
darley primary school
inspire learning


SUMMERBRIDGE
COMMUNITY PRIMARY SCHOOL


YCAT
Yorkshire Collaborative
Academy Trust

Darley and Summerbridge Primary School Federation

Spiral Curriculum Handbook

(Updated for 2023 – 2025)

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	RULERS AND SOCIETY	THE UK	INVADERS	WEATHER AND CLIMATE	CHANGES IN HISTORY	THE WIDER WORLD	MAPPING	WAR AND REMEMBERANCE	ANCIENT CIVILISATION	OUR LOCAL AREA AND YORKSHIRE	BRITISH SETTLERS	PHYSICAL FEATURES OF OUR WORLD
SPECIAL CELEBRATION DAYS	Black History Month	Anti-Bullying Week	Children's Mental Health Week	World Book Day	Maths Month—Rock stars	World Eco-Day	Black History Month	Anti-Bullying Week	Children's Mental Health Week	World Book Day	Maths Month—Rock stars	World Eco-Day
Science	How do we investigate?	Our Human Body	Everyday Materials	Perfect Plants—Year 1 unit	Five Types of Animals	Animals in our Habitat	How do we investigate?	Our Human Body	Everyday Materials	Perfect Plants—Year 1 unit	Five Types of Animals	Animals in our Habitat
History	Castles and Kings and Queens		Why was York important to the Vikings		Travel and Transport			Poppies	Stone Age		Celts	
Geography		Four Countries in UK		What are the different types of weather		Africa	Using Maps Our school			What are the features of our local area?		What are the human and physical features of a place in the UK?
Computing	Coding 1.7		Animation 1.3		Tech Outside 1.9		Grouping and Sorting 1.2		Spreadsheets 1.8 Pictograms 1.3		Online safety 1.1	
Art	Drawing		Painting		Sculptures		Printing		Collage		Textiles	
Design		Moving Story Book		Constructing a Windmill		Fruit and Veg		Puppets		Wheels and Axels		A Balanced Diet
R.E	Where do we Belong?	Which times are special?	Which people are special?	Religion and Rituals	What is Special about our world?	What is Special about our world?	What does it mean to belong?	Who is a Christian and what do they Believe?	What makes a place special/sacred?	Easter and surprises	Which Stories are Special?	Which Stories are Special?
Music	Pulse and Rhythm	Dynamics and Tempo	Pitch and Tempo	Musical Me	British Songs	Orchestral Instruments	Musical Vocabulary	Timbre and Rhythmic	African Call Response	Vocal and Body Sounds	Dynamics, Timbre and Tempo	Myths and Legends
P.E	Invasion Games	Gymnastics	Dance	Net and Wall games	Striking and Fielding	Athletics	Invasion Games	Gymnastics	Dance	Net and Wall games	Striking and Fielding	Athletics
PSHE	Aiming High	Safety First	Digital Well-being	T.E.A.M	Think Positive	Diverse Britain	V.I.Ps	Be Yourself	It's My Body	One World	Money Matters	Growing Up

Class 2	YEAR A						YEAR B					
Term	**Autumn**		**Spring**		**Summer**		**Autumn**		**Spring**		**Summer**	
	RULERS AND SOCIETY	THE UK	INVADERS	WEATHER AND CLIMATE	CHANGES IN HISTORY	THE WIDER WORLD	MAPPING	WAR AND REMEMBER-ANCE	ANCIENT CIVILISATION	OUR LOCAL AREA AND YORKSHIRE	BRITISH SETTLERS	PHYSICAL FEATURES OF OUR WORLD
SPECIAL CELEBRATION DAYS	Black History Month	Anti-Bullying Week	Children's Mental Health Week	World Book Day	Maths Month— Rock stars	World Eco- Day	Black History Month	Anti-Bullying Week	Children's Mental Health Week	World Book Day	Maths Month— Rock stars	World Eco-Day
Science	Science And Working Scientifically	Young and Adult	Uses of Materials	Growing and Growing	Understand-ing Electricity	Biodiversity and Mini— Beasts	Science And Working Scientifically	How do ani-mals stay healthy?	Forces, Friction and magnetic attraction	Rocks	Investigating Plants	Light, Reflection and Shadows
History	Riotous Royals		Anglo Saxons		Victorian Inventions			Children in WWII	Stone Age to Iron Age		Romans Lives	
Geography		UK Settle-ments		Extreme Weather		China	Using Maps			Local Area - Brimham Rocks		The Water Cycle and other Water
Computing	Coding 2.1		Creating Pictures 2.6		Safety 3.2		Coding 3.1		Spreadsheets 2.3		Email Safety 3.5	
Art	Drawing		Painting		Sculptures		Printing		Collage		Textiles	
Design		Making a Monster			Constructing a Pavilion	Eating Seasonal Food		Creating a Pouch		Pneumatic Toys		Adapting a recipe
R.E	Beginnings and Endings	How do we celebrate?	What do people believe about God?	What does it mean to be a Hindu?	Why do people pray?	How do we care for the World?	Who is a Muslim? What do they Believe?	What does it mean to be a Christian in Britain?	Different places of worship	Who is Jewish and what do they believe?	What can we learn from sacred books?	Why is the bible important to Christians?
Music	South Africa	Singing Techniques	Caribbean Music	Body and Tuned Percussion	Jazz	Adapting and transposing	Creating and Composition	Rock and Roll	Ballads	Haiku, Music, Performance	Pitch and Tempo	Samba and Carnival
P.E	Invasion Games	Gymnastics	Dance	Net and Wall games	Striking and Fielding	Athletics	Invasion Games	Gymnastics	Dance	Net and Wall games	Striking and Fielding	Athletics
French	Greetings	Colour, Shape and Size	Games, num-bers and sizes	A French Classroom	Bon Appetite	Shopping and French Food						
PSHE	Aiming High	Safety First	Digital Wellbeing	T.E.A.M	Think Posi-tive	Diverse Britain	V.I.Ps	Be Yourself	It's My Body	One World	Money Matters	Growing Up

Class 3	YEAR A						YEAR B					
Term	Autumn		Spring		Summer		Autumn		Spring		Summer	
	RULERS AND SOCIETY	THE UK	INVADERS	WEATHER AND CLIMATE	CHANGES IN HISTORY	THE WIDER WORLD	MAPPING	WAR AND REMEMBER-ANCE	ANCIENT CIVILISATION	OUR LOCAL AREA AND YORKSHIRE	BRITISH SETTLERS	PHYSICAL FEATURES OF OUR WORLD
SPECIAL CELEBRATION DAYS	Black History Month	Anti-Bullying Week	Children's Mental Health Week	World Book Day	Maths Month—Rock stars	World Eco- Day	Black History Month	Anti-Bullying Week	Children's Mental Health Week	World Book Day	Maths Month—Rock stars	World Eco-Day
Science	Science And Working Scientifically - Electricity	Puberty and Old Age	States of Matter	Vertebrates and Invertebrates	Earth and Space	Evolution and Inheritance Puberty	Science And Working Scientifically - Light	Diet and Exercise	Forces	Mixtures and Changes	Puberty, Reproduction in animals	Sound, Pitch and Volume
History	Royals around the World		Vikings		Industrial Revolution			WWII and Britain	Ancient Civilisation		Roman Empire	
Geography		UK National Parks		Climates and Biomes		Seven Continents	Using Maps			Life in Whitby		Mountain Environments
Computing	Coding 5.1		Animation 4.6 Drawing 5.6		Safety 4.2		Coding 4.1		Spreadsheets 5.3		Online Safety 5.2 and 6.2	
Art	Drawing		Painting		Sculptures		Printing		Collage		Textiles	
Design		Automatic Toys		Bridges		Steady Hand Game		Stuffed Toys		Making a Pop-Up Book		Adapting a Recipe
R.E	Why do some people believe in God?	Why are religious festivals important?	What matters to Christians and Humanists?	Why do people believe life is a journey?	What would Jesus do?	Is it not better to express through arts?	What does it mean to be a British Muslim?	Why is Jesus inspiring for some people?	If God is everywhere, why do we need places to worship?	What can we learn from religion about right and wring?	What do religions say when life gets tough?	Ahimsa, Grace and Ummah; what's the difference?
Music	NYCC MUSIC	Christmas Performance Singing	NYCC MUSIC	NYCC MUSIC	NYCC MUSIC	Summer Performance	NYCC MUSIC	Christmas Performance Singing	NYCC MUSIC	NYCC MUSIC	NYCC MUSIC	Summer Performance
P.E	Invasion Games	Gymnastics	Dance	Net and Wall games	Striking and Fielding	Athletics	Invasion Games	Gymnastics	Dance	Net and Wall games	Striking and Fielding	Athletics
French	Portraits	French Family	Clothes Getting Dressed	French Weather	French Speaking World	Planning a French Holiday						
PSHE	Aiming High	Safety First	Digital Wellbeing	T.E.A.M	Think Positive	Diverse Britain	V.I.Ps	Be Yourself	It's My Body	One World	Money Matters	Growing Up

In EYFS the Educational Programmes are used to underpin all learning	
Communication and Learning The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Personal, Social and Emotional Development	**Personal, Social and Emotional Development** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of	**Literacy** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). 7 The Chief Medical Officer has published guidance on physical activity, which is available a

using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence	
Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	**Understanding the World** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension
Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe	

Darley and Summerbridge Primary School Federation Curriculum Statement of Intent

Children are provided with a supportive and nurturing start to school in Early Years. Children begin to develop their knowledge, thinking and skills through play-based activities and focused sessions that begin to build children's knowledge of phonic and number. The children learn to share and work independently and learn to play with others, learning about the world around them. Extra support is a priority in provision for SEN and disadvantaged children. Developing reading for all children is a key priority and this continues into KS1.

Our curriculum has the acquisition of knowledge at its heart and we ensure pupils are supported throughout their learning to remember connected and essential knowledge as they progress through KS1 and KS2, incrementally building their long-term memory. Lessons are planned so they do not overload pupils' working memory and a mastery approach to deepen learning is applied.

This focus on pupils' knowing more over time is aided by planning sequenced programmed work units with regular revisits and recalls integrated into planning to support the development of pupils' long-term memory. Pupils' know how to complete tasks and apply skills and link knowledge to solve problems. Learning is enhanced by special events and visits but the maximum impact on learning

progress is secured by carefully planning events within a sequence of work. We are beginning to embed this knowledge rich approach in foundation subjects. We believe a broad curriculum with depth should give equal value to each foundation subject. Planning differentiated lessons to meet the needs of 3 key groups and disadvantaged and SEND pupils is a key principle in our approach and extra resources are used effectively to support closing individual learning gaps faced by disadvantaged and special needs pupils.

Creativity is a strong thread that permeates our curriculum. Teachers' plan opportunities in all subjects for pupils to think in different ways, find different solutions, create original designs, make links and connections between subjects and information, and imaginatively use and apply knowledge. This is often achieved by teachers responding during lessons to thoughts and ideas that are provided by pupils from their learning.

Assessment is an integral part of planning and teaching and learning. Our learning culture is built on assessment for learning and the belief of the vital importance of questioning when providing feedback. A range of assessment is used to check children's progress through theschool. Summative assessments are used in a balanced way with low risk assessments such as quizzes and puzzles which assess the development of pupils' long-term memory. Excessive assessment regimes and frequent data collection points are avoided to ensure reasonable workload demands.

Pupils' development of cultural capital helps pupils engage with society and it is a vital part of our curriculum; this is further supported by the wide range of experiences and opportunities we provide which are available to all pupils irrespective of their circumstances, special needs or disability. Our inclusive culture and ethos is built on respect and consideration of all others and with a predominantly White/British context we promote the rich diversity of Britain. This is a school that values the voice of all children and really does listen to their views. We encourage our children to actively take part in their local community and help them begin to understand the importance of being a good UK and global citizen. We ensure our pupils take responsibility for their behaviour and their learning. Pupils' build positive attitudes to learning and actively play a full part in the life of the school. Performing in music, drama and sport activities are highly valued as part of the broader curriculum to enrich the knowledge and skills taught in subject lessons.

The health, safety and well-being of all our pupils is of paramount importance. We encourage our children to experience a wide range of activities during the school day and at the end of the school day. Our provision is designed to prevent our children spending too long on computer games and tablets.

Dialogic talk is the vital ingredient that permeates all aspects of our curriculum. It is the core element of our teaching pedagogy providing high expectation and challenge in lessons. The focus on talk provides key support for children's development of confidence and enables them to build learning skills that ensure pupils are very effective when undertaking independent and collaborative learning. We believe pupils should develop life-long learning skills, resilience and the ability

Science – Year A

Topic	Pre-School	Class 1	Class 2	Class 3
Scientists and Working Scientifically	Experimenting - Forces and Changes of State	Working Scientifically	Working Scientifically	Working Scientifically Electricity
Animals Including Humans	Senses	Our Human Body	Young and Adult - Year 2 Unit	Puberty and Old Age
Properties of Materials	Natural Materials	Everyday Materials - Year 1 Unit	How do we use materials differently? Year 2 Unit	States of Matter - Year 4 Unit
Plants and Living Things	Growing (Plants and Us)	Perfect Plants - Year 1 unit	Growing and Growing - Year 2 Unit	Vertarbrates and Invertebrates - Year 4 Unit
Understanding the World and Beyond	Animals	The Five Types of Animals	Understadning Electricity - Year 4 Unit	Earth and Space - Year 5 Unit
Mini Beasts	MiniBeasts and life cycles	Animals and Humans - Mini Beasts	Biodiversity and Mini Beasts - Year 2 Unit	Evolution and Inheritance

Science – Year B

Topic	Pre-School	Class 1	Class 2	Class 3
Scientists and Working Scientifically	Experimenting	Working Scientifically	Working Scientifically	Working Scientifically Light
Animals including humans	Senses	Our Human Body	How do animals stay healthy? - Year 3 Unit	Puberty and Diet, Exercise and Lifestyle
Understadning Our World and Beyond	Natural Materials	The Five Types of Animals	forces, friction and magnetic attraction - Year 3 Unit	Leavers, gears and Pullys - Year 5 Unit
Properties of Materials	Growing (Plants and Us)	Everyday Materials	Rocks! - Year 3 unit	Mixtures and irreversible changes - Year 5 Unit
Plants and Living Things	Animals	Perfect Plants	Investigating Plants - Year 3 Unit	Life Cycles of Plants, animals & insects Year 5 Unit
Mini Beasts/light and Sound	MiniBeasts and life cycles	Animals - Mini Beasts	Light, reflection and Shadows - Year 3 UNit	Sound, pitch and volume - Year 4 Unit

Intent

At The Darley and Summerbridge Federation we aim for a high quality science curriculum. A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

It is our intention that our pupils will:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Pupils with SEND

To support pupils with SEND to access a full science curriculum, we use a range of approaches which include, but are not limited to: pre-teaching scientific vocabulary; use of visual aids; scaffolding resources, such as experiment templates and writing frames; additional thinking time; additional adult support; use of technology; multi-sensory activities; alternative means to record responses; science concept cartoons; task breakdown plans; use of vocabulary mats, and; targeted questioning.

Science – How do we investigate?

In Class 1 we...

National Curriculum Expectation

Working scientifically

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- **asking simple questions and recognising that they can be answered in different ways**
- **observing closely, using simple equipment**
- **performing simple tests**
- **identifying and classifying**
- **using their observations and ideas to suggest answers to questions**
- **gathering and recording data to help in answering questions**

Sugested Teaching Material

This unit is all about beginning to embed the working scientifically process: giving the children the skill that they will need across the year to help with their scientific questioning and investigation.

What is science?

What is a test?

What does it mean to observe?

How can I identify and classify?

How can I gather and record data?

Science – Our Human Body

In Class 1 we...

National Curriculum Expectation

During years 1 and 2 children should be taught to:

name, locate and label parts of the human body. Children can make suggestions about what the main parts of the body do.

Sugested Teaching Material

Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation.

Can you find and locate parts of the body?

What do the different parts of the body do?

How can we look after our body parts?

Science – Everyday Materials - Year 1 Unit

In Class 1 we...	
National Curriculum Expectation **Everyday materials** **Pupils should be taught to:** **distinguish between an object and the material from which it is made** **identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock** **describe the simple physical properties of a variety of everyday materials** **compare and group together a variety of everyday materials on the basis of their simple physical properties** Sugested Teaching Material	*This 'Everyday Materials' unit will teach your class about everyday materials including wood, plastic, metal, water and rock. Children will learn to identify and name everyday materials and will have the opportunity to explore the properties of these materials.* **What different materials do we use?** - wood, plastic, glass, metal, water, and rock **How can we sort materials into different groups?** **What are the properties of different materials?**

Science – Perfect Plants - Year 1 unit

In Class 1 we...	
National Curriculum Expectation **Plants** **Pupils should be taught to:** **identify and name a variety of common wild and garden plants, including deciduous and evergreen trees** **identify and describe the basic structure of a variety of common flowering plants, including trees** Sugested Teaching Material	In this unit about plants, children will learn to name the basic parts of a plant, including seeds. They will have the opportunity to plant their own seeds and to make observations of how they grow over time. Children will also learn to identify, name and describe a variety of garden and wild plants as well as evergreen and deciduous trees. **What is basic structure of a variety of common flowering plants, including trees?** **Can you name a variety of common wild and garden plants, including deciduous and evergreen trees?** **How can we observe and classify different types of plants, leaves and trees?**

Science – The Five Types of Animals - Year 1 Unit

In Class 1 we...	
National Curriculum Expectation **Animals Including Humans** **Pupils should be taught to:** **identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals** **identify and name a variety of common animals that are carnivores, herbivores and omnivores** **describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)** **identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense** Sugested Teaching Material	*In this unit about Animals Including Humans, children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children will learn about the parts of the human body and have the opportunity to explore the five senses through a simple investigation.* **How can we identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?** **How do we describe and compare the structure of a variety of common animals?** **Is it a carnivore, herbivore or an omnivore?** **Are Humans animals? Can we label parts of the human body?**

Science – Biodiversity and Mini- Beasts

In Class 1 we...

National Curriculum Expectation

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study.

Sugested Teaching Material

EYFS Mini Beasts Unit - Plan a unit using the suggested material to answer to topic questions using the suggested topic planning web.

In this unit about Biodiversity and Minibeasts, children will learn about the importance of biodiversity and what an ecosystem is. The unit focuses on minibeasts and habitats found in the UK. Children will learn about different types of minibeasts, their microhabitats, what they need from their habitat and how living things depend on each other in order to survive. They will also learn about the benefits of minibeasts for the planet and the important roles they play, including pollination. Part of the aim of this unit is to eliminate fear and misconceptions surrounding minibeasts in order to build a better understanding and appreciation of their importance for the planet and how they impact daily life.

Where do mini-beasts like to live?

What is a minibeast?

What do mini-beasts need to survive?

Can you group minibeasts?

Science Seasons

In Class 1 we...

National Curriculum Expectation

Seasonal changes
Pupils should be taught to:

observe changes across the 4 seasons
observe and describe weather associated with the seasons and how day length varies

Sugested Teaching Material

Sugested Teaching Material

This Seasonal Changes unit will be delivered over the year in four short sessions to match the seasons. These science sessions will be woven into the science and topic curriculums.

What changes can we see over the four seasons?

What types of weather might we have in Spring and Summer?

How can we observe and describe weather?

Why does the day length vary in different seasons?

Science – Working Scientifically Year A

In Class 2 we...	
National Curriculum Expectation **Working scientifically** **During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • **asking simple questions and recognising that they can be answered in different ways** • **observing closely, using simple equipment** • **performing simple tests** • **identifying and classifying** • **using their observations and ideas to suggest answers to questions** • **gathering and recording data to help in answering questions** Sugested Teaching Material	**What is science?** (Asking scientific questions) **What is a fair test?** **What does it mean to observe and measure using standard units?** **How can I identify differences, similarities or changes?** **How can I gather and record data in a variety of ways?** (Bar charts and tables)

Science – Young and Adult - Year 2 Unit

In Lower KS2 we learn about…

National Curriculum Expectation

Living things and their habitats
Pupils should be taught to:

explore and compare the differences between things that are living, dead, and things that have never been alive
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
identify and name a variety of plants and animals in their habitats, including microhabitats
describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Sugested Teaching Material

In this unit, Animals Including Humans, children will begin by looking at animal young and comparing them to their adults. They will look at how animals change as they grow up and be introduced to the life cycles of several varied common animals, including humans. They look in detail at how humans change as they grow older, drawing on their own observations. Children are introduced to the three basic needs of animals for survival (water, food and air).

Why do adults have offspring and how do they grow into adults?

What are the basic needs of animals, including humans, for survival (water, food and air)?

What is the importance of humans exercising, eating the right amounts of different types of food, and staying clean?

Science – How do we use materials differently? Year 2 Unit

In Lower KS2 we learn about…

National Curriculum Expectation

Uses of everyday materials
Pupils should be taught to:

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Sugested Teaching Material

This 'Uses of Everyday Materials' unit will teach your class about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times.

How can we compare the usefulness of a variety of everyday materials?

- wood, metal, plastic, glass, brick, rock, paper and cardboard

How can solid objects be changed by squashing, bending, twisting and stretching?

How do we recycle different materials?

Science – Growing and Growing - Year 2 Unit

In Lower KS2 we learn about…	
National Curriculum Expectation **Plants** **Pupils should be taught to:** **observe and describe how seeds and bulbs grow into mature plants** **find out and describe how plants need water, light and a suitable temperature to grow and stay healthy** Sugested Teaching Material	*In this unit, children will learn what plants need to stay healthy. They will have the opportunity to carry out their own investigations into what plants need to grow well. Children will also closely observe the inside of a seed and learn about the life cycle of a plant. They will also learn how plants look when they don't get the things they need.* **Why do plants need water, light and a suitable temperature to grow and stay healthy?** **How do seeds and bulbs grow into mature plants?**

Science – Understanding Electricity - Year 4 Unit

In Lower KS2 we learn about…

National Curriculum Expectation

Electricity
Pupils should be taught to:

identify common appliances that run on electricity
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
recognise some common conductors and insulators, and associate metals with being good conductors

Sugested Teaching Material

Children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors.

Which common appliances run on electricity?

How can we construct **a simple series electrical circuit?**

- cells, wires, bulbs, switches and buzzers.

What are some common conductors and insulators?

How do switches work to create an open and closed circuit?

Science – Biodiversity and Mini-Beasts

In Lower KS2 we learn about…

National Curriculum Expectation

Pupils should be taught to:

identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Sugested Teaching Material

In this unit about Biodiversity and Minibeasts, children will learn about the importance of biodiversity and what an ecosystem is. The unit focuses on minibeasts and habitats found in the UK. Children will learn about different types of minibeasts, their microhabitats, what they need from their habitat and how living things depend on each other in order to survive. They will also learn about the benefits of minibeasts for the planet and the important roles they play, including pollination.

How can we identify plants and animals and their habitats?

How can we create bee and mini-beast friendly environments?

Why do we need worms in our eco-sysytems?

Science – Working Scientifically Year B

In Lower KS2 we learn about…	
National Curriculum Expectation **Working scientifically** **During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** • **asking relevant questions and using different types of scientific enquiries to answer them** • **setting up simple practical enquiries, comparative and fair tests** • **making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** • **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions** • **recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables** • **reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions** • **using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions** • **identifying differences, similarities or changes related to simple scientific ideas and processes** • **using straightforward scientific evidence to answer questions or to support their finding**	**What is science?** (Asking scientific questions) **How can I make predications?** **How can I use evidence to draw simple conclusions?** **How can I use conclusions to raise further questions?** Sugested Teaching Material

Science – How do animals stay healthy? - Year 3 Unit

In Lower KS2 we learn about…

National Curriculum Expectation

Animals, including humans
Pupils should be taught to:

notice that animals, including humans, have offspring which grow into adults
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Sugested Teaching Material

This unit recaps the children's learning from year 2 about how animals survive and stay healthy and helps children to learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need different proportions of nutrients. They understand what food labels on packaging show and gather information from food labels to help them to answer questions. In this unit, children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and carry out an investigation to explore if people with longer femurs jump further.

What do animals need to survive and grow?

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food

Why do humans and some other animals have skeletons and muscles?

What are some of the bones in the human body?

Science – Forces, Friction and magnetic attraction - Year 3 Unit

In Lower KS2 we learn about…

National Curriculum Expectation

Forces and magnets

compare how things move on different surfaces
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
observe how magnets attract or repel each other and attract some materials and not others
compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
describe magnets as having 2 poles
predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Sugested Teaching Material

This 'Forces and Magnets' unit will teach your class about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction, by exploring the movement of a toy car over different surfaces. They will work in a hands on way to identify magnetic materials. Furthermore, they will conduct an investigation into the strength of different types of magnet.

How can we use pushes and pulls to move an object?

How does the effect of friction slow down or speed up movement?

Why do magnets attract or repel each other?

Why are they attracted to some materials and not others?

Science – Rocks! - Year 3 unit

In Lower KS2 we learn about…

National Curriculum Expectation

Rocks
Pupils should be taught to:

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
describe in simple terms how fossils are formed when things that have lived are trapped within rock
recognise that soils are made from rocks and organic matter

Sugested Teaching Material

In this unit, children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.#

Why do Rocks look different?

How are different rocks formed?

- Sedimentary, Metamorphic, Igneous

How are fossils made over time?

What is our soil made from and how is it made?

Science – Investigating Plants - Year 3 Unit

In Lower KS2 we learn about…

National Curriculum Expectation

Plants
Pupils should be taught to:

identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
investigate the way in which water is transported within plants
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Sugested Teaching Material

This 'Plants' unit will teach your class about everything they need to know about plants. They will learn the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well, and will present their findings to their classmates. Furthermore, they will have chance to predict what will happen in an exciting investigation into the transportation of water within plants.

What are the functions of different parts of flowering plants?

- : roots, stem/trunk, leaves and flowers

What do plants need to grow well?

How is water transported to the plants?

What is the life cycle of a flowering plant?

- pollination, seed formation and seed dispersal

Science – Light, reflection and Shadows - Year 3 Unit

In Lower KS2 we learn about…	
National Curriculum Expectation **Light** **Pupils should be taught to:** **recognise that they need light in order to see things and that dark is the absence of light** **notice that light is reflected from surfaces** **recognise that light from the sun can be dangerous and that there are ways to protect their eyes** **recognise that shadows are formed when the light from a light source is blocked by an opaque object** **find patterns in the way that the size of shadows change** Sugested Teaching Material	*This 'Light' unit will teach your class about light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials, in the context of designing a new book bag. They will work in a hands on way to play a range of mirror games, finding out more about reflective surfaces. Furthermore, they will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have chance to test which objects are opaque in an exciting investigation to design the most effective curtains, and will find out how shadows change when the distance between the object and light source changes.* **How do we use light to help us to see?** **Why some surfaces reflective and others are not?** **How can we stay safe from the sun's rays?** **How are shadows made and why do they change shape?**

Science – Working Scientifically (Electricity) Year A

In Upper KS2 we learn about…	
National Curriculum Expectation **Working scientifically** **During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** **asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.** .	**What is science?** (Asking scientific questions) **How can I plan a fair scientific test controlling the dependent and independent variables?** **What does it mean to accurately observe and using a range of scientific equipment?** **How can I gather and record data of increasing complexity?** (Bar charts, line graphs and tables) **How can I use evidence to support or refute ideas?** **How can I use test results to make predications for further investigations?** **How can you present your findings in the form of displays and presentations?** Sugested Teaching Material

Science – Puberty and Old Age

In Upper KS2 we learn about…	
National Curriculum Expectation **Animals, including humans** **Pupils should be taught to:** **describe the changes as humans develop to old age** Sugested Teaching Material	*This unit focuses on the changes that human beings experience as they develop to old age. It tackles some sensitive subjects including puberty and death. As such, it is advisable to consult your school sex and relationships education policy prior to teaching this unit. Children will learn about the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur.* **How do humans change as they grow old?** **How do humans develop in the womb?** **What changes happen to the body during puberty?** **How does the human gestation period compare to other gestation periods?**

Science – States of Matter - Year 4 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

States of matter
Pupils should be taught to:

compare and group materials together, according to whether they are solids, liquids or gases
observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Sugested Teaching Material

This 'States of Matter' unit will teach your class about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.

What are the different properties of a solid, a liquid or a gas?

What impact does heating and cooling have on changes in states of matter?

What is evaporation and what part does it play in the water cycle?

What parts do evaporation and condensation play in our water cycle?

Science – Life Cycles of Plants and Animals - Year 5 and 6 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Living things and their habitats

Pupils should be taught to:

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals

Living things and their habitats

Pupils should be taught to:

describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
give reasons for classifying plants and animals based on specific characteristics

Sugested Teaching Material

This 'Living Things and Their Habitats' unit will teach your class about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning.

How do plants and animals reproduce using sexual reproduction?

What is asexual reproduction and how is this different to sexual reproduction?

How does the lifecycle of mammals, insects and birds compare with each other?

What are the differences in the life cycles of an amphibian and an insect?

- complete and incomplete metamorphosis.

Science – Earth and Space - Year 5 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Earth and space

Pupils should be taught to:

describe the movement of the Earth and other planets relative to the sun in the solar system
describe the movement of the moon relative to the Earth
describe the sun, Earth and moon as approximately spherical bodies
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Sugested Teaching Material

This unit is the only Astronomy related science unit in the primary science curriculum. The aim is to give children a basic overview of Earth and its place in our Solar System.

What shapes are the planets in our solar system?

- Sun, Earth and Moon as approximately spherical bodies

What are the planets in our solar system and how do they move around the Sun?

Why do we experience night and day?

Why do we experience different Moon phases?

Science – Evolution and Inheritance

In Upper KS2 we learn about…	
National Curriculum Expectation **Evolution and inheritance** **Pupils should be taught to:** **recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago** **recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents** **identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution** Sugested Teaching Material	*This unit builds on the children's learning from the Year 3 Rocks unit as well as the Animals including Humans and Living Things and their Habitats units. As such, it is important that children have the appropriate understanding of fossils, habitats and human development in order to grasp the concepts and ideas presented to them in these lessons. Children will learn about variation and adaptation. They will be able to explore how both Charles Darwin and Alfred Wallace separately developed their theories of evolution. They will examine the scientific evidence from plants and animals that has been gathered to support the theory of evolution.* **Why do living things produce offspring of the same kind, but normally are not identical to their parents?** **Why and how do animals and plants adapt to suit their environment?** **What did Charles Darwin tell us about his theory of evolution?** **What evidence is there for the Theory Of Evolution?**

Science – Working Scientifically (Light) Year B

In Upper KS2 we learn about…	
National Curriculum Expectation **Working scientifically** **During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:** **asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.**	**What is science?** (Asking scientific questions) **How can I plan a fair scientific test controlling the dependent and independent variables?** **What does it mean to accurately observe and using a range of scientific equipment?** **How can I gather and record data of increasing complexity?** (Bar charts, line graphs and tables) **How can I use evidence to support or refute ideas?** **How can I use test results to make predications for further investigations?** **How can you present your findings in the form of displays and presentations?**

Science – Vertebrates and Invertebrates - Year 4 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Living things and their habitats
Pupils should be taught to:

recognise that living things can be grouped in a variety of ways
explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
recognise that environments can change and that this can sometimes pose dangers to living things

Sugested Teaching Material

In this unit children explore a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They use and create classification keys to group, identify and name living things from the local habitat and beyond. This unit also introduces children to the idea that environments are subject to human-made and natural changes, and that these changes can have a significant impact on living things.

How do we group living things in a range of ways?

What are the features of a vertebrate?

What are the features of an invertebrate?

What vertebrates and invertebrates live in our local areas?

Science Forces - Year 5 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Forces
Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
identify the effects of air resistance, water resistance and friction, that act between moving surfaces

- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Sugested Teaching Material

This 'Forces' unit will teach your class about types of forces such as gravity, friction, water resistance and air resistance. Children will also learn about the use of mechanisms such as levers, gears and pulleys. The children will identify forces and find out about Isaac Newton and his discoveries about gravity, completing a comprehension about his life and his work. The children will look for patterns and links between the mass and weight of objects, using newton meters to measure the force of gravity. They will also work collaboratively to investigate air and water resistance, participating in challenges to design the best parachute and boat.

Why do objects fall towards the Earth?

What impact does air resistance have on objects?

What impact does water resistance have on objects?

What are the impacts of friction on objects?

Science – Mixtures and irreversible changes - Year 5 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Properties and changes of materials

Pupils should be taught to:

compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
demonstrate that dissolving, mixing and changes of state are reversible changes
explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Sugested Teaching Material

The children will sort and classify objects according to their properties. They will explore the properties of materials to find the most suitable material for different purposes. The children will work scientifically and collaboratively to investigate the best thermal insulator to make a lunch box, making predictions and forming conclusions.

Which materials are good thermal insulators?

- insulators and conductors

Which materials are soluble in water?

- Dissolving, solution, mixing

Why are some changes reversible, and others are irreversible?

Science – Puberty and Diet, Exercise and Lifestyle – Year 5 and 6 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Animals, including humans

Pupils should be taught to:

describe the simple functions of the basic parts of the digestive system in humans
identify the different types of teeth in humans and their simple functions
construct and interpret a variety of food chains, identifying producers, predators and prey

Year 6

Pupils should be taught to:

identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
describe the ways in which nutrients and water are transported within animals, including humans

Sugested Teaching Material

This unit recaps the children's learning from year 4 about how animals survive and stay healthy and helps children to learn more about how different organ systems work. This unit teaches the importance of diet, exercise and lifestyle in the way that bodies function. In this unit, they learn about the three main parts of the circulatory system and the job of the heart. They also learn about what blood is comprised of and how it is transported around the body. Children carry out an investigation to explore how heart rate is affected by exercise.

How does the heart and the circulatory system work?

What is our blood made of?

How does our Digestive System work?

What part do our teeth play in digestion?

Why is it important to have regular exercise and eat healthy food?

Science – Sound, pitch and volume - Year 4 Unit

In Upper KS2 we learn about…

National Curriculum Expectation

Sound
Pupils should be taught to:

identify how sounds are made, associating some of them with something vibrating
recognise that vibrations from sounds travel through a medium to the ear
find patterns between the pitch of a sound and features of the object that produced it
find patterns between the volume of a sound and the strength of the vibrations that produced it
recognise that sounds get fainter as the distance from the sound source increases

Sugested Teaching Material

The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels. The children will work in a hands-on way to explore pitch, and will use their understanding of how high and low sounds are made to create their own set of pan pipes.

How are sounds made and how do they travel?

How does the ear work to enable us to hear sounds?

How does the pitch change the way sounds moves?

How can we prove that sound vibrations can travel through materials?

History

Topic	Pre-School	Class 1	Class 2	Class 3
Year A				
Rulers and society	Kings and Queens	How have castles, kings and queens impacted British history?	How did riotous royalty impact Britain?	How have leaders and societies contrast to Britain's rulers?
Invaders	The City of York - Urban areas	Why was York so important to the Vikings?	Who were the Anglo-Saxons? What happened to the Anglo-Saxons after 1066?	Who were the Vikings and why dod they come to Britain?
Changes in history	Time Past and Present	How has travel and transport changed?	How did Victorian inventions change the world? What impact did the railways have on Britain?	What impact did the industrial revolution have on Britain and the world?
Year B				
War and remembrance	Why do we wear Poppies	Why do we wear poppies to remeber wars Famous People - Walter Tull	What was life like in the iron ge? How was i t different in the stone	What events led to the start and end of WW2?
Ancient Civilisations	Dinosaurs	What was it like to be a cave dweller?	Stone Age to Iron Age	What was life like in Ancient Egypt?
British settlers	Where do we live?	Why did the Celts settle in Britain?	Why did the Roman come to Britain? What was it like to be a Roman soldier?	What made the Roman Empire so successful? What impact did Ancint Greece

Intent

At The Darley and Summerbridge Federation we aim for a high-quality history curriculum, which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world. We ensure that pupils know and understand about significant aspects of the history of the wider world including:

- ancient civilisations and empires; changes in living memory and beyond living memory
- the lives of significant people of the past
- The methods of historical enquiry and be able to ask and answer questions.

We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. Due to mixed age classes (R-1, 2-3 and 4-6), history topics are taught on a rolling cycle of two years. In this way, we can ensure that all pupils acquire knowledge of history across all of the recommended curriculum areas within their time at our School.

Pupils with SEND

To support pupils with SEND to access a full history curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary, including vocabulary relating to the passing of time; use of visual aids and historical artefacts which can be explored practically; scaffolding resources, such as writing frames and timelines; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; task breakdown plans; use of vocabulary mats, and; targeted questioning.

Impact

The impact and measure of this is to ensure that children at The Darley and Summerbridge Federation are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future

HISTORY - How have castles, kings and queens impacted British history?

In Class 1 we…

National Curriculum Expectation

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about events beyond living memory that are significant nationally and the lives of significant individuals in the past who have contributed to national achievements.

Sugested Teaching Material

This Kings and Queens unit will teach your class about the significant British monarchs in history, and gives a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.

What do kings and queens do? How has this changed over time?

Who are some of the most significant British monarchs?

What was it like to be part of a medieval banquet?

How does Queen Elisabeth I compare to Queen Victoria?

HISTORY - Why was York so important to the Vikings?

In Class 1 we...

National Curriculum Expectation

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about events, beyond living memory that are significant nationally and significant historical events and places in their own locality.

Sugested Teaching Material

Sugested Teaching Material

In this unit, pupils will begin to learn about the Vikings in the UK and what their lives looked like in York.

Who were the Vikings?

What did they live in and how did they survive?

Why was York important to them?

What did Viking York look like?

HISTORY - How has travel and transport changed?

In Class 1 we…	
National Curriculum Expectation **Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about events, within living memory, beyond living memory that are significant internationally and the lives of significant individuals in the past who have contributed to national achievements.** **Significant historical events, people and places in their own locality - Trip to Nidderdale Museum on local service bus.** Sugested Teaching Material	*This Travel and Transport unit will teach your class about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes.* **How has transport changed?** **How did the Vikings travel around the world?** **How have cars changed over time?** **How have planes changed over time?**

HISTORY - Why do we wear poppies to remember wars
Famous People - Walter Tull

In Class 1 we…	
National Curriculum Expectation **Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about events beyond living memory that are significant nationally and the lives of significant individuals in the past who have contributed to national achievements.** Sugested Teaching Material	*This War and Remembrance unit will teach your class about this significant event in British and global history: the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities.* **Who was Walter Tull?** **What was life like for soldiers on the front line?** **What was it like for women during the war?** **What role did animals play during the war?**

HISTORY - What was it like to be a cave dweller?

In Class 1 we…

National Curriculum Expectation

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about events beyond living memory that are significant nationally.

When learning about the Stone Age, children will learn how prehistoric people migrated to Britain and eventually settled here after the last ice age. They will learn about how early humans survived as hunter-gatherers, living a nomadic life – in order to eke out an existence – and they will begin to consider the evidence that tells us this. The lessons use a range of archaeological evidence to look in more detail at the lives of prehistoric people.

How did people survive in the Stone Age?

How did people's lives change during the Stone Age?

How do we know about life in the Stone Age?

Sugested Teaching Material

Stone Age Content Only

HISTORY - Why did the Celts settle in Britain?

In Class 1 we…	
National Curriculum Expectation **Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about events beyond living memory that are significant nationally.** Sugested Teaching Material	*In this unit, pupils will begin to learn about the lives of Celts in Britain and the impact that they have had on British history.* **Who Were the Celts?** **What did they live in and how did they survive?** **What did they wear?**

HISTORY - Who were the Anglo-Saxons? What happened to the Anglo-Saxons after 1066?

In Class 2 we…	
National Curriculum Expectation **Pupils will be taught about:** **Britain's settlement by Anglo-Saxons and Scots** **Including:** **-Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire** **-Scots invasions from Ireland to north Britain (now Scotland)** **-Anglo-Saxon invasions, settlements and kingdoms: place names and village life** **-Anglo-Saxon art and culture** **-Christian conversion – Canterbury, Iona and Lindisfarne** Sugested Teaching Material	*Children will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. They children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th Century.* **Why did the Anglo-Saxons invade Britain?** **What was life like in an Anglo-Saxon village?** **Who did the Anglo-Saxons worship and how?** **Why did Anglo-Saxons convert to Christianity?**

HISTORY - Victorian inventions - Railways

In Lower KS2 we learn about…

National Curriculum Expectation

Pupils should be taught to:

Notice changes within living memory.

Where appropriate, these should be used to reveal aspects of change in national life.

Sugested Teaching Material

This unit of work will teach your class about the development of the Railways in Great Britain giving them the opportunity to find out about the history of the railways and significant early locomotives. They will also investigate some important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and they will learn about some of the key people who were influential in the development of the railways. In addition to this they will learn about the development of locomotive technology and examine the differences between steam, diesel and electric locomotives.

The children will also learn about the growth and development of the railway network in Great Britain and use their geographical skills to map out some key routes

When where trains invented?

How did the first trains work?

-Steam Power

What impact did the railways have on Britain?

How has railway technology changed over time?

HISTORY - How did riotous royalty impact Britain?

In Lower KS2 we learn about…

National Curriculum Expectation

Pupils will be taught:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Including:
- the changing power of monarchs using case studies such as John, Anne and Victoria

Sugested Teaching Material

This 'Riotous Royalty' unit will teach your class in depth about William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.

What do I already know about British Monarchs?

Who was William the Conqueror and what was he like as a ruler?

Who was Henry the VIII and why did he want a male heir?

Who are the members of the modern royal family?

HISTORY – What was life like for children during WWII?

In Class 2 we..	
National Curriculum Expectations **Pupils will be taught:** **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** **Including:** **- a significant turning point in British history, for example, the first railways or the Battle of Britain** Sugested Teaching Material Evacuation and home front content only	*They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover what it was like for people on the home front and how they contributed to the war effort. They will also learn all about the roles and responsibilities of the men and women who served in the British armed forces; explore the significance of the Battle of Britain; participate in wartime songs, dances and games and develop a sense of awareness and appreciation when learning about different commemorative events. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.* **When and why did World War II begin?** **What did men, women and children do during WWII?** **What was life like for children who were evacuated?** **How do we commemorate WWII today?**

HISTORY – What was life like in the Iron Age?

In Class 2 we..	
National Curriculum Expectation **Pupils will be taught:** **changes in Britain from the Stone Age to the Iron Age** **Including:** **- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae** **- Bronze Age religion, technology and travel, for example, Stonehenge** **- Iron Age hill forts: tribal kingdoms, farming, art and culture** Sugested Teaching Material	When learning about the Stone Age, children will recap how prehistoric people migrated to Britain and eventually settled here after the last ice age. By learning about the Bronze Age, children will recognise the end of the Stone Age and explore how metals were first used, measuring the impact of this advance. Children will investigate the building of tombs and monuments, such as the world-famous Stonehenge and consider the expertise early Britons had in building and engineering. When learning about Skara Brae and Stonehenge, there will be opportunities for children to undertake their own independent research. The unit will conclude with a look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts. **What was life like in the Stone Age? - Recap Prior Knowledge** **How did life change in the Bronze Age?** **How did the Celts make iron in the Iron Age?** **Why were hillforts built in Iron Age Britain?**

HISTORY – Why did the Romans come to Britain?

In Class 2 we..	
National Curriculum Expectation **Pupils will be taught about the Roman Empire and its impact on Britain Including:** **- Julius Caesar's attempted invasion in 55-54 BC** **- the Roman Empire by AD 42 and the power of its army** **- successful invasion by Claudius and conquest, including Hadrian's Wall** **- British resistance, for example, Boudica** **- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity** Sugested Teaching Material	Children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire.. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire **Who were the Romans and how did they build their empire?** **Why did the Romans invade Britain?** **Why did the Romans build new roads and towns?** **Who was Boudicca and why did she lead a rebellion?** **Why was Hadrian's wall important and who lived there?**

HISTORY - Who were the Vikings and why did they come to Britain?

In Class 3 we…	
National Curriculum Expectation **Pupils will be taught about:** **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** **Including:** **- Viking raids and invasion** **- resistance by Alfred the Great and Athelstan, first king of England** **- further Viking invasions and Danegeld** **- Anglo-Saxon laws and justice –** **- Edward the Confessor and his death in 1066** Sugested Teaching Material	The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate. **Where did the Vikings come from and why did they raid Britain?** **What impact did Vikings have on Britain today?** **How did the legal system work in Anglo-Saxon and Viking Britain?** **What happened to the Vikings?** **How did the last Anglo-Saxon king shape Britain?**

HISTORY - What impact did the Industrial Revolution have on Britain?

In Class 3 we…	
National Curriculum Expectation **Pupils will be taught a local history study** **Including:** **- a depth study linked to one of the British areas of study listed above** **- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)** **- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.** Sugested Teaching Material Sugested Teaching Material Sugested Teaching Material	**What was the Industrial Revolution and what impact did it have on the history of Britain?** **Which famous inventions were created during the industrial revolution?** **How was child labour used during the Industrial Revolution?** **What evidence of the Industrial Revolution can we still see today in Britain?**

HISTORY – Royalty around the World – How does it compare to the UK?

In Class 3 we…	
National Curriculum Expectation **Pupils will be taught:** **a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.** Sugested Teaching Material	They will learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. In addition to this they will find out about the House of Wisdom and some of the influential people who worked and studied there. They will study in detail about how early Islamic doctors made significant contributions to the development of medicine and surgery and how their work still influences the medical profession today. The children will also have the opportunity to learn about other significant discoveries and inventions made by Muslim scholars in the early Islamic civilisation and to explore how items were made and where and how they were traded with the rest of the world. One lesson will focus on the birth of Islam and the first four caliphs who ruled following the death of the prophet Muhammad and children will have the opportunity to act in role to debate the legitimacy of the Sunni and Shia Muslims. **Why is Baghdad significant in the early Islamic Civilisation?** **What is the House of Wisdom and why was it a centre for learning?** **Who was Muhammad and how was the first caliphate formed?** **Why did the early Islamic civilisation become a major power?**

HISTORY – What events led up to WWII?

In Class 3 we…

National Curriculum Expectation

Pupils will be taught about:
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Including:
-a significant turning point in British history, for example, the first railways or the Battle of Britain

Sugested Teaching Material

They will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.

Why did World War II begin?

How did people's diets differ as a result of rationing?

What did women's job during WWII entail?

What was the Holocaust?

HISTORY – What was life like in Ancient Egypt?

In Class 3 we…	
National Curriculum Expectation **Pupils will be taught about:** **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China** Sugested Teaching Material	This Ancient Egypt unit will teach your class in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods **When and where was the Ancient Egypt?** **What was it like to live in Anciet Egypt?** **What were the religious beliefs of Ancient Egypt?** **Who was Tutankhamun and why was he so important?**

HISTORY – What impact did Ancient Greece have on the Romans?

In Class 3 we…	
National Curriculum Expectations **Pupils will be taught about:** **Ancient Greece – a study of Greek life and achievements and their influence on the western world** Sugested Teaching Material	*Children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms 'trade', 'civilisation' and 'empire' and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, children will explore what life was like for different people who were enslaved during ancient Greek times. They will then independently research and feedback on different elements of daily life in ancient Greece. Children will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics. In addition to this, children will learn about the beliefs of the ancient Greeks, producing fact files about the Greek gods. Children will sequence a simple story map of a version of the Trojan War and will explore historical evidence relating to the Trojan War.* **Who were the Ancient Greeks?** **What was life like in Ancient Greece?** **What were the beliefs of Ancient Greeks?** **What did the Greeks believe about warfare?** **How did the greeks influance the Romans?**

Geography

Topic	Pre-School	Class 1	Class 2	Class 3
Year A				
Geography and trade in the UK	England	What makes up our country? Four countries of the UK. UK Waters. Urban and rural localities	What are the different types of UK settlements? How is land used differently?	Why are the UK national p parks so special? National
Weather and Climate	Why is it warm in Summer and Cold in Winter	What are the different types o weather? Hot and cold climates.	How do extreme weather events impact our world? Earthquakes Tsunami, floods and volcanoes	What are the different Climate Biomes
Exploring the wider world	Hot countries and cold countries	What is the geography like in Africa? Four climates of Africa, national parks and reserves	What is the geography like in China? Physical and human. Culture	Geography around the world. Europe, Russia, Asia, North and South America. Hemispheres and latitude
Year B				
Fieldwork and Map reading	Going on a treasure hunt	Using maps - directional language, draw simple maps	Using maps - four main compass directions, 4 figure grid references. Create a route	Using Maps - Eight main compass directions, 6 figure grid reference. Sketch and plan routes
Our local area and Yorkshire	Our Village - Darley and Summerbridge	What are the features of our local area? Our school grounds?	Local Landmarks - Brimham Rocks and Fountains Abbey	What's Life like in Whitby? A study of a Yorkshire seaside location. Contract to our locality
Physical features of our world	Land and Sea	What are the pysical features of the UK? Cliffs, beaches, coast, forest, river valley mountain	How does our water shape our world? Water cycle, lakes and oceans seas and rivers	What are the features of mountain environments? Himalayan study / Lake district study

Intent

At The Darley and Summerbridge Federation, we aim for a high-quality geography curriculum which should inspire in pupils a curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also want children to develop geographical skills.

- collecting and analysing data
- using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and ocean
- communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this Knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At our federation, we ensure that geography has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

- For example, using the local area to follow maps in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to debating world issues on pollution in Upper Key Stage 2.

Pupils with SEND

To support pupils with SEND to access a full geography curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; use of visual aids and practical resources (maps, globes, atlases, etc); scaffolding resources, such as writing frames; additional thinking time; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative means to record responses; songs to aid recall of key geographical facts (such as the seven continents, or 5 oceans); task breakdown plans; use of vocabulary mats, and; targeted questioning.

Impact

The impact and measure of this is to ensure that children at The Darley and Summerbridge Federation are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.

• GEOGRAPHY - Which countries make up the UK?

In Class 1 we…

National Curriculum Expectation

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Sugested Teaching Material

This unit covers the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features and seas

What else do you know about our country?

How is the UK made up?

How is city and country life different?

What seas surround the UK?

GEOGRAPHY – What are the features of our local area?

In Class 1 we…

National Curriculum Expectation

Geographical skills and fieldwork

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Sugested Teaching Material

This Our Local Area unit will teach your class about their locality beyond the school gate, building on children's knowledge and understanding of their school environment from Unit 1 and ensuring clear progression in learning. Children will explore their local area using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills. This unit provides everything you need to give your class a greater insight into where they live!

What is our local area like?

What can I see in our local area?

Can I make a map of my local area?

What kind of houses do I see in the local area?

GEOGRAPHY – What is the Geography like in Africa?

In Class 1 we…

National Curriculum Expectation

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Sugested Teaching Material

This unit will teach your class about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities

Where Is Kenya? (located in context of the world seven continents)

What is a national park?

What animals live in Kenya?

How do the Massai live in Kenya?

Can I compare a day at Darley with a day in Kenya?

GEOGRAPHY – What are the different types of weather?

In Class 1 we…

National Curriculum Expectation

Identify seasonal and daily weather patterns in the UK.

To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. To understand what hot and cold countries are like.

Sugested Teaching Material

This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.

What is weather?

Can I forecast the weather?

Can weather be dangerous and how?

Where in the world is the weather hot and cold and why?

GEOGRAPHY – What are the human and physical features of the UK?

In Class 1 we…

National Curriculum Expectation

Children can use basic geographical vocabulary to refer to, key physical features including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Key human features include, city, town, village, factory, farm, house, office, port, harbour and shop.

Sugested Teaching Material

This Beside the Seaside unit will teach your class about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit

Where are Our Sea sides?

What features would we find at a seaside?

Can you explore a seaside town?

Can you compare the physical features of a seaside to a rural location?

GEOGRAPHY – How can we use maps within our school?

In Class 1…

National Curriculum Expectation

Geographical skills and fieldwork

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Sugested Teaching Material

This Our School unit will teach your KS1 geography class about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.

Where do I live?

Where is my school?

Where is my classroom?

Can I draw/make a map?

GEOGRAPHY - What are the different types of UK settlements?

In Class 2 we…

National Curriculum Expectation

Locational knowledge (KS2)

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Sugested Teaching Material

Children take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.

What are the different types of settlements in the UK?

How is land used differently in rural and urban locations?

How do we survey and make accurate sketch maps of the UK?

GEOGRAPHY – Where are our special local landmarks?

In Class 2 we…

National Curriculum Expectation

Geographical Skills and Fieldwork (KS2)
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Local Areas - Fountains Abbey or Brimham Rocks

Sugested Teaching Material

Twinkl – KS2 Fieldwork Fortnight

What significant places are in my local area?

What would I like to improve about my local area?

How can I collect data about my local area?

How can I share data about my local area?

GEOGRAPHY – What is the Physical Geography like in China?

In Class 2 we…

National Curriculum Expectation

Place knowledge (KS1)
To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Sugested Teaching Material

Children will learn about the geographical similarities and differences between China and the United Kingdom. Children continue to build on their map skills using atlases, world maps and globes more widely, along with using webcams, online mapping programmes and interpreting a range of information.

Where is China?

What is life like in China and how is it different to the UK?

How is school life in China different to school life in the UK?

What is Chinese culture like?

GEOGRAPHY - How do extreme weather events impact our world?

In Class 2 we…	
National Curriculum Expectation **Human and Physical geography (KS2)** **describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** **Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)** Sugested Teaching Material	*Children will learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.* **How are volcanoes formed and how do they affect people's lives?** **What causes earthquakes and how are they measured?** **What causes tsunamis and how do they affect people?** **What causes tornadoes and what effects do they have?**

GEOGRAPHY - How does our water shape our world?

In Class 2 we…	
National Curriculum Expectation **Human and Physical geography (KS2)** **describe and understand key aspects of:** **- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle** **- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** Sugested Teaching Material	*Children will learn about the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.* **What are the three states of matter?** **What is the water cycle?** **How and why is drinking water cleaned?** **What are the causes and effects of floods and/or water pollution?**

GEOGRAPHY - Using maps

In Class 2 we…	
National Curriculum Expectation **Geographical skills and fieldwork:** **(KS1) use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (KS2) use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Name and locate the world's seven continents and five oceans.** Sugested Teaching Material	*Children will develop key map skills through a range of engaging geographical skill based activities suitable for Key Stage One. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.* **What are the different points on a compass?** **How can I use an atlas to find places in the UK and beyond?** **What is an aerial view?** **What are the world's 7 continents and 5 oceans**

GEOGRAPHY - Why are the UK national parks so special?

In Class 3 we…

National Curriculum Expectation

Locational knowledge:

- **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
- **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.**

Sugested Teaching Material

The children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market

What is the UK economy based on (what do we trade?)

Who does the UK trade with?

How do the National Parks generate money for the UK and how has this changed over time?

How do our UK National Parks compare to American National Parks?

GEOGRAPHY - What's Life like in Whitby?

In Class 3 we…

National Curriculum Expectation

Geographical skills and fieldwork

- **use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.**

Sugested Teaching Material

Children will learn about the physical geography of Whitby, including its Jurassic cliffs and its proximity to the North Yorkshire Moors. They will use maps, atlases and digital maps to explore the town and find out about what the land is used for and what there is to do in Whitby. Throughout the unit, children are encouraged to compare what they have learnt about Whitby with what they know about their own local area. The unit culminates an opportunity for children to produce a written report comparing Whitby with where they live.

Where is Whitby?

What is the landscape like near Whitby?

What is life like in Whitby?

How does Whitby compare to where I live?

GEOGRAPHY - Geography around the world

In Class 3 we…	
National Curriculum Expectation **Locational knowledge** - **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** **Place knowledge** - **understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America** Sugested Teaching Material Sugested Teaching Material	*Children have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world.* *Children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area.* **What countries and capital cities are in Europe/the Americas?** **How does the climate and landscape of Eastern Europe/the Americas compare with my own area?** **How does the human geography of Eastern European regions/the Americas compare with my own area?** **What and where are the natural and ancient wonders of the world?**

GEOGRAPHY - What different climate biomes are there?

In Class 3 we…

National Curriculum Expectation

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Sugested Teaching Material

Children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.

How can water and weather change the landscape?

How are coastal features formed?

How and why do landscapes change over time?

How might physical features change in the future?

GEOGRAPHY - What are the features of mountain environments?

In Class 3 we…

National Curriculum Expectation

Human and physical geography
describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- **human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**

Sugested Teaching Material

Children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.

Where are the key mountain ranges in the world?

What are the key features of a mountain range?

How are different mountains formed?

What is the climate in the mountains?

GEOGRAPHY - Using Maps

In Class 3 we…

National Curriculum Expectation

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Sugested Teaching Material

Children will further explore the range of maps available to geographers and develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. The will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.

How can I find countries and cities on a UK and world map?

What are the features of an Ordnance Survey map?

How can I use compass points and grid references to locate places on a map?

How can I plan a route on a map?

Computing

Topic	Class 1	Class 2	Class 3
Computer science - coding	**Unit 1.7**—Coding Instructions as Algorithms Objects and Actions	**Unit 2.1** - Coding Algorithms ,Events Programing	**Unit 5.1**— Coding a Game Variables, Decomposition Debugging
Creativity in ICT	**Unit 1**.6— Animation Creating Animated Stories	**Unit 2.6**—Creating Pictures	**Unit 5.6**—3D Drawing **Unit 4.6** Animation Stop Motion
Digital Literacy - online safety	**Unit 1.1** Online Safety & Exploring Purple Mash **Unit 1.9** Technology outside school	**Unit 3.2** Online safety - Safe Web Searches	**Unit 4.2** Online safety Screen time Plagiarism , Digital Footprints
Computer science - tools and coding	**Unit 1.4**—Lego Builders Ordering Instructions **Unit 1.2** Grouping and Sorting	**Unit 3.1**—Coding Timers, Flowcharts Design	**Unit 4.1**— Coding a Game Variables, IF statements Debugging
Spreadsheets	**Unit 1.8**—Spreadsheets Introduction to Spreadsheets **Unit 1.3**—Creating Pictograms	**Unit 2.3**—Spreadsheets Producing Graphs Calculations, Copy and Paste	**Unit 5.3** Spreadsheets Real life problems Formula, Conversion
Digital Literacy - online Safety	**Unit 2.2** Online Safety Introduce Email	**Unit 3.5** Email Safety Trusted Sites Password Security	**Unit 5.2** and **6.2**—Online Safety Trusted Sources/SPAM Inappropriate online material

Pre School Computing

ALL PRE-SCHOOL CHILDREN

- Knows how to operate simple equipment eg turns on a CD player and uses a remote control
- Shows an interest in technilogical toys with knobs and pulleys, or real objects such as cameras
- Know that information can be retrieved from computers
- Responds to simple instructions
- Is able to follow simple instructions

Although computing does not come within the current EYFS we have added in technology from a previous curriculum framework

Intent

When planning and teaching computing at The Darley and Summerbridge Federation, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. Computing, in general, is a significant part of everyone's daily life and children should be at the forefront of new technology, with a thirst for learning what is out there. Computing within schools can therefore provide a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects.
Through the study of Computing, children will be able to develop a wide range of fundamental skills, knowledge and understanding that will equip them for the rest of their life. Computers and technology are such a part of everyday life that our children would be at a disadvantage would they not be exposed to a thorough and robust computing curriculum. Children must be taught in the art form of 'Computational Thinking' in order to provide them essential knowledge that will enable them to participate effectively and safely in the digital world beyond our gates.

Implementation

Our children in Early Years provision will be exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

In Key Stage 1 the children will begin to learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content.

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand

computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Our ICT curriculum is delivered using Purple Mash – We adapt our curriculum to suit the needs of the pupils and to ensure a progression in ICT throughout and across out classes. **https://www.purplemash.com**

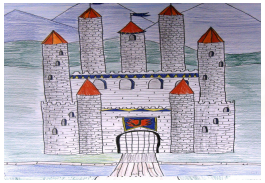
Pupils with SEND

Pupils with SEND may benefit from the use of technology and computers across the entire curriculum to support their progress with other subjects, such as using Clickr software to independently check their spelling and grammar, or accessing online games to support their progress in maths. Pupils with SEND may also use technology to support alternative means of recording their work across the curriculum, such as using iPads to photograph their work, or sound recordings to keep a record of their ideas before writing. As such, there are ample opportunities across the curriculum for pupils with SEND to make use of technology. To support pupils with SEND to develop subject-specific skills in computing, we use a range of approaches which include, but are not limited to: pre-teaching skills of giving or following instructions using Lego therapy; use of visual aids and prompts to follow within lessons; additional thinking time; additional adult support; pre-teaching keyboard skills; task breakdown plans, and; targeted questioning. Adult support is also given to adjust the zoom of on-screen materials to ensure that children can see them clearly.

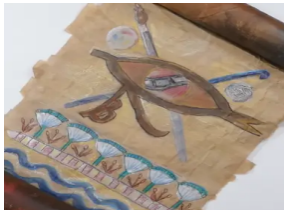
Impact

Pupils will be equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. The biggest impact we want on our children is that they understand the consequences of using the internet and that they are also aware of how to keep themselves safe online.

Art Year A

Topic	Class 1	Class 2	Class 3
Drawing	Drawing Castles	Drawing Castles in Landscapes with more detail	Drawing Castle from perspective
Rulers and Society			
Sculptures	Creating Thumb Pots	Anglo Saxon Pottery	Viking Faces
Invaders			
Collage	Creating a Sea-Side Collage	Steam Train Collage	City Scape - Torn Paper Collage
Changes in History			

Art Year B

Topic	Class 1	Class 2	Class 2
Painting	Landscape Painting - Our school	Water colour Landscape Painting - Our Village	Water Colour Landscape Painting - North Yorkshire Landmarks
Mapping			
Mixed Media	Finger Prints - Stone Age Drawing	Developing Stone Age Drawing	Egyptian Art - Making Paper
Ancient Civilisations			
Abstract	- kadinsky Art	- Alma Thomas	- Basquiat Art
British Settlers			

Intent

Here, at The Darley and Summerbridge Federation, we value and are dedicated to the teaching of Art and Design Technology. We see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' for our children. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art and design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum and thus aid learning.

Implementation

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils: Produce creative work, exploring their ideas and recording their experiences, become proficient in drawing painting, sculpture and other art, craft and design techniques, evaluate and analyse creative works using the language of art, craft and design, know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils with SEND

We recognise that for many pupils with SEND, art and design can be subjects in which they are able to express themselves more freely, without a heavy reliance on language, and that for some pupils, such as those with dyslexia, creativity is an area in which they can really excel. There may be opportunities across the curriculum for pupils with language difficulties to use art to express their ideas, wants and needs. To support pupils with SEND to access a full art curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary (colour names, names of different types of media, vocabulary related to specific artists being studied, etc); use of physically adapted equipment for those with mobility difficulties (pencil grips, larger brushes, etc); additional adult support; use of technology; multi-sensory activities and multimedia teaching; calming music to listen to while working, and; targeted questioning.

Impact

Our children enjoy the self-expression that they experience in both Art and Design Technology.
They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art.

Pre School Art

2 YEAR OLDS

- Start to make marks intentionally
- Explore paint, using fingers and other parts of the bodies as well as brushes giving meaning to the marks they makeand other tools
- Express ideas and feelings through making marks, and sometimes

3 & 4 YEAR OLD

- Use a comfortable grip with good control when holding pencils, paint brushes

- Show preference for a dominant hand
- Draw with increasing complexity and detail
- Use drawing to represent ideas like movement or loud noises
- Show different emotions in their drawings and paintings
- Explore colour and colour mixing
- Art is supported through EXPRESSIVE ARTS & DESIGN & PHYSICAL DEVELOPMENT within the EYFS

Art - Progression of Skills in Drawing Castles

Class 1

Lesson 1 Objective:To explore drawing as a physical activity by making a range of lines using different body movements (fingers, wrist, elbow, shoulder, and whole body), working at a variety of scales.

Lesson 2 Objective:To experiment with colour through intuitive mark making, using pastels and chalks to create expressive spiral drawings that develop control and confidence.

Lesson 3 Objective:To develop observational drawing skills by capturing detail from a paused film image of a castle, using pencil, graphite, and handwriting pen to explore tone and texture.

Lesson 4 Objective:To draw a castle from first-hand or photographic reference, applying previously learned techniques (line, scale, colour, detail) using a range of media including pastel, oil pastel, and pencil crayon.

Class 2

Lesson 1 Objective:To explore how different ways of holding and using drawing tools (varying grip, pressure , and speed) affect the quality of line and mark-making.

Lesson 2 Objective:To investigate natural forms through first-hand observation, arranging and sorting collected objects to explore shape, texture, and composition.

Lesson 3 Objective:To represent natural objects through observational drawing using a range of media (graphite, soft pencil, handwriting pen), focusing on detail, texture, and expressive line.

Lesson 4 Objective:To apply observational skills and mark-making techniques to draw a castle with increased detail, combining different media to capture structure, surface , and form.

Class 3

Lesson 1 Objective:To explore the physicality of gestural drawing using charcoal, experimenting with large-scale marks to convey movement, shape, and energy.

Lesson 2 Objective:To understand the historical origins of charcoal and earth pigment as early drawing tools, and to create expressive drawings inspired by this tradition.

Lesson 3 Objective:To explore the concept of chiaroscuro (light and dark) by using charcoal and erasers to build tone, contrast, and form in observational drawings.

Lesson 4 Objective:To apply gestural mark-making, tonal contrast, and perspective techniques to create a detailed charcoal drawing of a castle that conveys depth and structure.

Ellsworth Kelly (Plant Drawings) or Georgia O ' Keeffe

Art - Progression of Skills in Sculptures Using Clay

Class 1

Lesson 1 Objective:
To explore the properties of clay by squeezing, rolling, pinching, and flattening it using hands and simple tools.

Lesson 2 Objective:
To learn how to create a thumb pot by forming a ball of clay and using thumb and fingers to create a hollow shape.

Lesson 3 Objective:
To refine our thumb pot by smoothing surfaces and edges, and by adding simple textures or patterns using tools.

Lesson 4 Objective:
To decorate the thumb pot using slip or paint, considering colour and design choices to finish the piece.

Liza Lou

Class 2

Lesson 1 Objective:
To explore historical Anglo-Saxon pottery, identifying common shapes, patterns, and purposes of the pots.

Lesson 2 Objective:
To use coiling and slab techniques to build a more structured clay vessel, experimenting with joining methods (e.g. score and slip).

Lesson 3 Objective:
To refine the shape of the pot and add Anglo-Saxon-inspired decorations, such as lines, patterns, or symbols using carving tools.

Lesson 4 Objective:
To evaluate and decorate the pot using slip, considering historical colours and finishing techniques.

Kate Malone

Class 3

Lesson 1 Objective:
To examine Viking imagery and artefacts, focusing on facial features and how they are represented in sculpture and relief.

Lesson 2 Objective:
To shape a clay base and build up facial features using techniques such as pinching, layering, and joining with score and slip.

Lesson 3 Objective:
To refine facial features by smoothing and texturing areas to represent hair, beards, helmets, and expressions.

Lesson 4 Objective:
To decorate and evaluate the Viking face sculpture, using paint or slip to enhance detail and expression.

Grayson Perry

Art - Progression of Skills in Collage

Class 1

Lesson 1 Objective:
To explore different types of materials (paper, fabric, foil, etc.) and experiment with cutting, tearing, and layering them to create textures.

Lesson 2 Objective:
To arrange and glue layers to represent different elements of a seascape (sky, sea, sand), experimenting with overlapping to show depth.

Lesson 3 Objective:
To add detail to the seascape using smaller pieces of collage and simple drawing to represent features like boats, waves, or sea creatures.

Lesson 4 Objective:
To reflect on our collages, making final adjustments and discussing how colour, texture, and layering affect the mood and realism of the seascape.

Matisse

Class 2

Lesson 1 Objective:
To research and sketch Victorian steam trains, identifying key shapes and features to include in a collage.

Lesson 2 Objective:
To experiment with using cut and torn paper in different tones and textures to create the shape of the train and its surroundings.

Lesson 3 Objective:
To focus on composition by positioning foreground (train), middle ground (tracks/platform), and background (landscape or buildings).

Lesson 4 Objective:
To refine the collage using detail work (e.g., wheels, smoke, people), evaluating how colour, placement, and contrast impact the overall piece .

Kurt Schwitters

Class 3

Lesson 1 Objective:
To explore examples of cityscapes in art, focusing on perspective, skyline shapes, and how layering can suggest depth.

Lesson 2 Objective:
To plan a cityscape composition using sketches and identify key architectural elements to recreate in collage form.

Lesson 3 Objective:
To use a range of materials (newspaper, printed images, tissue, fabric, textured paper) to layer and build a detailed cityscape with foreground and background.

Lesson 4 Objective:
To enhance and evaluate our cityscapes with additional media (e. g., fine liner, paint, pastel), reflecting on use of colour, contrast, and composition.

Romare Bearden

Art - Progression of Skills in Painting Landscapes

Class 1

Lesson 1 Objective:
To explore and mix primary colours to create secondary colours, and experiment with different types of paintbrushes and strokes.

Lesson 2 Objective:
To look carefully at the school landscape and make a simple sketch, identifying shapes and features such as buildings, trees, and the playground.

Lesson 3 Objective:
To paint the background and main elements of the school landscape using bold colour and simple brushwork.

Lesson 4 Objective:
To add final details and texture to the painting using fine brushes, evaluating the choices we made with colour and shape.

Class 2

Lesson 1 Objective:
To experiment with watercolour techniques such as washes, wet-on-wet, and dry brush, and understand how water affects pigment.

Lesson 2 Objective:
To sketch a village scene from observation or reference photos, focusing on key features such as houses, church, and landscape.

Lesson 3 Objective:
To apply watercolour techniques to paint the background and main forms of the village landscape, considering colour choices and layering.

Lesson 4 Objective:
To refine and add detail to the painting using a mix of watercolour and fine liner or pencil, reflecting on texture and depth.

David Hockney,

Class 3

Lesson 1 Objective:
To study examples of watercolour landscape paintings and experiment with tone, colour blending, and creating atmospheric effects (e.g., mist, sky gradients).

Lesson 2 Objective:
To plan and sketch a North Yorkshire landscape using reference images or personal photographs, considering foreground, middle ground, and background.

Lesson 3 Objective:
To use watercolour techniques such as graded washes, glazing, and lifting to build up the landscape in layers and convey depth.

Lesson 4 Objective:
To evaluate and enhance the final painting, adding highlights, shadows, or fine details, and reflecting on how effectively the painting captures the landscape ' s character.

J.M.W. Turner

Art - Progression of Skills in Mixed Media from Ancient Civilisations

Class 1

Lesson 1 Objective:
To explore how early humans might have created art by using hands, fingers, and natural pigments to make marks.

Lesson 2 Objective:
To experiment with finger painting techniques such as dabbing, smudging, swirling, and layering to create simple shapes and patterns.

Lesson 3 Objective:
To create a collaborative cave painting using finger painting to depict animals, handprints, and simple human figures.

Lesson 4 Objective:
To reflect on the colours, textures, and marks used, and compare our work to Stone Age cave art examples.

Class 2

Lesson 1 Objective:
To investigate Stone Age art and experiment with materials such as charcoal, chalk, and pastel to mimic cave wall textures.

Lesson 2 Objective:
To explore layering and blending techniques using dry media (chalks, pastels, charcoal) on textured paper or card.

Lesson 3 Objective:
To create a Stone Age scene using a mix of media, combining different textures and mark-making techniques to show movement and form.

Lesson 4 Objective:
To refine and enhance the artwork with added detail and evaluate how well the chosen media and techniques reflect Stone Age art styles.

Class 3

Lesson 1 Objective:
To explore the purpose and appearance of Egyptian papyrus and begin making our own version using layered strips of paper or brown tape.

Lesson 2 Objective:
To decorate our papyrus using natural paints, inks, or watercolours , applying imagery inspired by Egyptian art (hieroglyphs, gods, symbols).

Lesson 3 Objective:
To add mixed media elements such as gold pen, fine liner, and textured materials (e.g., string, hessian) to enhance surface and detail.

Lesson 4 Objective:
To present and reflect on our work, discussing how layering, media choices, and historical reference shaped the outcome.

Art - Progression of Skills in Abstract

Class 1

Lesson 1 Objective:
To explore different types of lines (straight, wavy, zigzag, broken) using drawing tools and create abstract patterns by filling the page with varied marks.

Lesson 2 Objective:
To create abstract drawings by combining lines and basic shapes (circles, triangles, rectangles), experimenting with size and placement.

Lesson 3 Objective:
To add colour to abstract drawings using crayons, pastels, or felt tips, choosing colours based on how they make us feel.

Lesson 4 Objective:
To reflect on our drawings and explain our choices of shape, line, and colour, comparing our work with abstract artists like **Kandinsky or Alma Thomas.**

Class 2

Lesson 1 Objective:
Create rhythmic patterns and repeated abstract designs.
Inspired by Riley ' s use of pattern and movement.

Lesson 2 Objective:
Use different materials to create texture and explore surface quality .
Link to Alma Thomas ' s dappled, layered brush-like marks.

Lesson 3 objective:
Respond to music or emotion through abstract line and colour.
Explore how both artists used abstraction to express experience.

Lesson 4:
Compose a final abstract piece and reflect on how it makes us feel.

Class 3

Lesson 1 objective:
Explore how abstract artists communicate ideas through drawing.
Link to Paul Klee ' s symbolic, playful abstract work.

Lesson 2 Objective:
Experiment with mixed drawing materials to create layered textures.
Inspired by Lee Krasner ' s expressive, gestural marks.

Lesson 3 objective:
Create a drawing that represents a personal or abstract theme.
Use Basquiat ' s mixed media symbolism and mark-making as inspiration.

Lesson 4 objective:
Refine and reflect on our abstract drawing, considering intent and meaning.

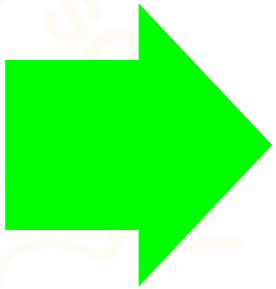
D.T Year A

Topic	Class 1	Class 2	Class 3
Mechanisms	Moving Story Books	Making a Pop-up Book	Automata Toys
Structures	Making Boats	Baby Bear's Chair	Making Bridges
Cooking and Nutrition	Making Smooties	Eating Seasonally	Come Dine With Me!

D.T Year B

Topic	Class 1	Class 2	Class 3
Textiles	Puppets	Pouches	Stuffed Toys
Mechanisms	Wheels and Axels	Pneumatic Toys	Mechanical Systems
Cooking and Nutrition	A Balanced Diet	Adapting a Recipie	Developing a Recipie

Pre School D.T



2 YEAR OLDS

**Explore different materials, using their senses to investigate them. Manipulate and play with different materials.*
**Use their imagination as they consider what they can do with different materials*
**Make simple models which express their ideas*
**Use larger motor skills to do things independently*
**Develop manipulation and control*
**Explore different materials and tools*

3 & 4 YEAR OLDS

**Explore different materials freely, to develop their ideas about how to use them and what to make*
**Develop their own ideas and then decide which materials to use to express them*
**Join different materials and explore different textures*
**Use one handed tools and eqipment*
Design & Technology is supported through EXPRESSIVE ARTS & DESIGN & PHYSICAL DEVELOPMENT within the EYFS

Intent

• To develop pupils' knowledge and understanding of Design and Technology.
• To develop pupils' designing and making skills.
• To develop pupils' capability to create high quality products through combining their planning, designing and making skills with knowledge and understanding from other core subjects.
• To nurture creativity and innovation through designing and making.
• To enable pupils to evaluate their work. Identify strengths and areas of development in their ideas and other existing products.
• To recognise that quality depends on how a product is made and how well it meets its intended purpose.
• To develop pupils' understanding of technological processes, products and their manufacture and their contribution to our society.
• To develop pupils' knowledge and understanding of Key events and individuals.
• To develop and improve pupils' knowledge and understanding of Cooking and Nutrition.

Pupils with SEND

We recognise that for many pupils with SEND, art and design and technology can be subjects in which they are able to express themselves more freely, without a heavy reliance on language, and that for some pupils, such as those with dyslexia, creativity is an area in which they can really excel. To support pupils with SEND to access a full design and technology curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary (food names, vocabulary related to mechanisms such as rods, levers, pulleys, etc); use of physically adapted equipment for those with

mobility difficulties (pencil grips, larger brushes, etc); additional adult support; use of technology; multi-sensory activities and multimedia teaching; scaffolded resources, such as design templates and vocabulary mats, and; targeted questioning.

Knowledge, Skills and Understanding

Design and Technology prepares pupils to participate in today's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. Design and Technology calls for pupils to become autonomous and creative problem solvers; as individuals and members of a team. They must engage in tasks and respond to them by developing a range of ideas and ways of working to make products. The pupils combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, the pupils can reflect on and evaluate present and past Design and Technology, its uses and effects. Through Design and Technology all pupils can become discriminating and informed users of products and can become innovators.

We have selected different design and technology projects to inspire our children to be creative and evaluate their designs. We ensure that they become logical thinkers and problems solvers when it comes to innovative design.

Religious Education – Year A

Topic	Pre-School	Class 1	Class 2	Class 3
Belonging	Belonging	Where do we belong? F	Beginnings and endings Tw yr 2	Why do some people believe God exsists? 5
Special Times	Special times	Which times are special and why? F	How and why do we celebrate sacred and special times? 1/2	Why are festivals important to religious communities? 3/4
Special People	Special People	Which people are special and why? f	What do different people believe about God? 3	What matters most to Christians and humanists? 6
Beliefs	Our diverse community	Religion and rituals Tw 1	***What does it mean to be Hindu today?4	Why do some people believe life is a journey? 4
Ways we care	The natural world	What is special about our world? F Part 1	Why do people pray?3	What Would Jesus do? 5
Caring for the world	The Natural World	What is special about our world? F Part 2	How should we care for the world and why does it matter? 1/2	Is it not better to express yourself through the arts? 6

CLICK HERE

North Yorkshire

Agreed Syllabus for Religious Education

2019–2024

North Yorkshire County Council

Religious Education – Year B

Topic	Pre-School	Class 1	Class 2	Class 3
Belonging	Our Community	What does it mean to belong to a faith community? 1	Who is a Muslim and what do they believe? 2	What does it mean to be Muslim in Britain today? 5
Christianity	Myself	Who is a Christian and what do they believe? 1	What does it mean to be Christian in Britain today?3	Why is Jesus inspiring to some people? 4
Special/sacred places	Special places	Which places are special a why?/What makes places sacred? F /1	Places of worship Tw 2	If God is everywhere why go to a place of worship? 5
Beliefs	Special times	Easter and surprises? TW 1	Who is Jewish and what do they believe? 2	What can we learn from religions about right and wrong? 4
Special Books	Special books	Which stories are special? F (Part 1)	What can we learn from sacred books?2	What do religions say to us when life gets tough? 6
Special Books (cont)	Special books	Which stories are special? F (Part 2)	Why is the Bible important to Christians? 3	Ahimsa, Grace and ummah; what's the difference? 6

CLICK HERE

North Yorkshire

Agreed Syllabus for Religious Education

2019–2024

North Yorkshire County Council

Intent

Here, at The Darley and Summerbridge Federation, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, RSE and promoting the spiritual, moral, social, and cultural development of our children.

Implementation

It has been agreed that having taken into account the requirements and guidelines presented in **the North Yorkshire Agreed R.E Syllabus**, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism (KS2)

We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils.

Pupils with SEND

To support pupils with SEND to access a full RE curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; concept cartoons; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching, and; targeted questioning.

Impact

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.

Total Sports Long Term Plan

Total Sports Limited

totalsports

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Multiskills	Multiskills (links to games)	Gymnastics Dance	HRE Ball skills	Athletics	Striking & Fielding
Class 2	Football Tag Rugby	Basketball Unihoc	Dance Gym	Netball (Endball) HRE	Athletics	Striking & Fielding
Class 3	Football Tag Rugby	Basketball Unihoc	Swimming Dance	Gymnastics HRE	Athletics Outdoor & adventurous (Orienteering)	Striking & Fielding
Class 4	Football Tag Rugby	Basketball Unihoc	Dance Gym	Netball (Endball) HRE	Athletics Outdoor & adventurous (Orienteering)	Striking & Fielding

Aims & Vision:

- Bringing out the best in every child through Sport and Activity
- A LOVE of learning and growing
- Unlocking the potential of every child in our community
- Building self-confidence and a can-do, resilient approach

Key Values:

- **RESILIENCE** "Using our skills and strengths to respond positively to challenges"
- **GROW** "through dedication, hard work and practice"
- **INSPIRE** "To be amazing role models who sees each child for their individual merit"

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	• I can begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping and skipping. • I can begin to adapt work from the floor safely to apparatus • I can experiment with different rolling actions. • I can begin to link a series of jumps and rolls together. • I can experiment with different ways to travel.	• I can understand and create different pathways (straight, zigzag and curving) and move in different directions. • I can begin to turn, twist and spin on different body parts showing control and coordination. • I can link together 3 different movements showing contrast in speed and height. • I can adapt work from the floor safely to apparatus. • I can start to put a range of rolls, jumps and balances together with a clear start and finish position.	• I can move and balance showing specific planned shapes and variations in speed and level using turning movements and jumps • I can transfer learned skills onto apparatus • I can select and construct sequences, which use variations in speed, height, direction and pathways • With a partner, I can begin to analyse and say what I like about a sequence	• I can identify and use different body parts to rotate, roll and balance on and move into and from balances with control and accuracy. • I can begin to identify which balances produce stable and unstable bases • I can use the floor and apparatus to create a sequence on balancing and rolling, showing variation in shape, speed and levels • I can observe the work of others and make judgements against given criteria. • I can incorporate group/partner balances into in to a routine.	• I can demonstrate five basic jumps showing different shapes and directions in the air. • Identify and use spinning, rotation and rolling around different axes. • I can sustain concentration and practise to adapt, refine and improve the precision and fluency of movement and skills. • I can transfer flight safely onto apparatus. • I can design and create a sequence using variations in speed, height, direction and pathways. • I can observe, analyse and evaluate using correct terminology.	• I can identify and demonstrate contrasting matching, mirroring balances and movements, and identify counter balance and counter tension. • I can draw on past learning to travel over and under a moving partner. • I can travel rhythmically, develop timing and use synchronisation. • I can adapt and transfer sequences from the floor to apparatus. • I can work with others to construct, design, practise, evaluate and improve the composition of a sequence and evaluate its' effectiveness.
Dance	• I can perform basic actions with increasing control. • I can move in different directions and high and low. • Travel rhythmically on feet, hopping and skipping. • I can begin to work with others to create a dance and begin to suggest ways to improve.	• I can create and perform simple movement patterns. • I can copy and perform simple movements and rhythmic patterns. • I can work with others to create a dance and change and very my actions. • I can suggest ways to improve my performance.	• I can perform basic dance actions with greater control and fluency. • I can select and adapt appropriate movements for a dance idea. • I can create and structure a dance. • I can evaluate my own and others performance.	• I can use simple movement patterns to structure, remember and repeat dance phases. • I can link movements and sections together using appropriate transitional movement. • I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria.	• I can explore, improve and plan dances in a group. • I can use props as an integral part of dance. • I can link a series of more complex dance phases. • I can refine and compare my performances with that of others and use this to evaluate and improve my own performance.	• I can copy, refine and repeat dance phases and dances. with a partner or in a group. • I can create a series of more complex ideas, using a range of movements. • I can recognise that dance is a good activity for health and well – being. • I can compare my performances with that of others and use this to evaluate and improve my own performance.

Outdoor Adventure	• I can communicate with my peers about what to do in a task • I can solve simple problems • I can begin to think about how my group can improve KS1 meet these targets in forest school activities.	• I can solve simple problems with my peers. • I can think about how my group can improve to complete the task/problem more efficiently. KS1 meet these targets in forest school activities	• I can use clues and flags to complete a task • I can begin to negotiate with my peers to develop the most effective plan. • I can take the lead and solve simple tasks in small groups.	• I can use clues and flags to complete a task. • I can begin to negotiate with my peers to develop the most effective plan. • I can take the lead and solve problems and tasks in small groups. • I can solve problems by my self and with peers.	• I can use multiple plans and maps for a task. • I can negotiate with my peers to develop the most effective plan. • I can take the lead and solve more complex tasks in small groups increasing to larger groupings.	• I can use multiple plans and maps for a task. • I can negotiate with my peers to develop the most effective plan. • I can take the lead and solve more complex tasks in small groups increasing to larger groupings. • I can plan a map with peers and on my own.
Games	• I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing and catching, kicking, rolling and passing. • I can begin to use a bat in different ways to strike, push and roll a ball. • I can begin to use these skills to observe, copy and play games individually and with a partner. • I can begin to understand the concept of rules and learn to change the rules of a game to make it harder. • I can aim at a range of targets. • I can begin move safely and actively around a space.	• I can throw, catch, bounce, dribble, kick and hit a ball in different ways. • I can begin to be more confident at using, sending and receiving skills. • I can remember, repeat and link skills to make up and play games. • I can apply basic tactics and strategies to a game. • I can observe, play and improve another person's game and try to evaluate my own work. • I can move safely and actively about a space and in a team. • I can explain why exercise is good for my fitness, health and well-being.	• I can consolidate and improve the quality of my hitting skills. • I can improve my ability to select and apply a range of simple tactics. • I can make up and play small sided games. • I can begin to apply attacking and defending principles in competitive games • I can recognise, describe and evaluate the effectiveness of a performance	• I can consolidate my striking skills and improve the quality and control. • I can adapt and transfer appropriate principles of play and tactics. • I can solve problems and being to modify rules. • I can apply attaching and defending principles in small invasion games. • I can recognise good quality in mine, and others', performance and techniques suggesting practices to improve play. • I can explain why exercise is good for my fitness, health and well-being.	• I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. • I can apply basic strategic and tactical principles in different game situations. • I can develop my ability to recognise my own strengths and weaknesses and use this to evaluate my own, and others', performance; communicating improvements with team mates. • I can experience and adapt to all roles in small -sided striking, fielding and invasion games.	• I can choose and use techniques and skills fluently and skills fluently in invasion, striking and net games. • I can recognise my strengths and weaknesses and develop my ability to evaluate my own, and others' performance in different physical activities and communicate ways to improve it. • I can choose, adapt rules and apply a range of tactics and strategies in game situations. • I can compare my performances with previous ones and demonstrate an improvement. • I can explain why exercise is good for my fitness, health and well-being.

Athletics	• I can begin to master basic movements such as running and jumping. • I can begin to compete against others in an event. • I can begin to throw using throwing actions.	• I can master basic movements such as running and jumping. • I can compete against others in an event. • I can use throwing actions more accurately to hit a target.	• I can run and jump. • I compete against others in events. • I can begin to demonstrate improved throwing, running and jumping technique. • I can say what is good about mine and others performance	• I can demonstrate improved throwing, running and jumping technique. • I compete against others in events. • I can say what is good about mine and others performance	• I can refine my technique showing precision in a variety disciplines such as throwing, catching, running and jumping. • I compete against others in events showing. increasing resilience • I can begin to evaluate and improve my performance.	• I can refine my technique showing precision in a variety of disciplines such as throwing, catching, running and jumping. • I can improve and evaluate my performance comparing it to previous performances.
HRE	• I know how we warm up before exercise. • I have some understanding about why it's important to stay active. • I have some understanding about what my heart and lungs do when I exercise. • I know two names of muscles in my body. • Understand what circuit training is.	• I know why we warm up before exercise. • I can suggest ways I can stay active. • I can try to find my pulse rate and have some understanding about what happens to my pulse rate when I exercise. • I know more than two names of muscles in my body. • Give examples of different exercises carried out in circuit training. • I have some understanding about why physical activity is alsogood for my mental health.	I can describe why it is important to stay active. I can find my pulse rate and have a clear understanding about what happens to my pulse rate when I exercise. I know two or more names of muscles in my body. I understand what circuit training is and can give examples of different exercises that can be included in a circuit session. I understand what my body feels like when I am tired when exercising.	I can give examples of how to stay active. I can describe what happens to the heart and lungs and other parts of the body when I exercise. I know 4 or more names of muscles in my body. I can describe different ways to exercise and stay healthy in school and out of school. I can challenge myself and continue to exercise even when I feel tired.	I can explain why exercise is good for my fitness, health and well – being I can find my pulse rate before and after exercise and explain why there is a difference. I know the names of at least 5 muscles. I can discuss how I can make improvements to my overall fitness.	I can find my pulse rate before and after exercise and explain why there is a difference. I can also use key words with in my explanation (Heart, lungs, blood, oxygen,muslces) I know the names of at least 6 muscles in my body, I can explain different ways to exercise to stay fit and healthy. I have a good understanding of my current fitness and know how I can make steps to improve it.

P.E Vocabulary Progresion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Warm Up Cool Down Control Balance Move Jump Land High Low Shape Travel Health Explore Diet Stretch Exercise Healthy Safety Space Copy Watch Equipment	Points Patches High Low Travel Strong (tension) Stretch (extension) control Flight Bounce Jump Flexible Balance Stretch Spin Shape Land Wide Narrow Curled Warm up Cool down	High Low Travel Slide Rolling Jump Land Flexible Tension Extension Stretch Balance Spin Shape Linking Sequence Technique Warm up Cool down Leap Direction	Pathway Flexible Direct Travel Stretch Wide Thin Long Short Curled Roll Jump Levels Speeds Sequence Contrasting Acceleration Deceleration Direction Forwards Backwards Sideways Co-ordination Leap Spin Side Step Tension Extension Even Uneven Symmetrical asymmetrical balance	Balance Travel Shape Extension Tension Direction Sliding Rolling Contrasting Communication Co-operation Receiving weight Jumping Bunny hop Leaping Cart-wheel Twisting Turning Speeds Levels Spin Flexibility Co-ordination Warm up Cool down	Bridges Balance Travel Shape Roll Turn Jump Slide Levels Speed Direction Sequence Extension Tension Strong Contrasting communication leadership Spin Rotate Axis Flight Wheel Spring Leap Take-off Land Clockwise & anti clockwise Warm up Cool down

Dance	Warm Up Cool Down Large Movements Small Movements Move Health Explore Performance Perform Diet Exercise Healthy Safe Space Music Copy Watch Equipment Travel Spinning Turning Rolling Jump Timing	Compose Timing Gesture Movement Dance phrase Choreography Routine Formation Explore Rhythm Performance Perform Music Exercise Direction Spinning Turning Warm Up Cool Down Speeds Levels Copy Watch Describe Travel Slide Spinning Turning Evaluate Rolling Jump Timing Beats	Compose Perform Performance Pattern Express Dance Phrase Explore Direction Pathways Music Travel Slide Spinning Turning Rolling Jump Spring Speeds Levels Evaluate Tension Control Extension Warm Up Cool down Timing Beats	Turn Gesture Jump Travel Express Explore Mimic Mime Timing Music Flow Movement Patterns Motif Beats Rhythm Machinery Robotic Aesthetic Dynamic Transition Rotation Performance Perform Warm up Cool Down Evaluate	Unison Flow Choreograph Bouncy Formation Canon Explore Audience Narrative Character Transition Mirroring Music Beats Rhythm matching gestures performance Perform Warm Up Cool down evaluate Stimuli Improvise	Turn Gesture Jump Stillness Travel Expression Clarity Mimic Mime Formation Explore Relationship Timing Music Movement Patterns Motif Music Beats Rhythm Performance Perform Robotic Action Reaction Warm Up Cool down evaluate improvise
Games	Throw Catch Pass Roll Bounce Stop Looking	Actions Throw Catch Pass Receive Bounce Roll	Throw Catch Pass Receive Bounce Roll Control	Dribble Send Pass Receive Calling Signalling Space	High Low Space Opponent Target Throw Catch	Chest Pass Push Pass Space Opponent Target Movement accurate Control

Athletics	Push Stop Jump Space Forwards Safely Balance Backwards Far Hop Aim Fast Slow Bend Improve Direction Travel	Spring Jog Distance Height Take off Landing Overarm Underarm	Sprint Jog Distance Height Take off Landing Overarm Underarm Speed Power Strength Accuracy Higher Pace Control Faster Further	Spring Jog Distance Height Take off Landing Pace Control Faster Stamina Perseverance Determination Accuracy Personal Best	Spring Jog Distance Height Take off Landing Pace Control Faster Stamina Perseverance Determination Accuracy Personal Best Technique Flight Rhythm Stride	Sprint Jog Distance Height Take off Landing Continuous Pace Control Faster Stamina Perseverance Determination Accuracy Personal Best Technique Flight Rhythm Stride Trajectory Rotation Momentum
HRE	Warm up Cool Down Healthy Fitness Heart Lungs Circuit training Yoga	Muscles Demonstrate Circuit exercises Technique Active Hamstring Muscle	Blood Pulse Rate Effects of exercise Transport oxygen Tricep muscle Bicep Muscle Hitt training Mental well being	Zumba Pilates Specific Abdominal Muscles Quadricep muscle Strength Speed Evaluate	Stamina Flexibility/suppleness Analyse Glute Muscle Soleus Muscle Fitness testing Boxercise	Personal best Components of fitness Order of exercises Importance of exercise Long- and short-term effects
OAA			Warm Up Skills Maps Equipment Shapes Numbers	Concept Symbols Transferring Correct Orientation Team work	Challenge Obstacles Matching Symbols Relay	Map Key Clues Navigate

Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2	Year 1 Year 2
Curriculum	**Invasion Games** **Football** **Tag Rugby**	**Invasion Games** **Basketball** **Unihoc**	**Dance** **Gym**	**Netball (End ball)** **HRE (Health Related Exercise)**	**Athletics**	**Striking and Fielding** **Rounders,** **Cricket,** **Tennis skills**

Pupils will learn the following skills and knowledge. "Intent" Inspire	I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing, and catching, kicking, rolling, and passing. I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to be more confident at using, sending, and receiving skills. I can begin to use these skills to observe, copy and play games individually and with a partner. I can remember, repeat, and link skills to make up and play games I can begin to understand the concept of rules. I can aim at a range of targets. I can observe, play, and begin to evaluate my own work. I can move safely and actively around a space. I can move safely and actively about a space and in a team.	I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing, and catching, kicking, rolling, and passing. I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to use a bat in different ways to strike, push and roll a ball. I can begin to be more confident at using, sending, and receiving skills. I can begin to use these skills to observe, copy and play games individually and with a partner. I can remember, repeat, and link skills to make up and play games. I can begin to understand the concept of rules and learn to change the rules of a game to make it harder I can aim at a range of targets. I can observe, play and begin to evaluate my own work. I can move safely and actively around a space. I can move safely and actively about a space and in a team.	**Dance** I can perform basic actions with some increasing control. I can create and perform simple movement patterns I can move in different directions and high and low. Travel rhythmically on feet, hopping and skipping. I can begin to work with others to create a dance and begin to suggest ways to improve. I can copy and perform simple movements and rhythmic patterns I can work with others to create a dance and change and very my actions. I can suggest ways to improve my performance. **Gym** I can begin to take off and land on 1 or 2 feet by bouncing, jumping, hopping, and skipping. I can understand and create different pathways (straight, zigzag and curving) and move in different directions. I can begin to adapt work from the floor safely to apparatus.	**Netball** **(Same as invasion game description from Autumn 1)** **HRE** I know how we warm up before exercise. I know why we warm up before exercise. I have some understanding about why it's important to stay active. I can suggest ways I can stay active. I have some understanding about what my heart and lungs do when I exercise. I can try to find my pulse rate and have some understanding about what happens to my pulse rate when I exercise. I know two names of muscles in my body. I know more than two names of muscles in my body. Understand what circuit training is. Give examples of different exercises carried out in circuit training. I have some understanding about why physical activity is also good for my mental health.	I can begin to master basic movements such as running, jumping, and throwing. I can master basic movements such as running, jumping, and throwing. I can move safely and actively around a space. I can try to improve my technique and throw further over a longer distance. I can begin to compete against others in an event. I can compete against others in an event. I can begin to throw using overarm throwing actions. I can use throwing actions to gain as much distance as possible.	I can begin to use balls, bean bags and quoits in different ways: balancing, bouncing, throwing, and catching, kicking, rolling, and passing. I can throw, catch, bounce, dribble, kick and hit a ball in different ways. I can begin to use a bat in different ways to strike, push and roll a ball. I can begin to be more confident at using, sending, and receiving skills. I can begin to use these skills to observe, copy and play games individually and with a partner. I can remember, repeat, and link skills to make up and play games I can begin to understand the concept of rules and learn to change the rules of a game to make it harder I can aim at a range of targets. I can observe, play, and improve another person's game and begin to evaluate my own work. I can move safely and actively around a space. I can move safely and actively about a space and in a team.

	Football	Basketball	Gym	Netball	Athletics	Rounders, Cricket,
Coreactivities to deliver learning. "Implementation" Care	Develop passing and receiving skills. Develop passing and receiving skills over longer distances as well as trying to hit targets. Begin to develop control skills to stop a ball with feet. Begin to develop dribbling skills to travel with a ball using feet. Work on team games that involve some attacking and defending. Develop games that give children opportunities to develop attacking and defending tactics. Moving into space in team games and introduce passing to teammates. Continue to develop sending and receiving skills, in and out of game situations. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons. **Tag Rugby** Develop throwing and catching skills. Develop throwing and catching skills whilst on the move. Throw to hit a standing target. Throw to a moving target. Learn how to apply skills learnt into small game situations. Apply skills learnt into bigger game situations and start to develop tactics to win. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons.	Develop throwing and catching skills. Develop throwing and catching skills whilst on the move. Throw to hit a standing target. Throw to a moving target. Learn how to apply skills learnt into small game situations. Apply skills learnt into bigger game situations and start to develop tactics to win. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons. **Uni Hoc** Begin to use a stick to control a ball. Continue to develop sending and receiving skills. Begin to strike a ball with control in a specific direction. Strike a ball towards a target. Strike the ball towards a moving target. Set up small, sided games so pupils can apply skills learnt. Set up games that give children opportunities to develop attacking and defending tactics. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons.	Practice making different shapes and balances. Practice making a greater range of shapes and balances including bridges. Continue to develop balances on different parts of the body. Move in different ways and speeds. Vary body shape to create low or high shapes. Link more than one move to make a sequence. Cooperate with a partner to perform a short sequence together. Produce short routines with a clear start and end position which incorporates all skills been learnt. Mirror a partner to create a sequence with at least 3 moves. Learn how to evaluate other groups performances. Evaluate performances. **Dance** Begin to step and use other body movements in time with a beat. Change the speed of movements. Imitate the moves of the teacher or from a video and mirror moves with a partner. Continue to develop accuracy when moving to rhythm and copy and perform moves with a partner. Develop ideas of several weeks to create a routine. Develop ideas of several weeks to create a routine with several moves. Work with a group to create a performance. Evaluate other performances.	Begin basic catching skills with bean bags or other softer equipment. Introduce different passes to a partner (Chest, bounce, shoulder) Practice receiving the ball and landing on two feet. Develop footwork further (Pivot) Work on team games that involve attacking and defending. Develop games that give children opportunities to develop attacking and defending tactics. Learn how to follow rules and play fairly. Take on some leadership roles within the lessons. **HRE** Demonstrate different ways of how to warm up correctly Explain how and why we warm up. Learn how to carry out different circuit exercises using the correct technique. Learn how to make some exercises easier or harder. Learn about why staying active is important. Learn ways stay active out of school. Develop knowledge of different muscles. Name some specific muscles.	Learn the correct running technique and how to start a race correctly. Develop awareness of need to change speed of running over different longer/shorter distances. Further development of how to pace yourself over set distances. Learn how to race over hurdles. Learn how to relay race as a team. Learn different Jumping techniques for distance (longjump). Develop standing long jump techniques further and introduce triple jump. Learn the correct technique for an over arm throw. Learn how to develop more power on an over arm throw.	Develop throwing and catching skills with a partner. Develop throwing technique at a standing and moving target. Begin to use a bat to strike different size balls. Begin to try and strike a ball with control in a specific direction. Strike a ball towards a target. Practice fielding techniques. Develop fielding techniques (look at positions e.g., Backstop, outfield, and bases). Develop a good understanding about the rules of each game. Take on some leadership roles. **Tennis Skills** Practice hand eye-coordination skills with racquet and ball. Develop these skills to hit a ball to and from a partner over short and longer distance.

Outcomes "Impact" Grow	**Football and Tag Rugby** Children can explain why it is important to warm up. Children to be able to pass and receive a ball with improved accuracy. Children to be able to pass and receive with increasing accuracy. Start to apply accurate passing and receiving skills within a game situation. Continue to develop attacking and defending skills. Children to begin to understand the rules of some team games. Begin to show an awareness of tactics needed to win a game. Play confidently in competitive situations. Develop some leadership skills.	**Basketball and Uni Hoc** Children to be able to start to travel while bouncing a ball or a stick and a ball. Children to be able to pass and receive a ball with improved accuracy. Children to be able to pass and receive with increasing accuracy. Travel more confidently with a bouncing ball or stick and ball. Continue to develop attacking and defending skills. Children to begin to understand the rules of some team games. Begin to show an awareness of tactics needed to win a game. Start to apply accurate passing and receiving skills within a game situation. Play confidently in competitive situations.	**Gymnastics** Sequence 3 or more moves to perform with a partner. Sequence 5 or more moves to perform with a partner using equipment such as benches. **Dance** Children to mirror a short routine with greater rhythmic accuracy. Children to perform a short dance that includes good rhythmic accuracy.	**Netball – Impact is the same as football and Tag Rugby.** **HRE** Children can explain why it is important to warm up. Children can demonstrate some ideas of how to warm up. Children to explain why the heart rate increases when exercising. Children to explain in more depth why the heart rate increases and state some other changes that happens to our body when exercising. Children to name two muscles. Children to name more than two muscles. Children to carry out a range of exercises within a circuit. Children carry out a range of exercises with improved technique. Children understand how to challenge themselves.	**Athletics** Children to confidently move in a variety of ways including running and jumping. Begin to compete individually. Children to be able to recognize when to sprint/run/jog depending on the distance of the race (Pace) Children to be able to compete in relay races as a team. Children to use an overarm throwing style for distance. Children to be able to throw with increasing distance in a throwing event. Children to complete a standing board jump and attempt a triple jump. Complete a standing broad jump confidently and improved triple jump technique. (Hop, step, jump) Children will then be prepared for, and then able to compete sports day.	**Striking and fielding** Children to be able to throw with increasing accuracy. Children to be able to throw and catch equipment to themselves. Begin to throw and catch with a partner and throw at targets. Begin to show an awareness of tactics needed to win a game Children to use a range of throwing styles for distance and accuracy. Develop tactics that respond and adapt to what the opposition are doing (e.g., throw bean bags away from fielders). Children to be able to hold rackets and bats correctly. Develop coordination to begin hitting stationary, then moving balls. Increased accuracy when hitting a ball.
Previous ←	**EYFS: Multiskills** Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically such as running, jumping, dancing, hopping, skipping, and climbing. Demonstrate balance and co-ordination when playing.	**EYFS: Multiskills with links to games.** Negotiate space and obstacles safely with increased control. Starting to develop basic movement (running, jumping, throwing, catching, balance, agility, and co-ordination). Start to play confidently in small game situations.	**EYFS: Gymnastics** Demonstrate strength, balance and co-ordination when moving with or without a partner. **HRE** Move energetically such as running, jumping, dancing, hopping, skipping, and climbing. Demonstrate different ways to exercise and have understanding about why its important to stay active.	**EYFS: Dance** Demonstrate movement to music that follow simple patterns. **Ball Skills** Demonstrate developing ball skills (bouncing, throwing, and catching)	**EYFS: Athletics** Demonstrate improving running, jumping, and throwing technique. (75m sprint, standing broad jump and overarm throw).	**EYFS: Striking and Feilding** Demonstrate improving throwing, hitting, and catching skills. (Throwing and catching with a range of ball sizes, hitting and ball control with a tennis racquet)

Year 3 and 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4	Year 3 Year 4
Curriculum	Invasion Games Football Tag Rugby	Invasion Games Basketball Unihoc	Dance Gym	Netball (End ball) HRE (Health Related Exercise)	Athletics OAA	Striking and Fielding Rounders, Cricket, Tennisskills
Pupilswill learn the followingskills and knowledge. "Intent" *Inspire*	I can continue to improve my passing and receiving techniques. I can continue to improve my passing and receiving skills under pressure. I can improve my ability to select and apply a range of simple tactics. I can adapt and transfer appropriate principles of play and tactics. I can make up and play small sided games. I can help organise/umpire a small sided game. I can solve problems and begin to modify rules. I can begin to apply attacking and defending principles in competitive games. I can be more confident at applying attacking and defending skills into all game situations. I can start to recognize, describe, and evaluate the effectiveness of a performance. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play.	I can continue to improve my passing and receiving techniques. I can continue to improve my passing and receiving skills under pressure. I can continue to improve my dribbling skills when moving with a ball. I can continue to improve my dribbling skills under pressure. I can improve my ability to select and apply a range of simple tactics. I can adapt and transfer appropriate principles of play and tactics. I can make up and play small sided games. I can help organise/umpire a small sided game. I can solve problems and begin to modify rules. I can begin to apply attacking and defending principles in competitive games. I can be more confident at applying attacking and defending skills into all game situations. I can start to recognize, describe, and evaluate the effectiveness of a performance. I can recognize good quality in my, and others', performance and techniques suggesting practices to improve play.	**Dance** I can perform basic dance actions with greater control and fluency. I can use simple movement patterns to structure, remember and repeat dance phases. I can select and adapt appropriate movements for a dance idea. I can link movements and sections together using appropriate transitional movement. I can continue to create and structure a dance. I can evaluate my own and others performance. I can talk about how to develop and improve performance and begin to make changes to my own performance using select criteria. **Gym** I can continue to work on my rolls, jumps and balances. Incorporate equipment into a routine. Use apparatus to create a routine on multiple levels. I can select and construct sequences, which use variations in speed, height, direction and pathways. I can challenge myself to increase speed, height and change of direction where I feel comfortable. With a partner, I can begin to analyse and say what I like about a sequence. Analyse performance of self and others to begin to suggest ways to improve.	**Netball (Same as invasion game description from Autumn term 1)** **HRE** I can describe why it is important to stay active. I can give examples of how to stay active. I can find my pulse rate and have a clear understanding about what happens to my pulse rate when I exercise. I can describe what happens to the heart and lungs and other parts of the body when I exercise. I know two or more names of muscles in my body. I know 4 or more names of muscles in my body. I understand what circuit training is and can give examples of different exercises that can be included in a circuit session. I can describe different ways to exercise and stay healthy in school and out of school. I understand what my body feels like when I am tired when exercising. I can challenge myself and continue to exercise even when I feel tired.	**Athletics** I can run and jump with more confidence. I can demonstrate improved throwing, running and jumping technique. I compete against others in events. I compete against others with increases confidence. I can begin to demonstrate improved throwing, running and jumping technique. I can describe how to improve my performance. I can say what is good about mine and others performance. I can describe how to improve others performances. **OAA** Begin to develop orienteering skills- creating and moving around a basic map in the correct orientation. I can use clues to complete a task. I can begin to negotiate with my peers to develop the most effective plan. Work as a team to find items on a map as quickly as possible. I can take the lead and solve problems and tasks in small groups.	I can continue to improve my throwing, catching and hitting skills. I have more confidence in my throwing, catching and hitting skills., even in pressured situations. I can consolidate and improve the quality of my hitting skills. I can consolidate my striking skills and improve the quality and control. I can recognise, describe and evaluate the effectiveness of a performance. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play. I can adapt and transfer appropriate principles of play and tactics into different game situations.

Core activities to deliver learning. "Implementation" *Care*	**Football** Passing drills looking at when to use different passing techniques over a shorter and longer distance. Passing drills involving other players standing or moving. Dribbling and shooting drills. Dribbling and shooting drills with increased challenge and speed. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (ref) Continue to play larger games and conditioned games (e.g. 3 passes before a player can shoot). **Tag Rugby** Passing drills looking at when to use different passing techniques, static and on the move. Passing drills involving other players standing or moving. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (ref) Continue to play larger games and conditioned games (e.g. 3 passes before a player can score).	**Basketball** Passing drills looking at when to use different passing techniques e.g. bounce pass, chest pass, overarm etc. Passing drills involving other players standing or moving. Shooting drills. Shooting drills with increased challenge. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (umpire) Continue to play larger games and conditioned games (e.g. 3 passes before a player can shoot). **UniHoc** Continue to develop striking, dribbling and control skills with a variety of drills. Further develop striking, dribbling and control skills with a variety of drills, focusing particularly on control. Continue to develop clear understanding of the rules. Develop further understanding of the rules of a game and take on some leadership roles (umpire) Compete in small and larger games as well as conditioned games.	**Gym** Practice a range of new moves including balances, ways to travel, roll, jump and balance. All routines must include rolls, jumps, balances, travel, start and end positions. Practice all moves learnt, if safe and able to pupils can challenge them selves more and apply forward rolls, backwards rolls, cartwheels, arab spring into routines. Transfer some skills to apparatus such as jumps off apparatus. Develop new moves and those from previous years into a routine and onto apparatus. **Dance** Follow the beginning of a new dance routine. A real focus on good rhythm and unison. Perform the dance with a partner or small group reflecting on their performance and giving feedback to others. Create a longer sequence using own ideas with a group that links moves, and a clear focus on responding to rhythm. Learn from the performance of others and develop own moves.	**Netball** Passing drills looking at when to use different passing techniques over a shorter and longer distance (Chest,shoulder,bounce and overhead passing) Passing drills involving other players standing or moving. Shooting drills. Shooting drills with increased challenge and speed. Develop understanding of the rules with small games. Begin to play larger games. Continue to develop understanding of the rules with small games and take on some leadership roles (ref) Continue to play larger games and conditioned games (e.g. 5 passes before a player can shoot). **HRE** Demonstrate different ways of how to warm up correctly Explain how and why we warm up in more depth (using key words e.g. transport oxygen to muscles) Learn how to carry out different circuit exercises using the correct technique. Learn how to make some exercises easier or harder and know what order to complete exercises in. Learn about why staying active is important. Learn ways stay active out of school. Develop knowledge of different muscles. Name some specific muscles and describe an exercise that works that muscle group (e.g. abdominal muscles are worked whilst completing the plank exercise) Develop knowledge of different ways to exercise to increase fitness (Hitt, running, Zumba, yoga and boxercise)	**Athletics** Develop awareness of need to change speed of running/ walking over different longer/shorter distances. Further development of how to pace yourself over set distances (this takes time which is why pupils repeat year after year) Develop relay racing as a team. Develop tactical skills when running a relay (order of runners) Learn different Jumping techniques for distance. Develop jumping techniques further especially triple jump. Develop the correct technique for an over am throw. Learn how to develop more power on an over arm throw, looking specifically at technique and speed. Start to compare different techniques (Standing start or run up for both jumps and throws) **OAA** Begin to develop orienteering skills- creating and moving around a basic map in the correct orientation. Refresh basic orienteering skills- creating and moving around a basic map in the correct orientation. Work as a team to find items on a map as quickly as possible. Work as a team to find items on a larger map as quickly as possible (begin to use the school map). Plan with a group the quickest route to achieve a goal.	**Rounders, Cricket** Develop throwing and catching skills with a partner. Develop throwing technique at a standing and moving target, recognizing change in hand positions for low and high catches. Develop striking skills. Develop striking a ball with control in a specific direction. Develop fielding techniques (specific body positions) Develop fielding techniques further (look at positions e.g.backstop, outfield, bases) **Tennis Skills** Practice and develop further hand eye-cordination skills with racquet and ball. Develop these skills to hit a ball to and from a partner over short and longer distance with increased challenge (specific targets)

Outcomes "Impact" *Grow*	**Football and Tag Rugby** Children to be able to pass and receive a ball with improved accuracy over short and longer distances. Continue to develop attacking and defending skills. Children understand the rules of the games. Children to be able to pass and receive with increasing accuracy even in pressured situations. Show tactics needed to win a game (e.g. passing to players in space and marking opponents correctly). Apply skills learnt into competitive and conditioned games. Children can look at their skills and have some understanding of how to improve as well as suggesting improvements to others.	**Basketball and Uni Hoc** Children can confidently travel while bouncing a ball or a stick and a ball. Continue to develop attacking and defending skills. Children understand the rules of the games. Children to be able to pass and receive with increasing accuracy even in pressured situations. Show tactics needed to win a game (e.g. passing to players in space and marking opponents correctly). Apply skills learnt into competitive and conditioned games. Children can look at their skills and have some understanding of how to improve as well as suggesting improvements to others.	**Gymnastics** Children to develop previous moves and link moves together with improved fluency (e.g. start position, roll,jump,balance and end position) Children to use some moves on and off apparatus. Children to challenge them selves if confident and safe enough to (Forward, back ward roll, cartwheels) Have a clear understanding of how to improve own and others performance. **Dance** Children to confidently mirror a short routine with improved rhythmic accuracy. Have an understanding of how to evaluate performance. Children to perform a short dance that includes good rhythmic accuracy. Children to then create and add to the short dance routine. Working well in small groups to achieve this. Children understand how to evaluate own and others performances.	**Netball – Impact is the same as football and Tag Rugby.** **HRE** Can complete a range of exercises safely and correctly with increased level of challenge week by week. Children to increase their fitness by engaging in exercises each week. Measure their own performance in week 1 and see if it improves by week 6 (if fitness tests are completed e.g. plank, step ups, cooper run etc)	**Athletics and Orienteering** Children to have a clear understanding of how to pace their selves for different length races. Children to work well as a team when taking part in relay races. Children confidently know how to jump and throw (long jump and javelin) Children to challenge themselves as much as possible in terms of effort levels. Complete triple jump with confidence. Evaluate each other's performances and suggest ways of how to improve. **OAA** Children start to be able to orientate a map correctly. Navigate a simple map to move through controls in the correct order. Start to navigate a larger map.	**Striking and fielding** Children to use a range of throwing styles for distance and accuracy. Develop tactics that respond and adapt to what the opposition are doing (e.g. hitting the ball away from fielders). Demonstrate improved coordination when hitting stationary, then moving balls. Use specific tactics to try and win a game (e.g. in rounders the back stop automatically throws to first base to get the batter out).

Year 5 and 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6	Year 5 Year 6
Curriculum	Invasion Games Football Tag Rugby	Invasion Games Basketball Unihoc	Dance Gym	Netball (End ball) HRE (Health Related Exercise)	Athletics OAA	Striking and Fielding Rounders, Cricket, Tennis skills

Pupils will learn the following skills and knowledge. "intent" *Inspire*	I continue to practice and repeat skills to the best of my ability (passing, receiving, shooting, defense and attacking skills) I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. I can choose and use techniques and skills fluently in game situations. I can apply basic strategic and tactical principals in different games situations. I can choose, adapt rules and apply a range of tactics and strategies in games situations. I can compare my performances with previous ones and demonstrate an improvement.	I continue to practice and repeat skills to the best of my ability (passing, receiving, shooting, defense and attacking skills) I can select, develop, adapt and apply a broader range of techniques and skills more consistently in a range of games. I can choose and use techniques and skills fluently in game situations. I can apply basic strategic and tactical principals in different games situations. I can choose, adapt rules and apply a range of tactics and strategies in games situations. I can compare my performances with previous ones and demonstrate an improvement.	**Dance** I can respond to a range visual stimuli and accompaniment. I can explore, improve and plan dances in a group. I can use props as an integral part of dance. I can link a series of more complex dance phases. I can refine and compare my performances with that of others and use this to evaluate and improve my own performance I can copy, refine and repeat dance phases and dances with a partner or in a group. I can create a series of more complex ideas, using a range of movements. I can recognise that dance is a good activity for health and well – being. I can compare my performances with that of others and use this to evaluate and improve my own performance **Gym** I can identify and demonstrate contrasting, matching, mirroring balances and movements, and identify counter balance and counter tension. I can draw on past learning to travel over and under a moving partner. I can travel rhythmically, develop timing, and use synchronization. I can adapt and transfer sequences from the floor to apparatus. I can work with others to construct, design, practice, evaluate and improve the composition of a sequence and evaluate its' effectiveness.	**Netball (Same as invasion game description from Autumn term 1)** **HRE** I can explain why exercise is good for my fitness, health and well – being. I can find my pulse rate before and after exercise and explain why there is a difference. I can find my pulse rate before and after exercise and explain why there is a difference. I can also use key words with in my explanation (Heart, lungs, blood, oxygen,muslces) I know the names of at least 5 muscles. I know the names of at least 6 muscles in my body. I can explain different ways to exercise to stay fit and healthy. I can discuss how I can make improvements to my overall fitness. I have a good understanding of my current fitness and know how I can make steps to improve it.	**Athletics** I can refine my technique showing precision in a variety disciplines such as throwing, running and jumping. I can compete against others showing increasing resilience. I can begin to evaluate and improve my performance. I can improve and evaluate my performance comparing it to previous performances. I have increased confidence to compete and want to beat my previous scores. **OAA** I can use multiple plans and maps for a task. I can negotiate with my peers to develop the most effective plan. I can take the lead and solve more complex tasks in small groups increasing to larger groupings.	I can now consolidate my throwing, catching and hitting skills. I have confidence in my throwing, catching and hitting skills., even in pressured situations. I can recognise, describe and evaluate the effectiveness of a performance with more confidence. I can recognise good quality in my, and others', performance and techniques suggesting practices to improve play. I can adapt and transfer appropriate principles of play and tactics into different game situations with increased confidence.

Core activities to deliver learning. "implementation" *Core*	**Football** Although skills will have been developed through each year, skills always need to be re capped/repeated and made harder for pupils that need more challenges. Build on skills from previous years to add accuracy with passing and shooting. Set up games to keep possession by dribbling or passing. Play full games with emphasis on attacking (finding space) and defending (marking) tactics. Continue with conditioned games to challenge pupils. Allow pupils to lead parts of the lesson and umpire and organize some games. Analyse own and others' performance regularly. **Tag Rugby** **Same as above**	**Basketball** Although skills will have been developed through each year, skills always need to be re capped/repeated and made harder for pupils that need more challenges. Build on skills from previous years to add accuracy with passing and shooting. Set up games to keep possession by dribbling or passing. Play full games with emphasis on attacking (finding space) and defending (marking) tactics. Continue with conditioned games to challenge pupils. Allow pupils to lead parts of the lesson and umpire and organize some games. Analyse own and others' performance regularly. **Uni Hoc** **Same as above.**	**Gym** Practice a range of new moves including stag jump, split leap, pike rolls and round offs. Jump onto apparatus. Develop these new moves and those from previous years into a routine that is independently planned with a partner or small group. Develop sequences that incorporate a great range of balances, jumps and rolls, incorporate rhythmic elements and transfer from the floor to apparatus. Work with a group to evaluate performance of self and others to make improvements over time. **Dance** Using a range of dances (e.g. haka, thriller) as a stimulus, copy a dance, then create a dance with a range of moves in a similar style. Develop a routine over the unit that includes improvised sections, as well as elements planned with a group that respond to visual or musical stimulus. A real focus on working as a team, being creative, working on unison and enthusiasm. Compare performances so children can pick out elements to help them improve their own and each other's.	**Netball** **Same as football and basketball.** **HRE** A more in-depth explanation about how and why we warm up in more depth (using key words e.g. transport oxygen to muscles) Learn how to carry out different circuit exercises using the correct technique. Learn how to make some exercises easier or harder and know what order to complete exercises in. Explain in depth why it is important to stay active with some examples. Explain how it helps the body mentally as well as physically. Develop further knowledge of different muscles. Name some specific muscles and describe an exercise that works that muscle group (e.g. squats mainly work the glutes and quads.) Develop knowledge of different ways to exercise to increase fitness (Hitt, running, Zumba, yoga and boxercise) Have some understanding of the components of fitness (strength, speed, stamina, suppleness) known as the 4 S's Start to describe some understanding of how to improve sports performance. E.g. sprint training would help a footballer improve their speed. A circuit session with a lot of leg exercises would help a rugby player improve strength in their legs.	**Athletics** Develop sprint and long-distance running techniques e.g. sprint start techniques. Improve jumping for more height and distance by analysing performance of self and others. Develop throwing for distance techniques and compete against others. Start to describe what fitness activities could help improve a throwing technique e.g. strength work like weight straining. Introduce more middle and long distance runs and alter running style accordingly. Practice and compete in relay races. Compete in relay races and demonstrate tactical thinking (e.g. what order do team mates run in, how can the changeover of the baton be more effective) **OAA** Refresh how to orientate a larger map (school map). Recover map basics such as orientation, symbols etc. Solve multiple orienteering maps. Use multiple maps to work individually and in groups to complete maps as quickly as possible. Begin to create your own maps. Use maps to create own courses.	**Rounders, Cricket** Recap and repeat all skills learnt in terms of throwing, catching and hitting. Continue to develop striking a ball with control in a specific direction and more consistency. Continue to develop fielding techniques (specific body positions) Continue to develop fielding techniques further (look at positions e.g.backstop, outfield, bases) Continue to increase catching accuracy with 2 hands and 1 hand. Begin to work on non-dominant hand. Focus on defending tactics to work as a team to return the ball back to the correct base as quickly as possible. **Tennis Skills** Practice and develop further hand eye-cordination skills with racquet and ball. Develop these skills to hit a ball to and from a partner over short and longer distance with increased challenge (specific targets) Rally challenges (keep going for as long as possible).

Outcomes "Impact" Grow	**Football and Tag Rugby** Children to be able to make a range of passes to stationary and moving players. Continue to apply these skills to a competitive game. Children can look at their own skills and performance, as well as those of a partner and suggest ways to improve. Children begin to pass in different ways for distance and accuracy to stationary and moving players. (e.g. inside foot pass in football to pass over a shorter distance for accuracy). Tactics developed to include when to dribble and when to pass. Give feedback to other players to help them improve their play. Children pass, dribble and shoot with increased accuracy. During full games, children look to find space when attacking and mark when defending. Children to be able to attack and defend with increasing confidence, understanding the importance of space. Children should be helping organise and referee games.	**Basketball and Uni Hock** Children to be able to make a range of passes to stationary and moving players. Continue to apply these skills to a competitive game. Children can look at their own skills and performance, as well as those of a partner and suggest ways to improve. Children begin to pass in different ways for distance and accuracy to stationary and moving players. (e.g. inside foot pass in football to pass over a shorter distance for accuracy). Tactics developed to include when to dribble and when to pass. Give feedback to other players to help them improve their play. Children pass, dribble and shoot with increased accuracy. During full games, children look to find space when attacking and mark when defending. Children to be able to attack and defend with increasing confidence, understanding the importance of space. Children should be helping organise and referee games.	**Gymnastics** Children to develop previous moves and link moves together with improved fluency (e.g. start position, roll,jump,balance and end position) Children develop new moves such as slit jump and stag jump and pike role. Children to use some moves on and off apparatus. Children to challenge themselves if confident and safe enough to (Forward, back ward roll, cartwheels and round offs) Have a clear understanding of how to improve own and others performance. Children to improve new moves including those referred to above. Children to use these moves as part of a sequence. Children can evaluate their performance and others with clear articulation of what is good about it and what can be improved. **Dance** Children to confidently mirror a routine with improved rhythmic accuracy. Children to perform a longer dance that includes good rhythmic accuracy. Children to then create and a dance routine of their own. Working well in small groups to achieve this. Children understand how to evaluate own and other performances and can articulate how to make performances better.	**Netball – Impact is the same as football and Tag Rugby.** **HRE** Can complete a range of exercises safely and correctly with increased level of challenge week by week. Children to increase their fitness by engaging in exercises each week. Measure their own performance in week 1 and see if it improves by week 6 (if fitness tests are completed e.g. plank, step ups, cooper run ect) Children should be able to articulate a clear understanding of the importance of being active, In relation to the changes and difference it makes to the mind and body.	**Athletics** Children will be able to alter their technique for different distances e.g. sprint start. Children show increased confidence in knowing how to throw and jump to the best of their ability. Evaluate their own performance and suggest improvements with clear constructive examples. Children show how to challenge themselves as much as possible in terms of effort levels. **OAA** Children become more confident using a map of the school to find different gates. Children begin to create their own simple maps. Children can work as a group to complete courses on larger maps as quickly as possible. Children to create their own courses.	**Striking and fielding** Children to be able to hit the ball with increasing accuracy. Children to have a basic grasp of the rules of rounders and cricket. Children demonstrate improving catching, throwing and batting skills. Children to understand what to do in a variety of defensive situations- e.g. which base to throw to. Children to watch a performance of another player and give constructive feedback.

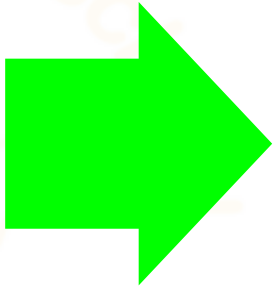
Music – Year A

Class 1	Class 2	Class 3
Pulse and Rhythm - Year 1 Unit	South America	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Dymamics and Tempo	Singing Techniques - Vikings	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Pitch and Tempo	Chinese Melodies and Composition	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Musical Me!	Body and Tuned Percussion Rainforests	NYCC MUSIC SERVICE INSTRUMENT LESSONS
British Songs and Sounds	Jazz	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Orchestral Instruments	Adapting and transposing motifs - Romans	NYCC MUSIC SERVICE INSTRUMENT LESSONS

Music – Year B

Class 1	Class 2	Class 3
Musical Vocabulary - Sea Theme	Creating and Composition - Mountains	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Timbre and Rhytmic Patterns	Rock and Roll	NYCC MUSIC SERVICE INSTRUMENT LESSONS
African Calls and Responce	Ballads	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Vocal and Body Sounds By the Sea-Side	Haiku, Music and Performance	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Dynamics, Timbre and Tempo - By the Sea	Changes in Pitch and Tempo - Waters and Rivers	NYCC MUSIC SERVICE INSTRUMENT LESSONS
Myths and Legends	Samba and Carnival - South America	NYCC MUSIC SERVICE INSTRUMENT LESSONS

Pre School Music



2 YEAR OLDS

**Show attention to sounds and music*
**Respond emotionally and physically to music when it changes*
**Move to dance and music*
**Explore a range of sound makers and instruments and play them in different ways*
**Join in with songs and rhymes, making some sounds*
**Enjoy taking part in action songs*

3 & 4 YEAR OLDS

**Listen with increased attention to sounds*
**Respond to what they have heard, expressing their thoughts and feelings*
**Remember and sing entire songs*
**Sing the pitch of a tone sung by another person (pitch match)*
**Sing the melodic shape (moving melody, such as up and down, down and up) of familiar groups*
**Create their own songs or improvise a song around one they know*
**Play instruments with increasinjg control to express their feelings and ideas*

Intent

At the Darley and Summerbridge Federation, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. Also, we teach the children how to work with others to compose music and perform for an audience.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments (UKS2). Some music lessons are taught by the **North Yorkshire Music Service** others are taught by the class teacher. We take part in various choir concerts over the school year when they are available.

- Young Voices Choir

- Royal Hall Choir Concert
- End of year performances and Christmas Concerts

Pupils with SEND

We recognise that music can be soothing or over-stimulating to children with a range of different sensory needs and as such endeavour to be flexible in our approach to music education for pupils with SEND. To support pupils with SEND to access a full music curriculum, we use a range of approaches which include, but are not limited to: use of noise-reducing headphones in loud or over-stimulating environments; visual aids; additional thinking time; additional adult support; use of technology; extra rehearsal or practice time in a less-stimulating environment, and; targeted questioning.

Impact

Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

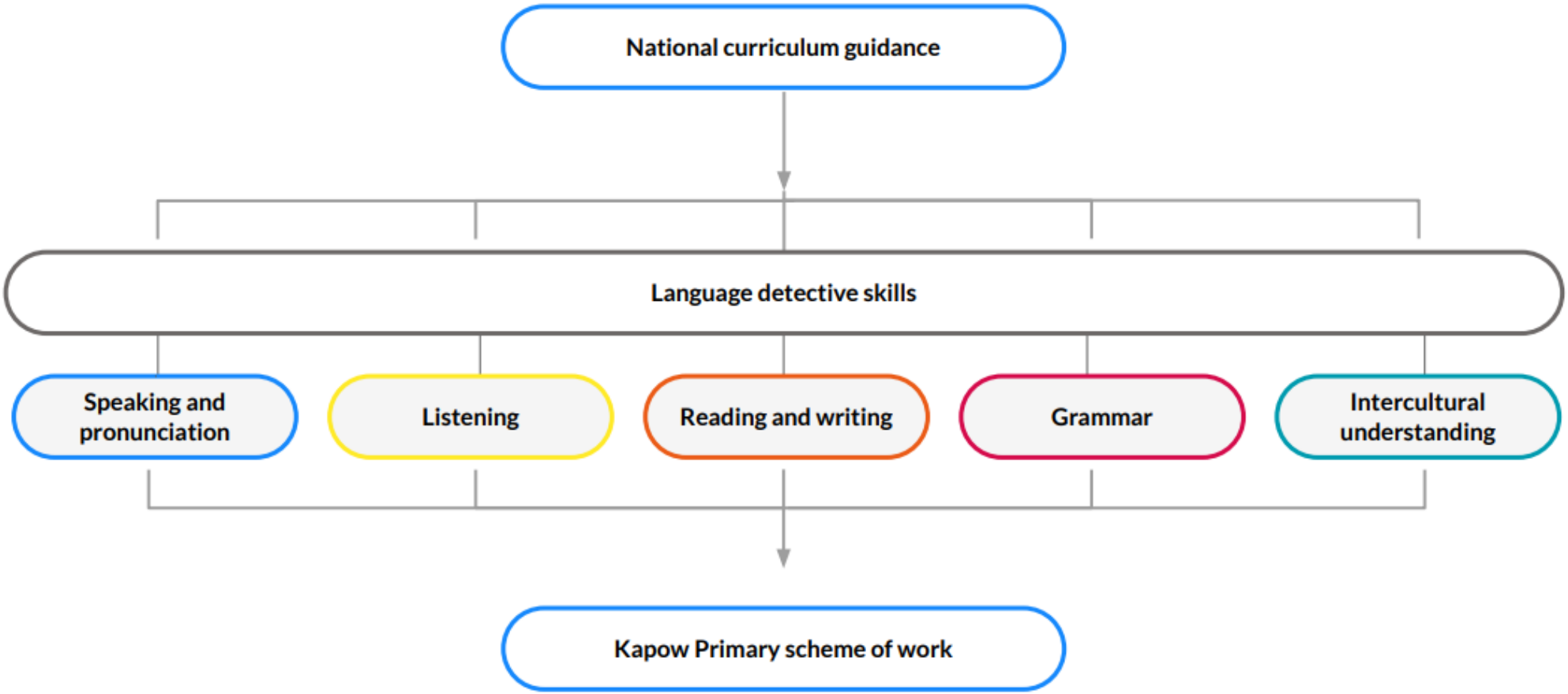
In UKS2 our weekly Music lessons are provided by NYCC Music Service

French Year

Lower Key Stage 2	Upper Key Stage 2
Greetings With Puppets	Portraits - Describing in French
Coulour, Shapes and Sizes	Meet My French Family
Games, Numbers and Ages	Clothes - Getting dressed
A French Classroom	French Weather
Bon Appetit	French Speaking World
Shopping and French Food	Planning a French Holiday

Intent

From the national curriculum guidance we have identified 6 strands which run throughout our scheme of work.



At the Darley and Summerbridge Federation, we deliver Foreign Languages (FL) French and in doing so, aim to foster an enjoyment of languages, and successful language acquisition, through quality teaching, a meaningful and engaging syllabus and cross-curricular links when possible. This is acquired using the Kapow French scheme:

Kapow Primary's French scheme of work aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our

scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. Kapow Primary's French scheme of work supports pupils to meet the national curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).

Pupils with SEND

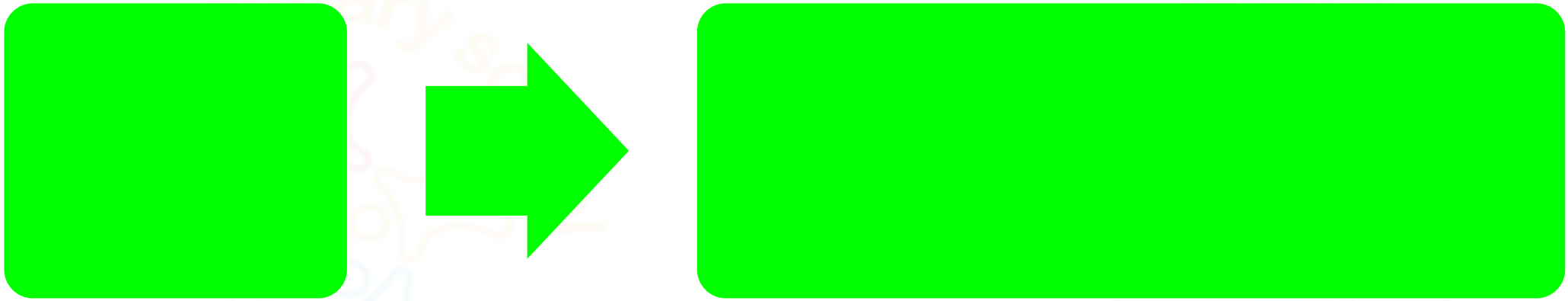
To support pupils with SEND to access a full French curriculum, we use a range of approaches which include, but are not limited to: pre-teaching vocabulary; songs to aid recall; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching, and; targeted questioning.

PSHE and Citizenship – Year A

Topic	Class 1	Class 2	Class 3
Aiming High	Star qualities; positive learning attitudes; ambitions	Growth mindset; goals; challenging stereotypes; overcoming challenges	Personal achievements and skills; jobs and job-related skills; working in a team
Safety First	Staying safe at home; dangers outside; Green Cross Code; trusted adults	Responsibilities; dangerous situations; drugs and alcohol; first aid; emergency situations	Risky situations; peer pressure; hazards at home, near roads, railways and water; dangerous substances
Digital Wellbeing	Uses of the internet; internet safety rules; personal information privacy; what to do if you're worried	Balancing screen time and time offline; cyberbullying; responsible information sharing	Benefits and risks of the internet; inappropriate and harmful online relationships; social media; cyberbullying
TEAM	Teamwork; effective listening; kindness toward others; good choices	Teamwork; solving problems; good deeds to promote wellbeing	Teamwork; expressing and respecting opinions; compromise; showing care; shared responsibilities
Think Positive	Positive and negative thoughts; consequences; emotions	Positive and negative thoughts; coping with negative thoughts; mindfulness uncomfortable emotions	Thoughts feelings and behaviours; outcomes linked to thoughts, feelings and actions; making life choices
Diverse Britain	Communities we belong to; neighbourhood; aspects of living in Britain; famous British people, place and events	Multicultural and diverse society; democracy; rules and laws; rights of British people	Faiths and ethnicities; rules and laws; why community is important; roles of government; charity groups

PSHE and Citizenship – Year B

Topic	Class 1	Class 2	Class 3
VIPs	Special people; family network; how to be a good friend; cooperation	Being a good friend; helping someone who is being bullied; positive resolution techniques	Caring for others; calming techniques; resolution techniques; resisting pressure; healthy and unhealthy relationships
Be Yourself	Likes/dislikes; what makes us individual; managing feelings; change and loss	Identifying our strengths; coping with uncomfortable feelings; appropriately assertive behaviour; learning from mistakes	Fitting in versus being ourselves; communicating feelings; fight or flight responses; learning from mistakes
It's My Body	Sleep routines; exercise; healthy foods; germs and hygiene	Sleep routines; exercise; balanced diets; medicines, vaccinations and immunisations	Sleep, exercise and healthy eating; drugs, alcohol and tobacco; making healthy choices and having a balanced lifestyle
One World	Similarities and differences with people in other countries; environment	Discuss fairness; give reasons for opinions; climate change; organisations that help	Global citizenship; global warming; biodiversity; human harm to the environment
Money Matters	Wants and needs; where money comes from; keeping money safe	Prioritising spending; how adverts influence spendng; keeping a track of spending; ethical spending	Financial risk; influence of adverts; being a critical consumer; value for money; budgets; tax
Growing Up	Likes and dislikes; how we've changed since birth; changes throughout life; differences in bodies	Changing emotions; different families; conception and birth of a baby; puberty	Physical and emotional changes in puberty; loving relationships; sexual relationships; sexually transmitted infections



Intent

At The Darley and Summerbridge Federation, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded.
As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE programme supports this. It strives to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.
Our school values, although maintaining a degree of individuality, mirror our PSHE intent.
R.A.D.L.E.Y = Determination, Excitement, Co-operation, Friendship and Happiness
C.H.A.M.P.S = Co-operation; Happy to Have a Go; Attentiveness; Making Mistakes Matter and Persistence
We use the Twinkl PSHE and RSHE planning to ensure a consistent approach and delivery of our PSHE curriculum
https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe

Implementation

Our PSHE lessons have a half-termly focus which is taught across the whole school, allowing opportunities for assemblies and whole-school themed days to further reinforce the content of PSHE lessons, where appropriate. They are taught through both daily conversations with the children and through discrete sessions. Staff ensure that everyone is supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. At the end of each topic, class teacher will assess pupil's understanding of what they have learnt by providing a scenario-based assessment question. Children's responses to the scenario will provide an indication of how well they are able to apply their learning within PSHE to real-life situations.

Contextualisation

As a federation of small rural schools, there are local issues which will have particular consideration within our PSHE curriculum and teaching. When planning and delivering PSHE lessons, we keep these issues in mind and consider how we can adapt our lesson plans to cover these issues in an age-appropriate way.

Local Issues	Relevant PSHE Units	Age-appropriate coverage
County Lines Recruitment of children and young people to courier drugs and cash between urban and country locations in exchange for cash, gifts or protection. Children can be recruited through intimidation, violence, debt, enticement or grooming. Further information: https://www.safeguardingchildren.co.uk/professionals/one-minute-guides/county-lines-cross-border-gangs-cuckooing/	Safety First It's My Body	EYFS/KS1 – No direct reference to County Lines but link to discussions around 'stranger danger' and trusted adults – e.g. not taking things from strangers or doing jobs for strangers, talking to an adult if uncomfortable, what people should and shouldn't ask you to do. Discussions around how to use medicines safely, introducing children to the idea that some people use medicines for the wrong reasons. LKS2 – Link to lessons on drugs and further children's awareness by ensuring they are clear that it's not only illegal to take them, but also to sell or give them to people. Build on stranger danger conversations with more specific scenarios e.g. someone asking you to transport a strange package – what could be inside and what the consequences could be. Consider how people can be persuaded into such activities (e.g. through money and gifts) and reiterate why it is important to say no. Direct reference to County Lines dependent upon children and maturity. UKS2 – Specific named discussion on County Lines is appropriate at this age in order to build awareness of the issue and teach children how to look out for it and protect themselves/others from it. Consider the signs it may be happening and what to look out for. Wider consideration of legal consequences, lifestyle consequences and consequences for those that drugs are supplied to. Children in Year 6 participate in Crucial Crew.
Promoting and Celebrating Diversity Growing Up In North Yorkshire survey revealed that North Yorkshire has an 88% white British school population. As Darley and Summerbridge are predominantly White British areas, it's more important that we represent and celebrate other cultures in our lessons. WE must provide opportunities for children to learn about different cultures, religions, families, etc – especially those that they may not encounter in their day-to-day lives in Nidderdale.	Diverse Britain One World	All ages – General promotion of diversity and celebration of differences in a range of ways, normalising and incorporating it into everyday learning across all subjects and topics. This could include but not limited to: • Study of figures/role models from a range of backgrounds in curriculum areas, e.g. scientists and artists, sportspeople, historical figures. • Wide range of books in book corner from different cultures and backgrounds. Celebrate characters of different backgrounds, families, relationships etc. • Use of diverse characters and names in day-to-day work, e.g. when planning characters for stories, names in maths problems, etc. • Challenge stereotypes whenever possible, e.g. scientists aren't all white male; doctors aren't all men; princesses don't need saving. • Visitors from a range of ethnic and religious backgrounds to support the teaching of RE/MFL.
Exposure to Right Wing Ideas	Diverse Britain	EYFS/KS1 – Discussions around tolerance, treating everyone equally, celebrating our differences, kindness and inclusion for all. Can be linked to famous role models, e.g. Rosa

In our locality, children may encounter views of a right-wing nature. We must promote tolerance of all. More and more right-wing ideas are being spread online through social media and “fake news”.	Be Yourself Digital Wellbeing	Parks and ideas around fairness and inclusion. Through online safety discussions, introduce children to the idea that not everything they read online is true so they must ask a trusted adult if they are unsure. LKS2 – Discuss the issue in a little more detail, e.g. ‘Some people think that…’ and have an open-discussion on why these views are not appropriate. Discuss the reliability of information on the internet and remind children of the notion of fact vs. opinion. Introduce them to the concept of ‘fake news’ and remind them to always ask a trusted adult if they are unsure about something. UKS2 – Use as a basis to challenge any stereotypes of what ‘extremism’ may look like. Make children aware of how to spot right-wing materials online and build up a culture in which they are comfortable to question and discuss what they might read with a trusted adult. Discussions around ‘fake news’ and not believing what they read online – educate children about reliable sources and how to consider the intent of material that has been published.
Physical Features of Our Area Both Darley and Summerbridge Schools are located within close proximity of the River Nidd and children need to be aware of how to keep themselves physically safe in this area. Summerbridge School is located on a busy main road between Harrogate and Pateley Bridge which has high levels of congestion at school drop-off and pick-up times.	Safety First	All classes: • Factor in safety discussions at relevant opportunities, e.g. if going on a local walk/Forest Schools, when mapping the local area in geography lessons, etc. • Relevant events in the news can be used to reiterate these conversations. • Pupils in Key Stage 2 participate in weekly swimming lessons to support safety around water/rivers. • Road safety discussions, explicit teaching on how to cross safely. • Explicit reminders to children on school trips, local walks and at home time about staying on the inside of the path and away from the road edge. • Discussions on wider impacts of increased traffic and congestion (e.g. air pollution) and the benefits of walking or cycling instead. • Opportunities for children to participate in Bikeability programmes.

<u>Pupils with SEND</u>

PSHE is a subject in which we are able to directly address differences in society and allow children the opportunity to share and celebrate their diversity of experience. By incorporating British Values into our PSHE curriculum, we encourage children to show tolerance, respect and understanding of the diversity that exists within our society, including the experiences of those with special educational needs and disabilities. To support pupils with SEND to access a full PSHE curriculum, we use a range of approaches which include, but are not limited to: pre-teaching vocabulary; concept cartoons; social stories; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; alternative methods of recording responses, and; targeted questioning.

British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.** We promote these values through our own school values, curriculum and enrichment activities. This was reiterated by the Prime Minister in 2014.

Intent

Democracy

Democracy is embedded at the school. Children are always listened to by adults and are taught to listen carefully to and with concern for each other, respecting the right of every individual to have their opinions and voices heard. Children also have the opportunity to air their opinions and ideas through class discussions and whole school questionnaires.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has a 'Behaviour Policy' based on positive reinforcement which is deeply embedded in our work every day. Each class also discusses its own rules, rewards and sanctions that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their

rights and personal freedoms and are advised on how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons.

Mutual Respect

Respect is one of the core values of our school. The children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of respect within our federation underpins our work every day both in and out of the classroom.

Tolerance of Those with Different Faiths and Beliefs

Our core value of respect ensures tolerance of those who have different faiths and beliefs. Our federation enhances pupils' understanding of different faiths and beliefs through religious education studies; P.S.H.E. work, visits and participation in celebrations.

Implementation

The British Values are taught discretely within our PSHE curriculum as part of the topic Diverse Britain. Please see PSHE curriculum above for details of coverage. In addition to the teaching of British Values through PSHE, we also promote British Values in the following ways:

Democracy

What Values Do We Promote?

- Involve all children in drawing up of class expectations each year
- Provide regular opportunities within the school day for pupils to make decisions as a class by voting
- Teach pupils how they can influence decision-making through the democratic process
- Hold democracy linked assemblies
- Forge links with local MPs and Councillors
- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Teach pupils how public services operate and how they are held to account
- Conduct an annual pupil survey giving children a chance to be heard

Individual Liberty

What Values Do We Promote?

- Ensure school rules and expectations are clear and fair
- Support pupils to develop their self-knowledge, self-esteem and self-confidence through the teaching of PSHE
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Support children to understand the impact of their actions on other people
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils
- Challenge stereotypes through our PSHE curriculum
- Implement a strong anti-bullying culture
- Encourage children to support each other's learning through talking partners, peered assessment
- Implement a strong anti-bullying culture – Anti-Bullying Week
- Encourage older children to support younger children through 'buddies'.

Mutual RESPECT and tolerance of those with different faiths and beliefs

What Values Do We Promote?

- We **respect** those without a religious belief.
- We have links and welcome visitors from other schools outside the UK.
- Different beliefs, traditions and customs are studied in depth within our RE curriculum, with visitors being invited
- Through our PSHE topic One World, we understand our role as global citizens and consider the impact of our actions
- Through this our children gain an enhanced understanding of their place in a culturally diverse society.

The rule of law

What Values Do We Promote?

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Involve children in review of School Behaviour policy
- Provide children with opportunities to reflect on their own behaviour
- Provide children with opportunities to reflect on behaviour in the school through pupil surveys
- Ask all children to sign a Home/School Agreement