient Britain E	Shapes E	At the Café I	At the Café I
Spring 1	Animals E	Presenting myself I	Do you have a pet? I	Clothes I
Spring 2	I know How E	My family I	In the classroom I	At School P
Summer 1	Instruments E	The Romans I	What is the weather? I	At School P
Summer 2	Fruits + Vegetables E	Do you have a pet? I	My Home I	At the weekend P

27/28	Year 3	Year 4	Year 5	Year 6
Autumn 1	Phonics L1 I am Learning Spanish E	Phonics L2 Seasons E	Phonics L3 The Date I	Phonics L3+4 Around Town P
Autumn 2	Ancient Britain E	Shapes E	At the Café I	World War II P
Spring 1	Animals E	Presenting myself I	Clothes I	Healthy Lifestyle P
Spring 2	I know How E	My family I	In the classroom I	At School P
Summer 1	Instruments E	The Romans I	What is the weather? I	At School P
Summer 2	Fruits + Vegetables E	Do you have a pet? I	My Home I	At the weekend P

Expectations

Staff to create booklets each half term using the worksheets provided with a minimum of 3 pieces per term and an End of Unit Assessment. Any work not in the booklet should be 'Chatted' and Teachers should also try to 'Chat' about MFL twice every half term.