



Primary School

Curriculum Guide

2025-2026

This booklet is designed to give procedural guidance on how subjects are taught at Stockton Wood.

Subject Leaders

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.

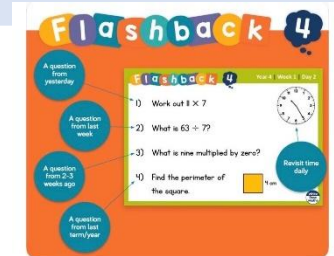


Maths

Frequency of lessons

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

In addition, Flashback 4 is used as a daily retrieval activity.



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 and can enhance using White Rose Maths interactive tools, or adapt for those children who require a 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 with the subheading)
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).

There may be occasion when the session lends itself to practical learning, evidence of which can be 'tweeted.'

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

White Rose Maths end of unit assessments must be 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.

Manipulatives will be used at every opportunity to reinforce and consolidate learning.

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.



St

English : Reading

Frequency of Lessons

At Stockton Wood, reading is taught daily through Read, Write Inc. Phonics at Foundation Stage and KS1 and Steps To Read 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 program at KS1 will work on the age appropriate Steps to Read units.

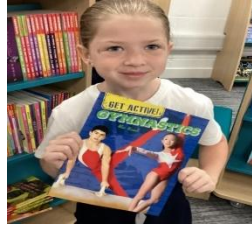


At KS2, fluency, accuracy, vocabulary acquisition and oral rehearsal skills are taught daily through Literacy Counts Steps to Read.

Home Readers

All children will be able to take home a home reader. At Foundation Stage and KS1 these are normally book bag books from RWI. These are changed during group sessions on a Friday and 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 levels for fluency and understanding. These will be changed at least once a week, with the majority of children being responsible for managing their book change.



School Library

pleasure.

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

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 Steps to Read planning on the School Evaluation drive.

[Steps To Read](#)> [Year group](#)> [Term](#).

Expectations

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

At KS2, children completing Steps to Read 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 shared in the English working wall daily, with examples of shared, modelled writing in 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.



Science

Frequency of Lessons

Science is taught weekly with a minimum expectation of 1 hour per week and include **substantive knowledge** (conceptual understanding 'factual' learning) and **disciplinary knowledge** that builds progressively to enable children to work scientifically.

Planning

This year we will start using [White Rose Science](#) to guide our planning and curriculum sequence.

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

The White Rose worksheets questions should be used to compliment your science teaching and when applicable answered as part of whole class teacher or in pupil books. As much as possible teachers should plan for and encourage pupils to record independently in their books (there should not be a heavy reliance on worksheets).

Expectations

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

1. A 'science switch on' as a retrieval task (e.g. Odd One Out).
2. The 'small step' title (e.g. Name and identify part of the human body)
3. A balance of independent recording alongside worksheet questions.
4. Evidence of adaptive teaching (e.g. SEND vocabulary prompts, scientific stem sentences).
5. Evidence of working scientifically skills, as planned by the White Rose Science enquiry questions found at the beginning of a step.



Evidencing Science

Weekly 'tweets' should use the hashtags: [#StocktonWoodScience](#) (KS1/2) and [#StocktonWoodUnderstandingoftheworld](#) (EYFS)

Every classroom must have a display that reflect the current teaching block title, key vocabulary, enquiry questions and examples of lesson outcomes.

Staff CPD

Soon we will be introducing the 'Vocabulary Web', but a consistent focus must remain on developing children's understanding and use of scientific vocabulary (tier 3 words).

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	Tape NC: Changes within living memory How are my Grandparents any different to mine? <i>Change and Continuity</i> <i>Change in animals and environment (Before, after old and new)</i>	Significant Women - Bites NC: The lives of significant individuals How did Amelia Earhart and Ellen Bunker change the world? Community and Culture, Hierarchy and Power. <i>Change, people who help them.</i>	The History of Transport NC: Changes over time
Year 2	Significant people NC: The lives of significant individuals How did Mary Seacole, Florence Nightingale and Louis Braille change the lives of other people? <i>Culture and Community</i> <i>Reverent who changed the world (Baker and Butler)</i>	Great Fire of London 1666 Why do we remember the Great Fire of London? Cause and Consequence Evidence and Interpretation Memories of families Queen?	Kitty Wilkinson 1832 NC: Significant historical events - people and places in the locality How did people in Kitty Wilkinson's time overcome disease? <i>Culture and Community</i> <i>Conflict and Dispute</i> Great Fire of London Famous people from AS1 and Y1
Year 3	Stone Age to Iron Age 4000 – 2000 BC NC: Changes in Britain from Stone Age to Iron Age Could you hunt and gather your food? Evidence and Interpretation Change and Continuity Changes and Inventions	Legations 3300 BC NC: The achievements of the Early Civilisation What was <u>the</u> leg in ancient Egypt? Hierarchy and Power Change and Continuity Previous Cultures Use of research	Ancient Greece 3300 BC NC: The Study of Greek life and achievements Have people always gone on holiday to Greece? Hierarchy and Power Culture and Community Stone Age/Iron Age, Use of research,
Year 4	Mayans 2000 BC NC: Non-European Society Who wrote like this? (Mayans) Hierarchy and Power Change and Continuity Previous Cultures and <u>change</u> Use of research	The Romans 750 BC NC: The Roman Empire and its impact on Britain Who ran ancient Rome? Hierarchy and Power Culture Previous Cultures and <u>change</u> Use of research	The Anglo Saxons 550 AD NC: British Settlements by Anglo Saxons and Scots How do we know the Anglo Saxons came to Britain? Conflict and Dispute Change and Continuity Romans, Great Fire and Kitty Wilkinson disease Use of research
Year 5	The Vikings and Anglo-Saxon Settlements 712 AD Where the Vikings Vicious? Conflict and Dispute Culture and Community Previous Conflicts Use of research	The Norman Conquest 1066 AD NC: British History - Beyond 1066/Local History Why did William come to Britain in 1066? Conflict and Dispute Culture and Community Previous Conflicts Use of research	The Industrial Revolution 1837 AD NC: British History - Beyond 1066 How did the industrial revolution change our area? Change and Continuity Community Inventors, Stone Age/Iron Age, Egyptians and Romans. Use of research
Year 6	Slavery – 1833 AD NC: Local History Study Should Liverpool be proud of its past? Hierarchy and Power Culture and Community Previous Conflicts, and previous cultures with slavery (Greeks, Romans Mayans) Use of research	WW1 NC: British History - Beyond 1066/Local History Is it ever right to fight? How did Liverpool change because of WW1? Conflict and Dispute Culture and Community Previous Conflicts and Previous Change (Industrial Revolution, Rome) Use of research	Coal Bites and Human Rights campaigners NC: Address historically valid questions about change, cause, similarity and difference What are civil rights and human rights and what notable figures have contributed to their advance? Cause and Consequence Conflict and Dispute Previous Conflicts and Previous Change (Industrial Revolution, Rome) Use of research

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.

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

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 Spole in the UK? Features of own environment Similarities and differences Key places and features Direction and positional language Field work (Autumn/Winter lesson)	Where would you rather live – a rural or urban place? (DIG) Similarities and differences (Spoke) Topographical features Similarities and differences (Spring lesson)	What would be the same and different in UK and Kenya? 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 Spoke Equator/Africa Key places and features Topographical Features Direction and positional language	Where would you rather live on urban area or the coast? (Look at trade and tourism) Maps and Globes (DIG) Comparing country and city (year 1) Similarities and differences Topographical features	How can we map our environment? Features of own environment (Rec) Interaction between human and physical
Year 3	Would you like to live in the ring of fire? Comparisons (In year 1 and 2) Interaction between human and physical Topographical features Direction and positional language	Can I find countries on OS maps? Maps and globes. (DIG) Local features Interaction between human physical Direction and positional language Field work	Why do people go on Holiday to The Maldives? (Compare with UK, look at tourism and temperature) Maps and globes (DIG) Climate Zones and Biomes Key places and features Interaction between human and physical
Year 4	What are biomes? (Rainforest 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. Greece Interaction between human physical Direction and positional language Field work	Where are my local rivers? Local features (DIG) Direction and positional language Topographical features Field work
Year 5	What happens when contour lines come together? Maps and globes (DIG) Volcanoes and tectonic plates (VS) Topographical features Similarities and differences Field work	What does sustainable tourism look like in North America? Maps and globes (DIG) Biomes and climates Direction and positional language Interaction between human and physical Climate Zones and Biomes Field work	How do we protect the world natural resources and energy? Year 2 and 4 environment work Interaction between human and physical Climate Zones and Biomes
Year 6	How has migration affected how local settlements change? (Use OS maps) Land use 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 war) Local features (DIG) Maps and globes Direction and positional language Field work	What do the lines on the globe signify? Biomes and climate Y2, 4 and 5 environment work Interaction between human and physical Climate Zones and Biomes

Planning

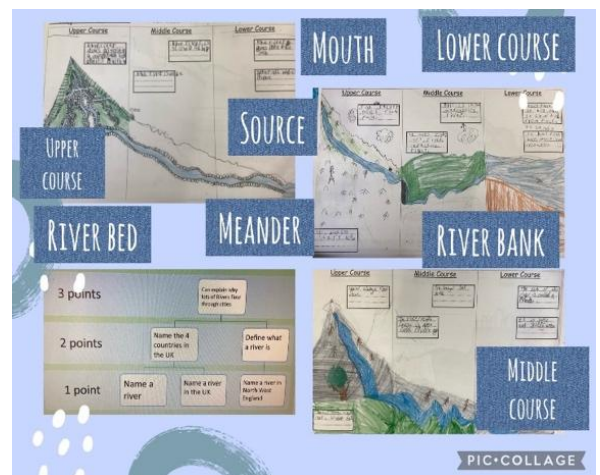
Long term planning for Geography is saved to One Drive. It is also accessible on the school website.

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.

Art & Design



Frequency of lessons

Art is taught through set Art Weeks, 3 times a year – Autumn term, Spring term and Summer term. Each art week is made up of 5 lessons. Through the year, each year group will have a week of: painting, drawing and sculpture.

Planning

Each art week is planned with links to other areas of the curriculum. Each lesson begins with a drawing ‘warm up’ activity. Throughout the week there are retrieval activities, time to learn and explore an artist as well as reflections of their own and others artwork.

Expectations

Each child has their own sketchbook in which to record the learning journey.

Each unit

begins with a header to clearly signpost the year group and art focus. Children record

their work with learning title/ progression skill and dates. Sketchbooks reflect

everything the children learn and explore including: artwork, annotations, photographs, reflections, planning steps and final outcomes.



Outcomes of art are displayed in year group ‘shared spaces’ and throughout the academic year will reflect a progression of skills and celebrate diversity.

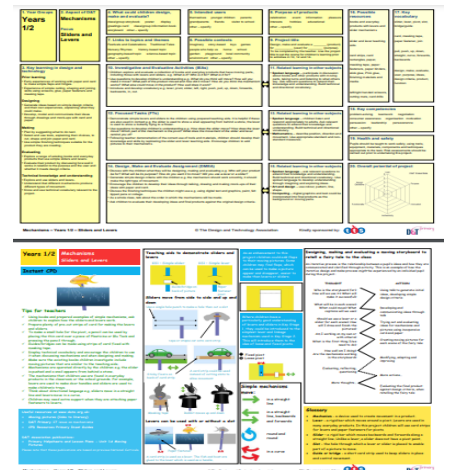
Design & Technology



DT is taught through set DT Weeks, three times a year – Autumn term, Spring term and Summer term.

Each art week is made up of 5 lessons and follows the same design technology process of: [Researching](#) > [Planning](#) > [Making](#) > [Evaluating](#).

Within KS1 and KS2, children will cover units on: mechanisms, structures, food technology, textiles and electronics.



Planning

For each DT week, there is a 'Project on a Page' planning document which will support teachers with planning of the week.

This will include, suggested outcomes, vocabulary, progression of skills and cross curricular links.

We also have a Stockton Wood template for booklets for the children.

This can be altered to suit each unit and show the DT process of: [Researching](#) > [Planning](#) > [Making](#) > [Evaluating](#).

Teachers created the booklets to suit their year group and project, but all include key skills to learn and taught vocabulary.

Each unit, begins with a reflection of previous DT learning.

Expectations

Each child has their own DT folder, where each booklet is added to, this will record the learning journey.



Music

Frequency of Lessons

Music is taught weekly, with the expectation of a 40-minute lesson in class and a 20-minute singing practice.

Planning

We use charanga as our Music curriculum, known as the Charanga's Creative Music curriculum.

Charanga is a progressive scheme and each unit includes teaching; Listen & Appraise tasks, warm-up Games, Flexible Games, improvisation resources, and a compose tool.

Children learn to **sing, play, improvise and compose with a range of songs**. Each lesson includes teacher notes, for supporting the delivering each lesson.

classroom materials e.g. card, corrugated plastic, aluminium foil, paper fasteners and paper clips.						
Make switches that operate in different ways e.g. when you press them, when you turn them, when you push them from side to side.						
Explore how to avoid making short circuits.						
Discuss, investigate and, where practical, disassemble different examples of relevant battery-powered products.						

Vocabulary:

circuit conductor insulator

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbourhood? 1 2 3 4 5 6	Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Explore Sound and Create a Story How Does Music Teach Us About Looking After Our Planet? 1 2 3 4 5 6
YEAR 2	Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Tell Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	Music that Makes You Dance How Does Music Make Us Happy? 1 2 3 4 5 6	Exploring Improvisation How Does Music Teach Us About Looking After Our Planet? 1 2 3 4 5 6
YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Connect Us with Our Planet? 1 2 3 4 5 6	Recognising Different Sounds How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 4	Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Purpose, Identity and Expression in Music How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Identifying Important Musical Elements How Does Music Connect Us With The Environment? 1 2 3 4 5 6
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Respecting Each Other Through Composition How Does Music Connect Us With The Environment? 1 2 3 4 5 6



Expectations

We also have 15 glockenspiels to support the delivery on Music, these are timetabled for each class.

P.S.H.E.

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

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](#).

PSHE and wellbeing lessons plan based on SCARF nationally units and objectives. Items in brackets are not part of the core of the UK national curriculum for Religious Education and Health Education.

Year/Unit	Unit title	Unit description	Unit objectives	Unit outcomes	Unit outcomes	Unit outcomes	Unit outcomes	Unit outcomes	Unit outcomes
Y1	My body and my health	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.	Understanding the human body and how it works. Learning about the different parts of the body and how they work together.
Y2	My feelings and emotions	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.	Understanding the different feelings and emotions we experience. Learning about the different ways we can express our feelings and emotions.
Y3	My relationships	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.	Understanding the different types of relationships we have. Learning about the different ways we can build and maintain healthy relationships.
Y4	My community	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.	Understanding the different parts of our community. Learning about the different ways we can contribute to our community.
Y5	My environment	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.	Understanding the different parts of our environment. Learning about the different ways we can protect and improve our environment.
Y6	My future	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.	Understanding the different possibilities for the future. Learning about the different ways we can prepare for the future.

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.

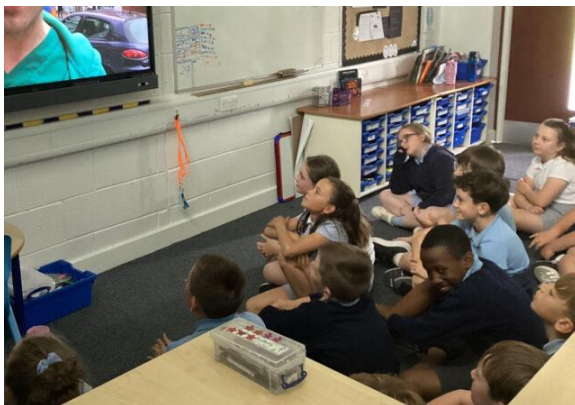
Planning and resources can be accessed easily via the SCARF website.

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



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!

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.

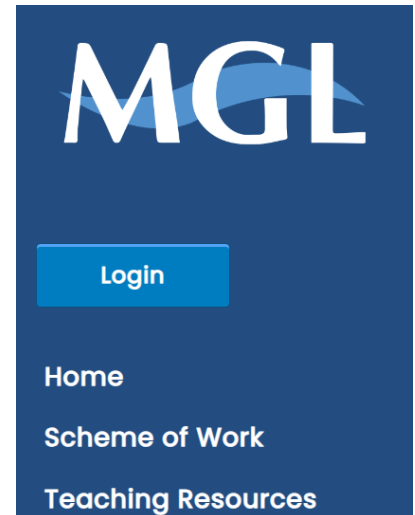
Planning

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' weekly using hashtag [#StocktonWoodComputing](#) this helps the [Computing Lead](#) to track progress across this subject.

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.



Physical Education

PE lessons are weekly for one hour per week.

Planning

Our PE is taught using the [Get Set 4 P.E.](#) planning scheme.

The scheme provides equipment lists, tutorials and video modelling for teachers.

Login is through website: <https://getset4education.co.uk/> using your individual login.

Expectations

Staff are expected to tweet weekly using hashtag [#StocktonWoodPE](#)

Enrichment days, such as sports 'taster' sessions should be 'tweeted', sports competitions and when possible after school clubs.



LifeSavers
Helping children manage money wisely

LifeSavers

Every Tuesday 6 cashiers go into a LifeSaver's bank.



The young 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.

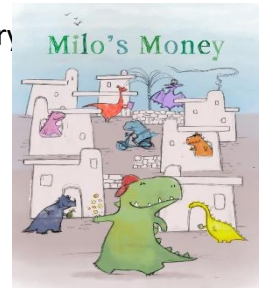
Planning

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 'Milo's Money'. Teachers have individual logins and each classroom has a Milo teddy and 'pocket book' to support the delivery.



Expectations

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



Outcomes for Lifesavers will be 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.