



Darley and Summerbridge Primary School Federation

Curriculum Handbook

(Updated for 2021 -2023 Curriculum)

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Year Groups	Subjects	Year A						Year B					
		1	2	3	4	5	6	1	2	3	4	5	6
	Topic	Castles	Fire, fire	Let's explore	Great Outdoors	A Toy's Story	Let's go on safari	Ugly Bug Ball	Let's make	Who's who	Time Travel	Gardener's World	Beside the Seaside
Reception and Year 1	Science	Seasonal changes (Autumn – winter)	Everyday materials	Inventors	Seasonal changes (Spring – Summer)	Plants	Animals inc. humans	Seasonal changes (Autumn – winter)	Everyday materials	Famous Scientists	Seasonal changes (Spring – Summer)	Plants	Animals inc. humans
	History	Kings and Queens	Great Fire of London			Toys			Gunpowder plot	Famous scientists	Travel and transport		
	Geography			Let's explore our local area	Our country		On safari	Our school				Wonderful weather	Beside the seaside
	Computing	Computer skills	Painting	Online safety	Word processing	Programming Toys	Program with scratch	Computer skills	Painting	Online safety	Word processing	Programming Toys	Program with scratch
	Art	Joan Miro		Natural sculptures		Let's sculpt		Colour chaos		LS Lowry			Fabricate (batik)
	DT		Making Houses		Dips and dippers		Moving pictures		Pirate Paddy		Vehicles	Sensational salads	
	RE	What does it mean to belong?	Which people are special?	Who is a Christian?		Which stories are special?		What does it mean to belong?	Which people are special?	What makes places sacred	How and why do we celebrate?	How should we care for others and the world and why does it matter?	
	PE	Gymnastics	Bat and Ball	Yoga	Dance	Racquet sports	Striking and fielding	Gymnastics	Bat and Ball	Yoga	Dance	Racquet sports	Striking and fielding
	Music Cheranga	Hey You!	Rhythm in the way we walk.	In the Groove	Round and Round	Your imagination	Reflect, rewind and replay.	Me!	My Stories.	Everyone	Our World	Big Bear Funk	Reflect, rewind and replay.
	PSHE and SMSC	Aiming High	Safety First	Digital Wellbeing	TEAM	Thinking Positive	Diverse Britain	VIPs	Be Yourself	It's My Body	One World	Money Matters	Growing Up
Year 2 and 3	Science	Animals including humans		Scientists and inventors	Investigations	Environment	Living things and their habitats	Uses of everyday materials	Light	Forces and Magnets	Investigations	Plants	Rocks
	History	Explorers			Nurturing Nurses		Riotous Royalty		War and Remembrance		Romans		Railways and other Victorian inventions
	Geography		Magical Maps and Land use	Let's go to China		Extreme Earth		Wonderful world		UK		Rainforests	
	Computing	Using the internet	Research and Communication	Presentation skills		Word processing		Online safety	Computer art	Using and applying		Logo and scratch	
	Art	Landscapes and cityscapes		Fabricate			Portraits	Autumn		British art			Insects
	DT		Fabric faces		Great Bread Bake off	Let's go fly a kite			Fabric bunting	Mechanical Posters	Edible Garden		
	RE	How and why do we celebrate sacred and special times?	Why are festivals important to religious communities?	What do different people believe about God?	Why do people pray?	Why are festivals important?	How should we care for the world and why does it matter?	Who is a Muslim and what do they believe?	What does it mean to be Christian in Britain today?	Who is Jewish and what do they believe?		Sacred books and texts	Why is the Bible important to Christians?
	PE	Outdoor Ed	Gymnastics	Dance	Circuits	Athletics	Invasion Games	Striking and Fielding	Dance	Gymnastics	Tennis/Badminton	Throwing / Catching	Athletics

	Music	Listening	Performing	Composing	Notation	Knowledge of music	Performing	Listening	Performing	Composing	Notation	Knowledge of music	Performing
	PSHE and SMSC	Aiming High	Safety First	Digital Wellbeing	TEAM	Thinking Positive	Diverse Britain	VIPs	Be Yourself	It's My Body	One World	Money Matters	Growing Up
Year 4, 5 and 6	Science	Electricity	Sound	Living things and their habitats	SAT prep	Evolution and inheritance	Animals and Humans and Puberty	Properties/ changes materials	Light	Forces, Earth and Space	SAT prep.	Living things and their habitats	Animals and Humans and Puberty
	History	Ancient Egypt		Vikings and Anglo-Saxons		Stone Age and Iron Age		Ancient Greece		Shang Dynasty		The world at war	
	Geography		Explorers		Our Changing World		Trade and Economics		Magnificent mountains		Enough for everyone		What's life like in Whitby?
	Computing	Programming		Online Safety		Film making		Word processing		Spreadsheets		Animation	
	Art		3D Sculptures		Painting – water colours		Printing – leaves and feathers		Using other media - clay		Abstract art		Landscapes
	DT	Death Masks		Marvellous structures		Stone Age tools		Making our solar system		Kimono design		Victory Garden	
	RE	What do different people believe about God?	What have we learnt from Bible stories?	Why do some people believe life is a journey?	Why are festivals important?	What Would Jesus do?	Is it not better to express yourself through the arts?	What does it mean to be Christian in Britain today?	What does it mean to be Hindu today?	What does it mean to be Muslim in Britain today?	What can we learn from religions about right and wrong?	What matters most to Christians and humanists?	Ahimsa and ummah; what's the difference?
	PE	Invasion Games Swimming	Gymnastics Swimming	Dance Swimming	Racquet sports Swimming	Striking and fielding Swimming	Athletics Swimming	Invasion Games Swimming	Gymnastics Swimming	Dance Swimming	Racquet sports Swimming	Striking and fielding Swimming	Athletics Swimming
	Music	NY LA Music						NY LA Music					
	French	Counting and colours	Greetings and my family	Food Glorious Food	Sports	Cher zoo and animals	That's Tasty	Counting and colours	Greetings and my family	Food Glorious Food	Sports	Cher zoo and animals	That's Tasty
	PSHE and SMSC	Aiming High	Safety First	Digital Wellbeing	TEAM	Thinking Positive	Diverse Britain	VIPs	Be Yourself	It's My Body	One World	Money Matters	Growing Up
	BV	Democracy		The Rule of Law		Individual liberty		The Rule of Law		Tolerance of those with other faiths		Democracy	

Science

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.

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Science – Everyday Materials

In EYFS we...	In Year 1 we...
<ul style="list-style-type: none">• (UTW) Children will be guided to make sense of their physical world. They will listen to a broad selection of stories, rhymes and poems to foster their understanding of the world. Children will build important knowledge, extend their familiarity with words that support understanding across domains. This will enrich and widen children's vocabulary to support later reading comprehension. ELG: Understand some important processes and changes in the natural world around them and changing states of matter.• <u>Explore the natural world around them.</u> Children are provided with frequent opportunity for outdoor play and exploration. Children will observe and interact with natural processes such as ice melting, a sound causing a vibration, light travelling through transparent materials, an object casting a shadow, a magnet attracting an object and a boat floating on water.	<ul style="list-style-type: none">• distinguish between an object and the material from which it is made• Make simple predictions• Perform simple tests• Use their observations to ask and answer simple questions• Sort objects three ways

Statutory framework for the EYFS.

Early Learning Goal.

Development Matters.

Science – Seasonal Changes

In Reception we...

- (UTW) Children will be guided to make sense of their physical world. They will listen to a broad selection of stories, rhymes and poems to foster their understanding of the world. Children will build important knowledge, extend their familiarity with words that support understanding across domains. This will enrich

In Year 1 we...

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies
- Name an event or occasion that happens in each season
- Interpret simple data

and widen children's vocabulary to support later reading comprehension.

- **ELG: Understand some important processes and changes in the natural world around them including the seasons.**
- Understand the effect of changing seasons on the natural world around them. Guide children's understanding by drawing children's attention to the weather and seasonal features. Children are provided with opportunities to note and record the weather. Texts are chosen to share with the children about changing seasons. Throughout the year, children are taken outside to observe the natural world and encouraged to observe how animals behave differently as the seasons change. Children demonstrate their understanding of seasons and weather in their play.

Science – Inventors

In EYFS we...

In Year 1 we...

<p>Past and present.</p> <p>Significant people of the children's current lives? Eg, a visit from a doctor. Statutory- meeting important members of society.</p>	
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Science – Animals including Humans

In EYFS we...	Year 1 We...
<ul style="list-style-type: none"> • (PSED) Through adult modelling and guidance they will learn how to look after their bodies including healthy eating and manage personal needs independently. ELG: Manage their own basic hygiene and personal needs. Including dressing, going to the toilet and understanding the importance of healthy food choices. • (UTW) Children will make sense of their physical world and their community. Children will listen to and explore a range of stories and non-fiction texts to help them understand the ecologically diverse 	<ul style="list-style-type: none"> • 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 what some parts of the body do

world. They will widen and enrich their vocabulary to support later reading comprehension. **ELG: Children will explore the world around them, making observations and drawing pictures of animals.**

- Describe what they see, hear and feel while outside.
Encourage focused observation of the natural world. Listen to children describing and commenting on animals they have seen while outside. Name and describe some animals children are likely to see, encouraging children to recognise familiar animals whilst outside.
- Opportunities to sing songs and join in with rhymes and poems about the natural world.
- After close observation, draw pictures of animals.

- Children can name the five senses and the part of the body they are related to. Children can explain how they use each of their five senses.

Science – Plants

In EYFS we...

- (UTW) Children will make sense of their physical world. Children listen to and explore a broad selection of

In Year 1 we...

- Follow instructions to plant a bean or seed

stories, non-fiction, rhymes and poems which will foster their understanding of our ecologically diverse world. Children will extend their familiarity with words that support understanding across domains, enriching and widening their vocabulary, supporting later reading comprehension. **ELG The Natural World: Explore the natural world around them making observations and drawing pictures of plants.**

- Describe what they see, hear and feel while outside. Encourage focused observation of the natural world. Listen to children describing and commenting on plants they have seen while outside. Name and describe some plants children are likely to see, encouraging children to recognise familiar plants whilst outside. Opportunities to sing songs and join in with rhymes and poems about the natural world.
- After close observation, draw pictures of animals.
- Explore the natural world around them. Sing songs and join in with rhymes and poems about plants. After close observations, draw pictures of plants.

- Identify common garden plants from photographs and their surroundings. Remember some of their names.
- identify and name a variety of common wild plants, including deciduous and evergreen trees
- Label the parts of a plant
- Sort leaves into groups of deciduous or evergreen
- Ask and answer questions about plants based on their observations and findings.

Science – Animals, including humans

In Year 2 and 3...

- Children can identify and match several animal offspring and their adult forms.

- They can describe the main characteristics of the offspring found in different animal groups.
 - They can describe the main stages of at least two different animal life cycles.
 - They start to compare these life cycles.
 - Children can name the three basic needs of all animals to survive.
 - They can describe the specific needs of a given animal in detail.
 - Children can describe the effects of exercise and begin to explain the importance of exercise for the human body.
 - Children can identify several foods according to the basic food groups; can talk about the importance of a balanced diet.
 - They can explain how to be hygienic and why this is important.
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- Explain the different ways that plants and animals including humans obtain food.
 - Explain the difference between food groups and nutrient groups.
 - Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet.
 - Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move.
 - Set up a simple practical enquiry and write an explanation for their findings.

Science – Scientists and inventors

In Year 2 and 3 We...

- Describe how the greenhouses invented at the Eden Project help plants grow healthily;
 - use a ruler to measure the height of plants;
 - use their ideas and observations to explain how doctors use science
 - describe healthy life choices;
 - explain what Louis Pasteur found out about germs;
 - describe how to wash our hands effectively;
 - test materials to find out whether they are waterproof;
 - describe an ocean food chain that Rachel Carson studied;
 - explain what an investigation shows about water pollution;
 - identify renewable and non-renewable sources of energy;
 - describe the invention of wind turbines;
 - share their ideas about the use of wind power.
-
- find plants in the local area;
 - give the names of four people who brought new plants to Britain;
 - design a new plant and answer questions about it;
 - give four facts about Marie Curie's life and work;
 - identify bones in x-ray images;
 - identify what plants need to grow well;
 - explain how scientists use fossils to date rocks today;
 - describe how William Smith found fossils;
 - match fossils to time periods;
 - give four facts about Inge Lehmann's life and work;
 - describe the Earth's core as solid iron;

- explain how igneous rocks are made;
- identify concave and convex mirrors as curved mirrors;
- participate in an investigation into convex and concave mirrors;
- identify devices and inventions that use curved mirrors;
- describe electromagnets as magnets powered by electricity;
- describe how the first electromagnets were developed and name a scientist who worked on them;
- recognise that inventions and discoveries come from all over the world;
- give an example of how some things are invented to make people's lives easier.

Science – The Environment

In Year 2 and 3 We...

- Compare two different measurements
- Draw a simple conclusion from the results of a test
- Identify the material of an object
- Suggest ways to reuse, reduce and recycle
- Take a survey using a tally
- Think of a way to teach people to use less energy
- Communicate ideas to ideas to other people
- Use different sources to find out answers to questions
- Label the animal groups
- Measure an amount of water in ml
- Answer questions about an animal they have researched

Science – Living things and their habitats

In Year 2 and 3 We...

- Explain some of the life processes
- Ask questions to decide if a thing is living, dead or has never been alive
- Identify some plants and animals in global habitats
- Draw a map of a local habitat
- Sort objects into categories and give reasons for their choices
- Identify and name minibeasts in microhabitats
- Gather and record information
- Suggest how an animal is able to survive in their habitat
- Answer questions about habitats they have researched
- Explain why the animals in a habitat need the plants
- Draw a simple food chain

Science – Uses of everyday materials

In Year 2 and 3 We...

- Compare the uses of different everyday materials.
- Compare the suitability of different everyday materials.
- Explain the basic progress of recycling.
- Explain the advantages of recycling.
- Name the process invented by John McAdam.

Science – Light

In Year 2 and 3 We...

- Understand that dark is the absence of light.
- Set up an investigation and make predictions.
- Understand how surfaces reflect light.
- Recognise that a mirror appears to reverse an image.
- Identify some parts of the eye.
- Understand how the Sun can damage parts of the eye.
- Identify opaque, translucent and transparent objects.
- Know how shadows change size.

Science – Forces and Magnets

In Year 2 and 3 We...

- Identify the type of force required to carry out an action.
- Investigate the force of friction produced by different surfaces.
- Explain that magnets produce an invisible pulling force.
- Identify magnetic materials.
- Identify different types of magnet.
- Investigate the strength of different magnets.
- Identify when magnets will repel or attract based on their poles.

- Construct a bar chart of their results.
- Explain their predictions and conclusions using key words or prompts.

Science – Investigations

In Year 2 and 3 We...

In addition to threading the Working Scientifically objectives through the Science curriculum, we also allow specific time to carry out experiments and investigations related to the topics covered to ensure children are given additional opportunities to:

1. ask simple questions and recognise that they can be answered in different ways;
2. observe closely, using simple equipment;
3. perform simple tests;
4. identify and classify;
5. use their observations and ideas to suggest answers to questions;
6. gather and record data to help in answering questions.

Science – Plants

In Year 2 and 3 We...

- Explain the functions of the different parts of plants.
- Set up an investigation and make predictions.
- Make observations and conclusions.
- Identify different parts of a flower.
- Identify and describe the stages of the life cycle of flowering plants.
- Be able to answer questions based on their learning.

Science – Rocks

In Year 2 and 3 We...

- Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.
- Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process.
- Explain Mary Anning's contribution to palaeontology.
- Recognise that soils are made from rocks and organic matter by explaining how soil is formed.

Science – Electricity

In Year 4,5 and 6 We...

- | | |
|---|--|
| <ul style="list-style-type: none">- They will learn to identify electrical and nonelectrical appliances.- They will be able to explain, with support, how a circuit works- Children will be able to name at least two electrical conductors and insulators.- They will be able to create a simple series circuit both with and without a switch.- They will be able to accurately record their findings in a table. | <ul style="list-style-type: none">- Explain why a circuit is incomplete.- Generalise about types of materials that conduct electricity.- Explain the conclusions they draw in investigations.- Explain how our understanding of electricity has changed over time;- draw circuit diagrams using the correct symbols and label the voltage correctly;- |
|---|--|

Science – Animals and Humans

In Year 4,5 and 6 We...

- Name parts of the digestive system.
- Add functions to the parts of the digestive system.
- Identify the function of teeth in humans.
- Construct a simple food chain.

- Name the 6 stages of human development.
- Give reasons why changes occur during puberty

- Explain the specific functions of the lungs in the circulatory system.
- Understand the processes of how water and nutrients are transported in the body.
- State the beneficial impact of a healthy diet and exercise on the human body.
- Describe how smoking cigarettes impacts negatively on the body.

Science – Living things and their habitats

In Year 4,5 and 6 We...

- | | |
|--|---|
| <ul style="list-style-type: none">- See similarities and differences between vertebrates.- Identify vertebrate groups.- Use a key to identify invertebrates by looking at their characteristics.- Use the characteristics of living things to sort them using a classification key.- Show the characteristics of living things in a table. | <ul style="list-style-type: none">- Explain the function of the parts of a flower.- Give two differences between sexual and asexual reproduction.- Identify the features of plants pollinated by insects or the wind.- Describe the stages of sexual reproduction.- Describe the differences between the three types of mammals.- Give four facts about Jane Goodall.- Describe the stages of the life cycles of mammals, birds, insects and amphibians.- Identify similarities and differences between the life cycles of different plants and animals. |
|--|---|

Science – Evolution and inheritance

In Year 4,5 and 6 We...

- Develop an understanding of the development of evolutionary ideas and theories over time.
- Explain how human evolution has occurred and compare modern humans with those of the same genus and family.
- Understand that adaptation and evolution is not a uniform process for all living things.
- Give examples of selective and crossbreeding.

- Explain the terms adaptation, evolution and natural selection and use these in context.
- Describe how living things evolve via the process of natural selection.
- Explain in simple terms what genes and DNA are.
- Investigate the ethical issues of human intervention in the process of evolution by natural selection.

Science – Forces, Earth and Space

In Year 4,5 and 6 We...

Forces

- To notice that some forces need contact between two objects by identifying the different types of forces acting on objects.
- To compare how things move on different surfaces by investigating the speed of a toy car over different surfaces.
- To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group materials according to whether they are magnetic by sorting materials.
- To observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets
- To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing by making a compass to hunt for treasure.

Earth and Space

- Describing the Sun, Earth and Moon as approximately spherical bodies by understanding how this knowledge has been attained.
- Describing the movement of the Earth, and other planets, relative to the Sun in the solar system by learning the order of the planets and how they move in the solar system.
- Using the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky by examining why the sun appears to move and the arguments for the Earth's rotation.
- Describing the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth.

Science – Sound

In Year 4,5 and 6 We...

- Explain how sound sources vibrate to make sounds.
- Explain how vibrations change when the loudness of a sound changes.
- Explain how sounds travel to reach our ears.
- Describe the pitch of a sound.
- Describe patterns between the pitch of a sound and the features of the object that made the sound.
- Explain how sound travels through a string telephone.
- Identify the best material for absorbing sound.
- Create a musical instrument that can play high, low, loud and quiet sounds.

Science – Light

In Year 4,5 and 6 We...

- Explain how light travels to enable us to see.
- Understand that all objects reflect light.
- Identify the angles of incidence and reflection.
- Understand refraction as light bending or changing direction.
- Explain how a prism allows us to see the visible spectrum.
- Understand that colours are a result of light reflecting off an object.
- Explain Isaac Newton's experiments about light and colour.
- Understand how shadows change size.
- Understand that shadows are the same shape as the object that casts them.

Science – Properties/ changes materials

In Year 4,5 and 6 We...

States of Matter

- 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 by creating a model of the water cycle.
- Investigate thermal conductors and insulators.

Properties of Materials

- Know that some materials will dissolve in liquid to form a solution by investigating dissolving.
- To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating by separating different mixtures.

- To 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 by identifying and observing irreversible chemical changes

Science – Puberty

In Year 6 We...

Sexual Health

- List things that all loving relationships have in common.
- Explain what a sexual relationship is.
- Understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.
- Use scientific vocabulary to accurately explain how babies are made and how they are born.
- Use scientific vocabulary to describe the male and female reproductive organs
- Identify someone they could talk to about their changing body, should they need to.

Puberty

- Name the differences between a girl's body and a woman's body.
- Name the differences between a boy's body and a man's body.
- Understand what the word puberty means.
- Explain why girls' and boy's bodies change.
- Describe emotional changes young people might experience during puberty.

- Appreciate that there is no such thing as a perfect body.
-

Periods

- Able to explain what a period is.
- Know how to deal with my periods
- Know who I can talk to about periods.

History

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
- Understand 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.

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.

[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 (3-6 and 1 – 2), history topics are taught on a rolling cycle of either two or four 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.

[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.

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Kings And Queens

In Year 1 we...

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

- Demonstrate an understanding of local castles and their features
- Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I, Henry the VIII and Queen Victoria.
- Know the chronological order of some kings and queens.
- Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order.

ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.

Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.

*

- Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.

- Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.

- Talk and write about the information they have found out about the significant monarchs studied in this unit.

Talk and write about the information they have found out about the significant monarchs studied in this unit.

- Imagine and write about the experiences of various kings and queens at different points in history based on their knowledge of their lives, using historical facts to support their writing.

The Great Fire of London

In Year 1 we...

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings,

- Talk about some of the key events of the Great Fire of London.
- To know why the Great Fire of London spread and eventually stopped.
- Explain that we know about the Great Fire because of Samuel Pepys' diary.
- Explain how we know about the Great Fire of London from a variety of primary sources.
- To know about the Monument and its significance.
- Show awareness of how London has changed, including its buildings, people and transport.

<p>characters and events encountered in books read in class and stories telling.</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.</p> <p>*</p>	<ul style="list-style-type: none"> • To know why some sources are more useful than others in their historical enquiry. • Start questioning the reliability of some historical evidence. • Imagine and write about the experiences of people in different historical periods based on factual evidence
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Toys	
	In Year 1 we...
<p>The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell 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.</p> <p>ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings,</p>	<ul style="list-style-type: none"> • Explain what the know about toys today • Explain how we can find out about toys from the past • Describe features of different toys • Recognise and sort old and new toys • Use words and phrases relating to the passing of time • Ask and answer questions • Identify different sources we can use to find out about the past • Compare two toys from different time periods, identifying similarities and differences

characters and events encountered in books read in class and stories telling.

Comment on images of familiar situations in the past.
Compare and contrast characters from stories including figures from the past.

*

The Gunpowder Plot

In Year 1 we...

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.

Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.

*

- Know some of the key events and people involved in the Gunpowder Plot.
- Explain why the Gunpowder Plot happened.
- Sequence the main events of the Gunpowder Plot.
- Show an awareness of the differences in ways of living in 1605 compared to the present
- Imagine and recreate the experiences of people in the Gunpowder plot – through drama, role-play activities and their writing
- Talk about the impact of the Gunpowder Plot on present day
- Begin to question and show understanding of the different roles of the people involved in the Gunpowder Plot.
- To understand the significance and impact of the Gunpowder Plot.
- Imagine and write about the experiences of people in different historical periods based on factual evidence

Famous scientists

In Year 1 We...

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.

Comment on images of familiar situations in the past.
Compare and contrast characters from stories
including figures from the past.

*

Travel and Transport

In Year 1 we...

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now,

Know how travel and transport has changed in recent history.

- know about the inventions of cars, trains and aeroplanes.
- Know some of the significant people involved in the development of different types of transport
- Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.
- Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.

drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and stories telling.

Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.

*

Know how the developments of travel and transport have had an impact on people's lives and how it may continue to do so in the future.

- Imagine and write about the experiences of people at different points in history based on their experiences of travel and transport available at the time.

Explorers

In year 2 and 3 we...

- order reasons (in order of importance) as to why people might be considered to be significant;
- compare the ways in which we can find out about the recent past and also about explorers from long ago;
- use prompts to describe the key events and achievements in the lives of the explorers studied
- make some simple comparisons between explorations in the recent and more distant past;
- talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.

Nurturing Nurses

In year 2 and 3 we...

- Talk about the differences and similarities in the lives of Florence Nightingale, Mary Seacole and Edith Cavell.
- Have an understanding of the chronology historical periods in which Florence Nightingale, Mary Seacole and Edith Cavell lived.
- Recall some key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.

Riotous Royalty

In year 2 and 3 we...

- Raise questions for Queen Elizabeth II in order to understand life as a modern monarch.
- Describe how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country.
- Have an understanding of the importance of an heir to the throne through comparing different generations of monarchy.
- See why these six monarchs have been identified as being significant to understanding events in British history.

War and Remembrance

In year 2 and 3 we...

- explain the significance of Walter Tull in history and talk about his life;
- recall key facts about the First World War and the experiences of soldiers and animals in the trenches;
- use primary sources such as photographs to decide what are facts, what opinions can be formed from the evidence, and identify questions they have from studying them;
- explain the importance of women working on the Home Front during the First World War;
- talk about the significance of Remembrance Day, when it happens and why.

Romans

In year 2 and 3 we...

- describe some aspects of Roman Britain in significant detail and be able to ask and answer questions to demonstrate their understanding;
- use a variety of sources of evidence to appreciate how an accurate picture of the past can be constructed

Railways and other Victorian Inventions

In year 2 and 3 we...

- Describe the different locomotive technologies that have developed over time.
- Describe some of the main train routes in Great Britain.
- Explain both positive and negative effects of the railways.
- Know some biographical details about some historically significant individuals and locomotives.

Ancient Civilisations – Egyptians

In Year 4, 5 and 6 we...

- Understand when the Ancient Egyptian people lived and order some events from the time on a timeline.
- To find Egypt on a map and add some other key locations.
- To develop an understanding of what a desert climate is like.
- To understand the importance of the Nile and discuss some of the Jobs that relied on the water and silt from the Nile.
- Understand and explain the ancient Egyptian ritual of mummification.
- How and why were the pyramids built?
- **Understand who Tutankhamun was. (Literacy Focus)**

- To draw a simple timeline to a scale, adding key dates and other points in history that they know.
- To add other key locations to a map of Egypt. Describe some features of each location to build a knowledge of key features of Egypt's landscape.
- To have a deeper understanding of the impact of the Nile on Ancient Egypt. To make comparisons with other civilizations and the importance of water to their development.
- Why was mummification so important to the Egyptians?
- To understand the importance of the afterlife in Ancient Egypt.
- What was the importance of the pyramids and the Sphinx to the Egyptian Pharos?
- **Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time. (Literacy Focus)**
- **Compare the powers of different Egyptian gods and understand the importance of each god to the Egyptians.**

Vikings and Anglo Saxons

In Year 4,5 and 6 we...

- Describe when the Vikings age began in Britain - 789AD
- Describe the origin of the Anglo Saxons and the Saxon Kings
- Describe some aspects of everyday Viking life. Including whom the Vikings were and where they came from.
- Describe some features of Longships
- Describe who Alfred the Great was and why he was so important to the history of Britain.
- Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld.
- Explain where and why some Viking raids or attacks took place, including having an understanding of the 1066 battle.

- Understand and explain the significance of the Lindisfarne monastery attacks.
- Will be able to demonstrate a deeper understanding Anglo Saxon Britain and recognise how Britain has been influenced and shaped by the Anglo Saxon and Viking occupation.
- Deeper understanding of the Vikings and their culture. The reasons for their travel around the globe.
- Describe Longships in more detail and explain the importance of Longships and their use in times *of* war and for trade.
- Discuss Alfred the Great in more detail and describe key events in his life.
- Describe the problems with Dangel. Explain who were the key leaders during the period and key events relating to the Dangel?
- Discuss the Battle of Hastings in more detail – including the significance of the Battle at Stamford Bridge.

The Stone Age – Iron Age

In Year 4,5 and 6 we...

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| <ul style="list-style-type: none">• Know where the Stone Age gets its name.• Know which tools were crucial to the survival of early man.• Explain how Skara Brae was discovered.• Know the names of some items found at Skara Brae.• Explain why children worked in copper mines and understanding how copper mining was crucial to the people of this time.• Discuss reasons why Iron Age people wanted to protect their homes, including describing why hill forts developed as popular places to live in the Iron Age.• Discover what humans needed for survival in the Stone Age, including the different theories for the building of Stonehenge. | <ul style="list-style-type: none">• Explain in more detail how Skara Brae shows that Stone Age people were beginning to change how they lived.• Explain why Bronze Age people mined copper and the impact that this had on their cultural development.• Explain why there are many ideas about how Stonehenge was used.• Explain what archaeologists now think about Druids and a closer study of the local significance of the Druids at Brimham Rocks.• Explain why the evidence we have from the Romans about Iron Age Druids might be unreliable. |
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Ancient Civilisations 2 – Greek Civilisations and Mythology

In Year 4, 5 and 6 we...

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| <ul style="list-style-type: none">• Understand when the Ancient Greek people lived and order some events from the time on a timeline.• Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding.• Talk about some Ancient Greek gods and know some features of Greek myths.• Explain how and why the Greek Empire was so successful and be able to confidently explain how the political system worked.• Describe elements of the Battle of Marathon and the Trojan War in significant detail and write their own Greek myth containing the relevant elements.• Examine artefacts in order to draw conclusions about what life was like in Ancient Greece. | <ul style="list-style-type: none">• Compare and contrast modern day political systems with those from Ancient Greece showing a full understanding of the concepts and appreciation of how the Athenian system shaped modern politics.• Write detailed accounts of key events from the Ancient Greek time and ask and answer questions which extend and deepen their understanding. |
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Ancient Civilisations - The Romans

In Year 4, 5 and 6 we...

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| <ul style="list-style-type: none">• Describe when the Romans conquered Britain; add some key facts in roman history to a timeline• Explain the spread of the Roman empire and recall key facts about the invasion of Britain.• Understand why the Romans built new roads.• Understand what the Roman baths were and know about the different amenities they contained.• When, how and why Hadrian's Wall was built.• Understand the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.• Discuss in more detail the life of a Roman soldier | <ul style="list-style-type: none">• Be able to place Roman history on a timeline with other periods of time that they know (Vikings, Anglo Saxons, Egyptians etc.)• Will be able to appreciate the process of change and empathise with the people whose lives were affected by the Roman invasion.• Understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.• Describe in more significant detail and be able to ask and answer questions to demonstrate their understanding about Roman Britain and the continued effects on our local environment today.• How does the Roman beliefs have an impact on today's UK beliefs?• Discuss Julius Caesar and the structure of the Roman army in more detail. |
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The Shang Dynasty

In Year 4,5 and 6 we...

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|---|---|
| <ul style="list-style-type: none">- Pinpoint the location of the Shang on a map of China and describe and name some cities and physical features of the land.- Describe the roles of different members of Shang society and know where they fitted in the Shang social hierarchy.- Describe a range of artefacts and know what they were made of and what they were used for.- Explain what oracle bones were and how the Shang used them.- Demonstrate a full understanding of the Shang dynasty by composing their own historically valid accounts about different aspects of the civilisation.- Explain the significance and purpose of a range of Shang artefacts in detail and draw their own conclusions.- Compare and contrast the Shang dynasty with other early civilisations.- Recognise and describe why the Shang dynasty is historically significant. | <ul style="list-style-type: none">- Explain different ritual elements of the Shang religion and describe how ancestor worship worked.- Describe the processes involved in making bronze, jade and pottery items.- Say who Fu Hao was and why the discovery of her tomb was significant. |
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The World at War

In Year 4,5 and 6 we...

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|---|---|
| <ul style="list-style-type: none">• Discover when the war started and tell you some of the countries and key individuals involved• Learn about the basic details about key events during the war and know that the Battle of Britain was a turning point in the war.• Understand how people on the home front contributed to the war effort during World War II. This will include discussions on 'make do and mend', 'Dig for Victory' and the home guard.• Describe some things people on the home front did• Learn about life during the 1940's - list examples of things people did for entertainment during the war• Learn about Remembrance Day and understand the cultural significance for Britain, including learning about some other wartime events that are commemorated each year. V.E day V.J day etc.• Learn about life for children during the war and be able to describe aspects of evacuation and school life. | <ul style="list-style-type: none">• Be able to demonstrate a full understanding of a range of World War II events, and recall key dates and facts.• Evaluate and investigate in more detail the reason, impact and significance of the Battle of Britain – with a study of the Spitfire.• Pupils will learn the Holocaust was and who suffered as a result. |
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Geography

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.

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.

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.

[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.

[Main Menu](#)

Let's Explore our Local Area

In Reception we...

- 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 and their local area. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell 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.
-
- **ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between the natural world around them.**
- **Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel while outside.**

In Year 1 we...

- Recognise familiar places in their local area
- Use different maps and understand the key features of maps
- Use aerial photographs to recognise basic human and physical features
- Locate places and landmarks on a map
- Use compass directions (NSEW) locational and directional language
- Recognise a range of housing types
- Plan a route giving reasons for choice
- Express views about the environment and begin to suggest improvements with reasoning
- Use fieldwork appropriately
- Use a growing range of subject specific vocabulary
- Use presentation skills with growing confidence
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Our Country

In Reception we...	In Year 1 we...
<ul style="list-style-type: none"> 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 and their local area. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell as building important knowledge, this extends their familiarity with words that support understanding across domains. 	<ul style="list-style-type: none"> Name the four countries of the UK, capital cities and surrounding seas Know the difference between town and country locations Use a range of maps Begin to know simple features of the countries of the UK Use aerial photographs to recognise basic human and physical features Produce a journey line Explain what London is like using key geographical features.

<p>Enriching and widening children's vocabulary will support later reading comprehension.</p> <ul style="list-style-type: none"> • • ELG: UTW. • PCC. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • TNW. Know some similarities and differences between the natural world around them. • Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel while outside. 	<ul style="list-style-type: none"> • Use internet mapping programmes to observe aerial views • Describe similarities and differences between London and Brasilia
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On Safari

In Year 1 we...

- 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 and their local area. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

-
- **ELG: UTW.**
- **PCC. Explain some similarities and differences between life in this country and life in Africa. Drawing on knowledge from stories, non-fiction texts and when appropriate, maps. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**
- **TNW. Know some similarities and differences between the natural world around them and contrasting environments.**
- **Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear and feel while outside.**

- Know where Kenya is located in relation to other places in the world.
- Draw a map of Kenya with some physical and human features and appropriate labels.
- Know some human and physical features of Kenya and begin to give the location of some of these features.
- Know some aspects of Kenyan life.
- Identify features of national parks and game reserves.
- Know the importance of tourism to Kenya and give examples of tourist attractions in the country.
- Draw a map of a national park, including key features.
- Know why animals are important to Kenya.
- Know animals that live in Kenya and begin to explain the concept of 'endangered species'
- Begin to understand the concept of animal 'migration'.

Our School

In EYFS we...

In Year 1 we...

- Recognise familiar places in their local area
- Write an address appropriately, explaining the order it is written
- Ask geographical questions
- Use maps and plan a route
- Use simple compass directions (NSEW) locational and directional language
- Use aerial photographs to recognise basic human and physical features
- Recognise basic map symbols and begin to understand the need for a key

	<ul style="list-style-type: none">• Use simple fieldwork skills to understand the geography of the school• Make observations
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Wonderful Weather

In Reception we...

- Understanding the world involves guiding children to make sense of their physical world. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell 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.
- **ELG: UTW. TNW.** Know some similarities and differences between the natural world around them and contrasting environments.
-
- Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel while outside.

In Year 1 we..

- Name weather types in the UK.
- Identify daily changes in weather.
- Know about seasonal changes across a year.
- Recognise weather symbols.
- Explain some dangers of the weather.
- Locate hot and cold countries of the world.
- Know how weather can affect people's lives at the Equator and the North and South Poles.
- Explain weather dangers and how people can protect themselves.
- Know and use a growing range of subject specific vocabulary.

Beside the seaside

In EYFS and Year 1 we...

- Understanding the world involves guiding children to make sense of their physical world and their community.

- know key words to describe seaside locations;

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting the beach. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.

- **ELG: UTW.**
- **TNW. Know some similarities and differences between the natural world around them and contrasting environments.**
- **Draw information from a simple map. Recognise some environments that are different from the one in which they live. Explore the natural world around them. Describe what they see, hear and feel while outside.**

- locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK;
- know to classify key features of places into 'natural' and 'man-made'
- Observe aerial photographs of seaside locations to recognise basic human and physical features
- know that seaside resorts have changed over time and explain some simple features of seaside holidays in the past;
- know how an island is different from the mainland and locate some of the main British islands using an atlas
- Visit a seaside to carry out fieldwork and observations
- Use compass directions
- Plan and follow routes on a map using map symbols

Magical Maps and Land Use

In Year 2 and 3, we...

- Compare different types of map.
 - Explain a range of key features of maps.
 - Use compass directions to describe how to move around a map.
 - Plan a route using key vocabulary, positional and directional language.
 - Identify a range of map symbols.
 - Confidently use an atlas to locate a range of countries, capital cities in the UK and the world.
 - Compare aerial and ground level view photographs.
 - Begin to locate some of the world's major seas.
 - Make comparisons between features of different places.
-
- Draw simple sketch map using major landmarks.
 - Identify landmarks using a key.
 - Draw a simple sketch map to show buildings in an area.
 - Annotate a map to show major landmarks.
 - List land uses in urban and rural areas.
 - Identify rural and urban areas in the UK.
 - Explain what most rural land is used for in the UK.
 - Compare two maps.
 - Explain why an area is suited to crop or livestock farming.

Let's Go To China

In Year 2 and 3, we...

- Describe where China is located in relation to other places in the world.
- Draw a map of China with some physical and human features.
- Describe human and physical features of China and begin to give the location of some of these features.
- Define 'culture' and give a range of aspects of their own culture.
- Understand the importance of farming in China and explain how rice is grown and produced.
- Ask geographical questions to find out about places and begin to give reasoning.

Extreme Earth – Volcanoes, Earthquakes

In Year 2 and 3, we...

- describe the properties of the Earth's layers;
- explain how a volcano is formed;
- describe what happens when a volcano erupts;
- describe some risks and benefits of living near a volcano;
- explain why earthquakes occur;
- explain how tsunamis occur;
- explain how to keep safe in a tsunami;
- explain where tornadoes happen.

Wonderful World

In Year 2 and 3, we...

- Describe simple human and physical features about the continents of the world.
- Name and begin to locate countries of the world using an atlas or globe.
- Describe a journey line in detail using key geographical vocabulary.
- Understand and locate simple climate zones using key terms.
- Use compass directions (NESW), locational and directional language.
- Make comparisons between features of different places.

UK

In Year 2 and 3, we...

- use the 8 compass directions to find a location on a map;
- name the seas that some rivers flow into;
- find the names of rivers on a map;
- name counties local to their area;
- use a legend to find areas of higher ground on a map;
- explain why London has changed since AD 43;
- identify the location of the Prime Meridian;
- explain some reasons a place may change.

Rainforests

In Year 2 and 3, we...

- tell you more about one country where rainforests are found.
- use an atlas to find countries of the world where rainforests are found.
- can find the tropics of Cancer and Capricorn on a map.
- tell you that rainforests are found between the tropics of Cancer and Capricorn.
- tell you about the plants found in each layer.
- name some animals that live in each layer of the rainforest

Explorers

In Year 4,5 and 6 we...

- Use an index to find a place name.
- Find the correct page in an atlas by using the index.

- Find differences between photographs of the same location.
- Explain why maps have symbols on them.
- Recognise some map symbols on an Ordnance Survey map.

- Give co-ordinates by going across first and then up.
- Find a location from four-figure coordinates.

- Plan a circular route around a simple OS map using compass points

- Draw a map from a picture and memory

- Use satellite photographs to find a given location

- Find a location on a page by using simple co-ordinates.
- Use a key to find out what a symbol means.
- Explain what makes a good map symbol.

- Use a key to identify physical features.
- Find similarities between maps and pictures of the same location.

- Give four-figure co-ordinates for a location.

- Plan a route around a city and give directions using compass points

- Draw **detailed** map from a picture and memory

- Use satellite photographs to find a given location with more **accuracy**.

Our Changing World

In Year 4,5 and 6 we...

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| <ul style="list-style-type: none">• Are able to explain what weathering and erosion mean.• Describe how erosion changes rocks.• Name some features of a coastline and some famous UK coastal features• Describe how erosion and deposition change the look of a coastline and name an area of the UK which has been affected by coastal erosion.• Identify similarities in photographs of a landscape taken at different times.• Describe some ways that weather can change the landscape.• Describe some ways that human activity changes the landscape. | <ul style="list-style-type: none">• Describe how a coastline might have looked in the past.• Describe how the shape of Spurn Head has changed over time.• Identify how the borders of Europe have changed over time• Be able to list some human activity changes to the Earth predicted to occur by 2050• Understand more reasons why the borders of Europe have changed;• Give reasons why a landscape might have changed over time. |
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Trade and Economics

In Year 4,5 and 6 we...

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|--|--|
| <ul style="list-style-type: none">- Explain why countries need to import goods;- describe the climate and landscape of El Salvador;- list some issues facing people living in El Salvador;- explain the meaning of fair trade;- describe the fair trade process for some products;- describe an example of a global supply chain;- list some of the positive and negative effects of multinational companies on local trade;- Identify similarities and differences between trading today and different periods in history. | <ul style="list-style-type: none">- Create a key to show import and export links with the UK;- give some reasons why fair trade is important;- explain the term globalisation. |
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Magnificent Mountains

In Year 4,5 and 6 we...

- | | |
|---|---|
| <ul style="list-style-type: none">- Use the index in an atlas to find mountains.- Tell you the country a mountain range is found in.- Describe what a hill might look like based on its contours.- Identify an outcrop, a ridge the tree line and the snow line.- Describe how fault lines in the Earth's crust move to create mountains.- Describe how pressure from magma under the Earth's surface creates dome mountains.- Explain the differences between a weather forecast and climate.- Identify similarities between mountain climates.- Identify the risks associated with a mountain climate.- Describe some of the positive effects of tourism on an area. | <ul style="list-style-type: none">- Find the height of a peak on a map.- Name the county an area of higher ground is found in.- Draw contour lines to show higher ground.- Identify a plateau.- Describe how erosion creates plateau mountains.- Identify differences between mountain climates.- Identify ways to limit the damage tourism causes to an area.- Identify who is responsible for limiting the damage tourism can cause. |
|---|---|

Human Geography – Enough For Everyone

In Year 4,5 and 6 we...

- | | |
|---|--|
| <ul style="list-style-type: none">• Understand the resources a settlement needs to thrive.• Name some of the methods of power generation used in the UK.• Find a place on a blank map by comparing it to an atlas.• Name some of the renewable methods of power generation used in the UK.• Explain why foods are imported and exported.• Identify some benefits of importing food.• Use digital maps to calculate the distance between two places.• Identify ways to reduce water wastage.• Identify ways to reduce energy usage.• Explain how small changes can lead to a big impact.• Name areas of the world most affected by food shortages. | <ul style="list-style-type: none">• Describe how human needs have changed over time.• Explain some renewable methods of power generation.• Describe the impact renewable sources have on UK electricity production.• Identify some issues related to importing food.• Explain the terms efficiency and conservation.• Identify ways to reduce my carbon footprint.• Explain how CO2 levels impact global access to resources.• Study a different location – Kenya – how does their access to basic needs and education affect their engagement with recycling and economical ideas. |
|---|--|

By The Seaside – A local Study of Whitby

In Year 4,5 and 6 we...

- Identify similarities and differences in locations of Whitby and their school.
- Describe the landscape around Whitby.
- Give some similarities and differences between the landscape near Whitby and where they live.
- identify the way land is used from a digital map;
- explain the difference between human geography and physical geography.
- find information about travel options using scaffold evidence and a local visit.
- find information about accommodation using scaffold evidence and a local visit.
- find information about tourist destinations using scaffold evidence and a local visit.
- identify similarities and differences between the physical geography of Whitby and that of where they live.

- Identify similarities and differences between **the human geography** of Whitby and that of where they live
- Give ideas about how life is different for people living in Whitby and where they live
- Give ideas about how life is similar for people living in Whitby and where they live.
- Study another seaside location in Europe and make comparisons.

Computing

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 actually 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.

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.

Implementation

Even 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.

[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.

[Main Menu](#)

Reception and Year 1 – Introduction to Computing

In Reception we...

- show an interest in ICT
- know how to operate simple equipment
- complete a simple program on the computer and / or perform simple functions on ICT equipment
- find out about and identify the uses of everyday technology and use information and communication toys to support their learning.
-

In Year 1 we... (Multimedia)

Painting

- Use ICT to generate ideas for their work.
- Fill an area with colour
- Undo and redo
- Use various tools such as brushes, pens, rubber, stamps, shapes.
- Save, retrieve and print work.

Word Processing

- Type with two hands
- Use shift, space and enter
- Use undo and redo
- Make text bold italic or underline
- Save their work in a folder
- Edit text using backspace, delete and arrow keys
- Select single words
- Format the font

Video

- Capture video.
- Discuss which videos to keep and which to delete.
- Arrange clips to create a short film.
- Add a title and credits.
- Presentation (2Connect)
- Choose a suitable subject and collect some information.
- Create a mindmap of this data. Link appropriate bubbles.
Present the information to a group.

Programming Toys

- Create step-by-step instructions using pictures
- Write and follow detailed instructions
- Know what an algorithm is
- Direct and programme a beebot
- Check their work for mistakes (debug)

Programming – Scratch Jr

- Open app and start a new project
- Add new characters and backgrounds
- Use blocks for movement in different directions
- Create a short set of sequenced instructions
- Use different end blocks
- Change the size of characters to grow or shrink
- Hide and show characters with an instruction block
- Programme two or more characters with instructions at the same time

Computer skills

- Click and drag with a mouse or track pad

- Switch on or shutdown a computer independently
- Launch a app by double clicking
- Log on and off independently
- manipulate an application window by moving and resizing it

E-safety

- Type their name and date onto a piece of work they have created
- Open a web browser and choose a safe search engine
- Recall the SMART rules for internet safety
- Know personal information should be kept safe from strangers
- Help to construct an email

Using The Internet

In Year 2 and 3 we...

- safely search for information online;
- identify search results that will give some useful information;
- know where to find the address of a link;
- log in and post a blog or comments

Research and Communication

In Year 2 and 3 we...

- safely search for information online;
- Identify which word order gives the better results when searching online and be able to support this with examples.
- They will be able to share a webpage with others.
- Children will be able to research the different types of online communication used by their peers.

Presentation Skills

In Year 2 and 3 we...

- Create folders.
- Print files.
- Add images.
- text and text boxes.

- create a hyperlink to another slide
- use slide transitions
- insert audio and video files (where possible)
- record audio onto a slide
- plan a branching story
- create simple slide templates
- copy and organise slides as required

Word Processing

In Year 2 and 3 we...

- Select single words.
- Cut, copy and paste text.
- Format the font.
- Insert images.
- Copy a screenshot into another application.
- Use a secure password.
- Use keyboard shortcuts

Online Safety

In Year 2 and 3 we...

- recognise and define cyberbullying;
- identify safe people to report cyberbullying to;
- know how cyberbullying can happen via a range of devices;
- identify a range of targeted online adverts;
- explain how companies use websites to promote products;
- create a strong password, explaining why it is important;
- explain what privacy settings are and how to use them safely;

Computer Art

In Year 2 and 3 we...

- access an appropriate program for achieving a specific task;
- switch between program tools to produce different techniques;
- alter the formatting of a tool to adjust the colour or size
- recreate a piece of art using a computer program;
- manipulate shapes and objects to recreate an art style.

Using and Applying

In Year 2 and 3 we...

- control the mouse to produce different effects (dots/lines);
- use computer paint skills in a new context;
- add new slides to a presentation with a main idea on each slide;
- insert and reorder slides;
- make a character move within Scratch.

Programming – Logo and Scratch

In Year 2 and 3 we...

- Turn the turtle using rt 90 and lt 90.
- Draw squares and rectangles.
- Create simple algorithms using a number of different blocks.
- Use the repeat and green flag blocks to control algorithms.

- Create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch)
- Draw shapes with spaces between using penup and pendown (Turtle Logo)
- Change and alter the pen settings (Scratch)

Programming - Scratch

In Year 4,5 and 6 we...

- | | |
|---|---|
| <ul style="list-style-type: none">• Use Scratch to tell a short story.• Use Scratch to create a quiz• Write a program which accomplishes a specific goal.<ul style="list-style-type: none">• Create a program that includes a logical sequence.• Debug a program they have written.• Work with variables and adjust these depending on the effect they wish to create.• Understand and use the duplicate function.• Demonstrate that they understand how to combine a range of different effects to create their own quiz.• Design a program.• Successfully decompose a problem into its smaller parts.• Analyse the software to check it is fit for purpose.• Build on their existing knowledge to experiment and innovate when programming. | <ul style="list-style-type: none">• Create a race game on scratch• Create a maze game on scratch• Build on their existing knowledge to experiment and innovate when programming.• Move and edit blocks as part of an algorithm.• Program an algorithm as a sequence of game instructions with actions and consequences.• Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game. |
|---|---|

Programming - KODU

In Year 4,5 and 6 we...

- **Design a race game on Kodu**

- **Design an underwater game on Kodu**

- Open Kodu and navigate the programming environment using keyboard or mouse.

- Add objects to a world and program them using When and Do instructions.

- Plan and design the features of an original virtual environment.

- Program a character to move

- Follow instructions given in the Kodu programming environment.

- Describe the actions of a sequence of Kodu commands.

- Use tools to change the size of the ground and raise or lower the landscape.

- Decompose code into smaller parts and explain it in their own words.

- Design an improved race game on Kodu

- Design an first person shooter on Kodu

- Build on their existing knowledge to experiment and innovate when programming.

- View existing code and explain how it works.

- Create unique worlds with particular attention to detail in the addition of appropriate objects.

- Use ideas from existing codes to adapt and write their own programs.

- Edit and refine a race track design to improve playability.

- Adjust character and path settings to create an appealing game.

Using Word Processors – Word

In Year 4,5 and 6 we...

- | | |
|--|--|
| <ul style="list-style-type: none">• Select, edit and manipulate text in different ways.• Insert an image into a document.• Format an image.• Use formatting tools to improve the layout.• Use the spell-check tool.• Insert a simple table.• Change the size of the page.• Suggest ways to improve a layout.• Apply specific effects to an image.• Add a spelling to the spelling dictionary.• Add or delete rows or columns in a table.• Suggest ways to change a table.• Type at an appropriate speed. | <ul style="list-style-type: none">• Use some of the main keyboard shortcuts.• Choose a relevant website to link a document to• Create a hyperlink.• Change a homophone that is in the incorrect form• Format the borders of the cells within a table• Apply their knowledge of tools and techniques to improve the layout of a document• Change the background colour of the page• Format a hyperlink and find an appropriate place to insert it. |
|--|--|

Online Safety

In Year 4,5 and 6 we...

- Define cyber-bullying and know how to respond to a hurtful message or comment online. Understand this is just as hurtful as in real world situations.
- Access a trusted search engine and understand that search results are ranked. Also, to be able to choose an appropriate number of words for a search term.
- Understand that different search terms give different results.
- Know and explain what plagiarism is.
- Identify which information to keep private online.
- Explain what digital citizenship is.
- Identify comments or messages that may be hurtful to others AND make sure they are kind online.
- Explain why it may be dangerous to share private information.
- Tell someone else more than one way to stay safe online.

DARE Programme

- Explain why it may be dangerous to share private information.
- Explain how to be a good digital citizen.
- Tell someone else more than one way to stay safe online.
- Look in the address bar of a website so check for security
- Identify the lock symbol in an address bar
- Explain why someone might have an online friendship
- Explain what the SMART acronym means
- Explain what a stereotype is
- Compare gender stereotypes.
- Find a link to a privacy policy

	<ul style="list-style-type: none">• Identify a gender stereotype in a media message.
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Using Excel Spreadsheets

In Year 4,5 and 6 we...

- | | |
|---|--|
| <ul style="list-style-type: none">• Enter text and numbers into a spreadsheet.• Identify and refer to cells by row and column.• Begin to enter formulae with the SUM function.• Be able to enter formulae into cells.• Edit data and discuss the effect on results.• Use further functions including AVERAGE, MIN and MAX.• Create graphs.• Design their own spreadsheet for a specific purpose. | <ul style="list-style-type: none">• Enter and edit text.• Numbers and formulae purposefully and independently.• Understand the advantages of spreadsheets over comparative manual methods.• Explore further functions.• Select data and create graphs with appropriate formatting.• Design their own spreadsheet for a specific purpose and present it appropriately. |
|---|--|

Using Technology – Film Making

In Year 4,5 and 6 we...

Create short instructional videos based on topic.

Create a short news interview based on topic.

- Plan and write a script using appropriate software.
- Search for relevant information using appropriate websites.
- Use a digital I Pad (or similar device) to record.
- Plan suitable questions to ask an interviewee.
- Import video files into video editing software.
- Speak clearly into the camera when being recorded.
- Frame an appropriate filming shot when interviewing.
- Arrange video files to form a complete film.

Create a short film based on topic.

- Structure the timing of sections to meet a given running time.
- Cross-check information using different sources.
- Use a variety of camera angles and shots to record.
- Improvise and react to actors.
- Preview a movie project using software and refine, based on the preview.

Using Technology – Animation

In Year 4,5 and 6 we...

Stop Motion App
Jelly Motion App
Pivot Animator

- Explain what is meant by animation.
- Create a series of linked frames that can be played as a short animation.
- Control and adjust a time slider to locate a different point in a film clip.
- Insert images to create a simple stop-motion animation short film clip.
- Evaluate the good and bad points about some animation software.
- Make slight changes to an image using onion skinning, understanding the term.
- Use a time slider to find a specific point in a film clip to insert or edit an object.
 - Edit and refine images in a stop-motion animation short film clip.
- Compare different animation software by analysing good and bad points.

Develop skills further in all apps by creating more challenging and more accurate stop motions clips.

- Explain how computer software has improved animation techniques.
- Edit and refine still images with multiple layers of onion skins.
- Make extensive use of a time slider to animate multiple objects simultaneously.
- Use webcam or digital camera to create their own images for a stop-motion animation short film clip.
- Recognise limitations of animation software and suggest improvements.

Art

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.

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.

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.

[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.

[Main Menu](#)

We have selected artists to inspire our children in their own art. Our children will learn more about these artists through their art lessons. These artists will be used to inspire the variety of different mediums used by the children.

Featured Artists	
EYFS and KS1	KS2

Lowry
Mondrian
Rothko
Klee
Pollock
Kandinsky
Hockney

David Hockney
LS Lowry
Van Gogh
Picasso
Banksy
Claude Monet

Art		
Drawing	Painting	Textiles

<p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> • Name, match and draw lines from observations • Draw on different surfaces <p><u>Shape</u></p> <ul style="list-style-type: none"> • Draw shapes from observations • Draw shapes In between objects • Create new shapes <p><u>Tone</u></p> <ul style="list-style-type: none"> • Understand how to create light and dark colours 	<ul style="list-style-type: none"> • Understand how to use a brush and experiment with different sizes • Match colours to different objects. • Name different types of paint and their colours • Identify the primary colours by their names. • Mix primary colours to create different shades and tones. 	<ul style="list-style-type: none"> • Cut shapes in fabric using scissors • Apply shapes using glue or by stitching • Apply decoration using buttons, beads, feathers etc. • Create Fabrics by weaving and plaiting
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Collage	Printing	Digital Media
<ul style="list-style-type: none"> • Create images from a variety of different media – fabric, create paper, magazines etc. • Arrange and glue materials • Sort and group materials for different purposes – colour. • Fold, crumple, tear paper to experiment with the results. 	<ul style="list-style-type: none"> • Printing with a range of hard and soft materials – cork, sponge, rollers etc. • Making simple patterns • Start to build repeating patterns • Create simple printing blocks – potato prints. 	<ul style="list-style-type: none"> • Use ICT such as I pad, cameras, internet etc. to create images.

Topics

In Reception we...

Expressive and Arts and Design

We ensure 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 arts, enabling them to explore and play with a wide range of media and materials. To develop vocabulary and communication through art.

ELG:

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

Physical Development:

Fine motor control and precision helps with hand eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with arts and crafts and the practice using small tools, with feedback from adults allow children to develop proficiency, control and confidence.

ELG

Use a range of small tools, including scissors, paint brushes and cutlery.
Begin to show accuracy and care when drawing.

In Year 1 we...

Joan Miro

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- Explain that Joan Miró was an artist, who made paintings and sculptures.
- Use symbols and shapes within their work, and to explain what they represent.
- Compare their own work to the work of their classmates, and the work of Joan Miró, by discussing similarities and differences in techniques, colours, shapes, materials, design, and subject matter.
- Use the language of art and design to talk about how Miró's work developed and changed over time, commenting on the different styles, materials used, and the use of colour and size.
- Talk about the colours, shapes, and marks that they have used, and to identify at least one way in which their work is similar to Joan Miró's and one way in which it is different.

- Use materials and tools effectively, such as using sculpting tools to add detail.

Lowry

- Mix paint from Lowry Colours.
- Paint a seascape.
- Draw simple buildings.
- Point out the matchstick figures in Lowry's paintings.
- Draw simple matchstick figures.
- Compare two paintings.
- Say something about Lowry Colours.
- Say something about Lowry's industrial landscape paintings.
- Guess what matchstick figures are doing in a Lowry painting.
- Draw matchstick figures that show an action.
- Use scissors safely and effectively.
- Assemble a collage.
- Use perspective.
- Describe the buildings used in Lowry's industrial landscapes.
- Say something about seascapes.
- Say an interesting fact about LS Lowry.

Let's sculpt

- Create sculptures using different materials including clay.
- Design and make sculptures with a range of unusual materials.
- Talk about the shapes that they are using.
- Express preferences for certain materials.
- Describe the work of a range of sculptors.
- Note the difference between abstract and figurative sculptures.

Natural Sculptures

- are able to make a nature sculpture.

- are able to list natural materials that are easily found in the local environment.
- are able to describe the work of Andy Goldsworthy.

Let's sculpt

- Create sculptures using different materials including clay.
- Design and make sculptures with a range of unusual materials.
- Talk about the shapes that they are using.
- Express preferences for certain materials.
- Describe the work of a range of sculptors.
- Note the difference between abstract and figurative sculptures.

Colour Chaos

- Mix colours.
- Create art works with the colours they have mixed.
- Mix a range of secondary and tertiary colours.
- Mix shades.
- Mix tints.
- Decide if colours are warm or cool.
- Describe the work of a range of abstract artists.
- Mondrian, Rothko, Klee, Pollock, Kandinsky, Hockney

Lowry

- Mix paint from Lowry Colours.
- Paint a seascape.
- Draw simple buildings.
- Point out the matchstick figures in Lowry's paintings.
- Draw simple matchstick figures.
- Compare two paintings.
- Say something about Lowry Colours.
- Say something about Lowry's industrial landscape paintings.

- Guess what matchstick figures are doing in a Lowry painting.
- Draw matchstick figures that show an action.
- Use scissors safely and effectively.
- Assemble a collage.

Fabricate

- Use templates to design a coaster.
- Use flour paste to transfer a simple design onto fabric.
- Use a paintbrush to apply dye to change the colour of the fabric.
- Suggest why artists and craft makers might have decorated their artworks or products.
- Design several options for a product before selecting the best and explaining their choice.
- Use flour paste to transfer a design to fabric.
- Use a paintbrush to apply dye to their paste-resist coaster to change the colour of the fabric.
- Explain the process of batik in simple terms.

Landscapes and Cityscapes

In Year 2 and 3 we...

- Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials.
- Describe the work of at least two artists, identifying one similarity and one difference between their work.

Fabricate

In Year 2 and 3, we...

- Create their own loom from paper.
- Weave materials into a loom, alternating between over and under.
- Consider their choices of colours and materials when making and decorating a product.
- Suggest why artists and craftsmakers might have decorated their artworks or products.
- Design several options for a product before selecting the best and explaining their choice

Portraits

In Year 2 and 3, we...

- create different portraits using a range of techniques, including drawing, painting, and collage.

Autumn

In Year 2 and 3, we...

- Draw observational details based on the leaf in front of them.
- Paint an image that resembles details on a vegetable skin.
- Combine different types of materials to create a collage.
- Draw patterns based on their own observations.

British Art

In Year 2 and 3, we...

- Tell about the artist Thomas Gainsborough.
- Tell about the artist Sonia Boyce.
- Tell about the artist Howard Hodgkin.
- Tell about the artist Anish Kapoor.
- Tell about the artist Lucien Freud.
- Tell about the artist Paula Rego.

Insects

In Year 2 and 3, we...

- Draw details carefully.
- Design a mosaic.
- Make a puppet.
- Make a 3D model.
- Finish a 3D model.

Drawing

In Year 4,5 and 6 we...

Birds, Fruit and Historical Artefacts, Portraits and Human Body Parts etc.

- Understand how to produce an observational drawing and practise their own drawing skills.
- Develop their knowledge of how different pencil and pen techniques can create different affects:
- Crosshatching, blending, layering etc.
- Show shapes and colours and be able to use shading to show depth within an image.
- Draw in pen from different perspectives.
- Make, draw and design out of paper.
- Draw a body in charcoal.

- Develop their understanding of shading and depth
- Reflect on different portrait artists;
- Julian Opie.
- Henry Moore.
- Giacometti.

3D Sculptures – Animals and Historical Figures and Artefacts

In Year 4,5 and 6 we...

Greek Pots, Egyptian artefacts,

- | | |
|---|--|
| <ul style="list-style-type: none">• Create art with different 3D mediums• Develop knowledge of different techniques: rolling, kneading• Understand how to use tools correctly and safely• Use clay tools to make marks.• Soften clay and understand how to work clay with hands.• Use observational drawings to develop ideas in clay.• Create surface patterns and different textures• Develop clay techniques: slabs, coils and slips etc. | <ul style="list-style-type: none">• Learn how to join clay using jointers• Learn how to play their sculpture in detail from different angles.• Learn how to better use tools more effectively. |
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Painting - Water Colours and Landscapes

In Year 4,5 and 6 we...

- | | |
|--|---|
| <ul style="list-style-type: none">• Develop knowledge of using observational drawings as outlines for painting.• Experiment with different effects and textures: blocking, washes, layering and thicker paint to give bolder colours.• Work with different tools, small brush and larger brushes.• Mix colours to give different gradients of colour: understand how to make pastel shades and darker shades.• Create paintings inspired by music, story and poetry.• Develop knowledge in the language of Art and the descriptive names for techniques | <ul style="list-style-type: none">• Develop knowledge in the language of Art and the descriptive names for techniques• Learn how to practise techniques: trying out different brush strokes and techniques to create different patterns and textures.• Develop knowledge in matching colours to create and atmosphere within a painting.• Develop knowledge of matching colours, both to create a contrast and to create complementary colours |
|--|---|

Printing – Feathers, Leaves and Shapes

In Year 4,5 and 6 we...

- Create Prints with repeating patterns
- Create printing blocks using the impression method
- Print using two contrasting colours

- Creating prints based on patterns drawn in sketch books
- Create prints with three colour overlays
- Use different mediums to print

Using Other Mediums

In Year 4,5 and 6 we...

- Experiment with different mediums:

- Chalk
- Pastels
- Water colour pencils
- Charcoal
- Oil paints
- Crayon
- Felt pens

- Explore different ways of drawing

- Line work and marks
- Form and shape
- Adding tones
- Adding texture

- Develop a deeper understanding and knowledge of composition

- Understand what perspective is.

- Draw from a single focal point

- Experiment with scale and proportion

- Develop a better awareness of composition – foreground, middle and background.

Abstract Art – collective art, big art

In Year 4,5 and 6 we...

- Learn more about famous abstract artists, building on previous knowledge gained in KS1

- Robert Delaunay
- Wassily Kandinsky
- Paul Klee
- Piet Mondrain
- Jackson Pollock

- Use their knowledge of these artists and their work to inspire their own artwork.

- Work collaboratively to create larger art work inspired by **Chuck Close**.

- Develop their knowledge and skills to create thoughtful abstract art.

- Be able to explain what their work is meant to represent and what they want the viewer to feel.

Design and Technology

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.

[Main Menu](#)

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. ***We sometimes will adapt these plans to suit the needs and excitement of the children.***

Sensational Salads

In Reception	In Year 1 we...
<p>Fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to practice using small tools allow children to develop proficiency, control and confidence.</p> <p>Early Learning Goal Managing Self: Understand the importance of healthy food choices. Fine Motor Skills: Use a range of small tools, including cutlery. EAD: Creating with materials</p>	<ul style="list-style-type: none"> • Emerging • Know how to eat a healthy and varied diet. • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use measuring spoons, zesters and juicers to prepare dishes. • Understand that some food is grown and some food is caught. • Expected

Safely use and explore a variety of materials, tools and techniques.

- Explain that the food they eat can be split into different groups and know they should eat a balance of foods, including fish, to have a healthy and varied diet.
- Use the basic principles of a healthy diet to prepare dishes and start to understand why it is healthy.
- Follow a simple recipe.
- Work with some independence to correctly use measuring spoons, zesters and juicers when preparing dishes.
- Understand that fruit and vegetables are grown in different places and that fish is caught in seas, rivers and lakes.
- Exceeded
- Give specific names, like protein, to the different foods they eat and know how to maintain a healthy and varied diet. They will understand that they need more of some foods than others.
- Use the basic principles of a healthy diet to prepare dishes and give some detail about why it is healthy.
- Accurately follow a simple recipe.
- Work mainly independently to accurately use measuring spoons, zesters and juicers.
- Give specific names of vegetables that grow below the ground and fruits and vegetables that grow above the ground. They will also know the names of different types of fish and understand where they come from.

Vehicles

In Reception we... (Physical Development:
Moving and Handling)

Fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to practice using small tools allow children to develop proficiency, control and confidence.

Early Learning Goal

In Year 1 we...

- Make vehicles with construction kits which contain free running wheels.
- Use a range of materials to create models with wheels and axels e.g. glue, tape, dowel and cotton reels.
- Attach wheels to a chassis using an axle.

Fine Motor Skills:

Use a range of small tools, including cutlery.

EAD: Creating with materials

Safely use and explore a variety of materials, tools and techniques.

EAD

Return to build on their previous learning, refining ideas and developing their ability to represent them.

Physical Development

Develop their small motor skills so they can use a range of tools competently, safely and confidently.

- Join appropriately for different materials and situations e.g. glue and tape.
- Mark out materials to be cut using a template.
- Observe glue gun being used by an adult.

Making Houses

In Reception

Fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to practice using small tools allow children to develop proficiency, control and confidence.

Early Learning Goal

Fine Motor Skills:

Use a range of small tools, including cutlery.

EAD: Creating with materials

Safely use and explore a variety of materials, tools and techniques.

EAD

Return to build on their previous learning, refining ideas and developing their ability to represent them.

Physical Development

Develop their small motor skills so they can use a range of tools competently, safely and confidently.

In Year 1 we...

- Make structures with construction resources.
- Use a range of materials to create models that are free standing and have doors and windows e.g. glue, tape, .
- Cut and join appropriately different materials.
- Develop use of glue gun being assisted by an adult.

Pirate Paddy

In Reception	In Year 1 we...
<p>Fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to practice using small tools allow children to develop proficiency, control and confidence.</p> <p>Early Learning Goal Fine Motor Skills: Use a range of small tools, including cutlery. EAD: Creating with materials Safely use and explore a variety of materials, tools and techniques.</p> <p>EAD</p>	<p>Emerging recognise the positives about an existing product and any problems; • draw a simple design; • with support, build a structure for their lunch box; • test their own product.</p> <p>Expected explore an existing product and describe its problems and positives; • draw a design and describe it; • build strong structures; • test their own product and suggest improvements.</p> <p>Exceeded suggest improvements to existing products; • add details and special features to their designs e.g. compartments or built-in food storage and be able to say why they have included them; • use a basic understanding of structures to</p>

<p>Return to build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Physical Development Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p>	<p>make their models stable and stiff; • incorporate the main points listed in the design criteria to their lunch box; • test their product, evaluate it and make any changes, showing significant improvements when it is retested</p>
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Moving Pictures

In Reception	In Year 1 we...
Fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to	<ul style="list-style-type: none"> • Explore an existing product. • Draw a simple design.

practice using small tools allow children to develop proficiency, control and confidence.

Early Learning Goal

Fine Motor Skills:

Use a range of small tools, including cutlery.

EAD: Creating with materials

Safely use and explore a variety of materials, tools and techniques.

EAD

Return to build on their previous learning, refining ideas and developing their ability to represent them.

Physical Development

Develop their small motor skills so they can use a range of tools competently, safely and confidently.

- Make a picture which has at least one moving mechanism.
- Start to understand what design criteria is used for.
- Evaluate what they did well on their product.
- Evaluate how well a product works.
- Draw a simple design and add annotations.
- Make a picture which aims to have two moving mechanisms.
- Use design criteria to help guide the making and evaluation process.
- Answer in detail a range of questions about an existing product to help explore and evaluate it.
- Add detail and annotations to a design to show how different components move.
- Make a picture which uses a slider, wheel and lever mechanism to make it move.
- Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.

Dips and Dippers

In Reception	In Year 1 we...
<p>Fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to practice using small tools allow children to develop proficiency, control and confidence.</p> <p>Early Learning Goal Managing Self: Understand the importance of healthy food choices. Fine Motor Skills: Use a range of small tools, including cutlery. EAD: Creating with materials Safely use and explore a variety of materials, tools and techniques.</p>	<ul style="list-style-type: none"> • Emerging • Explain ideas about how to eat a healthy and varied diet. • Give a simple evaluation of a product by explaining their likes and dislikes. • Use kitchen equipment safely and prepare dishes. • Expected • Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet. • Design a new product that is appealing to themselves and others. • Explore and evaluate existing products. <p>Exceeding</p> <ul style="list-style-type: none"> • Give specific names, such as protein, to the different groups they eat. • Design a new product that is appealing to themselves and other users based on a design criteria. • Explore existing products and give evaluations that contain some detail.

Fabric Faces

In Year 2 and 3 we will:

- Use a template to shape a piece of fabric.
- Discuss their ideas as they develop and say what their design has to do to achieve the design criteria.
- Create a fabric face that reflects their own face.
- Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques.
- Evaluate their product saying what they like and what they could improve

Great Bread Bake Off

In Year 2 and 3 we will:

- Use their experiences of food ingredients and cooking methods to help generate ideas.
- Explain why they have chosen certain foods and processes and link them to their design criteria.
- Produce an order of work which includes an annotated diagram and chosen equipment appropriately.
- Make and evaluate their bread product against objective design criteria

Let's Go Fly a Kite

In Year 2 and 3 we will:

- Explain how a small event led to a larger significant event in Design and Technology which helped shape the world.
- Use research to create ideas and refine them to develop design criteria.
- Build and join strong frame structures and stiffen materials.

- Apply their understanding of where and how kites need stiffening.

Fabric Bunting

In Year 2 and 3 we will:

- Say what they like and dislike about the design of existing products.
- Use a graphics program to repeat and fill images to create an appealing design.
- Demonstrate some accuracy when cutting around a fabric shape.
- Create a seam using a running stitch.
- Choose appropriate fabric to add decoration.

Mechanical Posters

In Year 2 and 3 we will:

- Explore how mechanical systems work.
- Draw a design which uses annotations to add some detail.
- Develop design criteria to inform the design of innovative products aimed at a particular audience.
- Make a prototype and well finished poster which aims to have two lever/linkage mechanisms.
- Use design criteria to help guide the evaluation process.

Edible Garden

In Year 2 and 3 we will:

Understand the correct proportions of a balanced meal.

- Be able to plant and care for a variety of ingredients so they yield produce.
- Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients.

KS2: Research, Design, Make, Evaluate

The pupils will:

- Develop, plan and communicate ideas using a variety of methods e.g. drawing, photography and model making.
- Draw upon their own and others' experiences for their work.
- Select appropriate equipment, techniques and materials for their task.
- Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components. 2 – DT Policy 2016
- Measure, cut, shape and assemble a range of materials.
- Use simple finishing techniques.
- Follow correct safety procedures for all tasks including food technology.
- Evaluate processes and products by talking about their ideas and identifying how they could improve their work throughout the design and making process.
- Gain knowledge and understanding of the properties and characteristics of different components and mechanisms.
- Investigate Key events and individuals (designers, engineers), who have developed ground breaking products and their contribution to our society.

Religious Education

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.

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.

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.

[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.

[Main Menu](#)

What does it mean to belong?

	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Emerging: • Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <ul style="list-style-type: none">• Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none">• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).• Identify two ways people show they belong to each other when they get married (A1).• Respond to examples of co-operation between different people (C2) <p>Exceeding:</p> <ul style="list-style-type: none">• Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).• Identify some similarities and differences between the ceremonies studied (B3).

Which people are special?

In Reception	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to . Recognise that people have different beliefs and celebrate special times in special ways.</p>	<ul style="list-style-type: none"> • talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • reflect on the question 'Am I a good friend?' • recall and talk about stories of Jesus as a friend to others • recall stories about special people in other religions and talk about what we can learn from them. •

Who is a Christian?

In Reception	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of</p>	<p>Emerging:</p>

<p>children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell 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.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in special ways.</p>	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).
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Which stories are special?

In Reception	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell</p>	<p>talk about some religious stories</p> <ul style="list-style-type: none"> • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do

<p>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.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in special ways.</p>	<ul style="list-style-type: none"> • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.
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What makes places sacred?

In Reception	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell 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.</p>	<p>Emerging: • Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <ul style="list-style-type: none"> • Identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).

<p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in special ways.</p>	<ul style="list-style-type: none"> • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).
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How and why do we celebrate?

In Reception	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our diverse world. Aswell 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.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p>	<p>Emerging: • Identify a special time they celebrate and explain simply what celebration means (A1).</p> <ul style="list-style-type: none"> • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected: • Identify some ways Christians celebrate Easter some ways a festival is celebrated in another religion (A1).</p> <ul style="list-style-type: none"> • Re-tell stories connected with Easter a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding: • Suggest meanings for some symbols and actions used in religious celebrations, including Easter, Chanukah and/or Eid-ul-Fitr (A3).</p> <ul style="list-style-type: none"> • Identify some similarities and differences between the celebrations studied (B3).

<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in special ways.</p>	
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How should we care for others and why does it matter?

In Reception	In Year 1
<p>Understanding the world involves guiding children to make sense of their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction rhymes and poems will foster their understanding of our 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.</p> <p>ELG: Know some similarities and differences between different religious and cultural communities in the country, drawing on their experience and what has been read in class..</p> <p>Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in special ways.</p>	<p>Emerging: • Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <ul style="list-style-type: none"> • Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). • Identify some similarities and differences between the ceremonies studied (B3).

How and why do we celebrate special and sacred times?

In Year 2 and 3, we...

Emerging:

- Identify a special time they celebrate and explain simply what celebration means (A1).
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Expected:

- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Exceeding:

- Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).
- Identify some similarities and differences between the celebrations studied (B3).

Why are festivals important to religious communities?

In Year 2 and 3, we...

Emerging:

- Recognise and identify some differences between religious festivals and other types of celebrations (B2).
- Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).

Expected:

- Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).
- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Exceeding:

- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).
- Suggest how and why religious festivals are valuable to many people (B2).

What do different people believe about God?

In Year 2 and 3, we...

Emerging:

- Talk about how religions teach that people are valuable, giving simple examples (B1).
- Recognise that some people believe God created the world and so we should look after it (A2).

Expected:

- Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
- Identify ways that some people make a response to God by caring for others and the world (B1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)
- Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

Exceeding:

- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).
- Answer the title question thoughtfully, in the light of their learning in this unit (C1).

Why do people pray?

In Year 2 and 3, we...

Emerging:

- Describe what some believers say and do when they pray (A1).
- Respond thoughtfully to examples of how praying helps religious believers (B2).

Expected:

- Describe the practice of prayer in the religions studied (A2).
- Make connections between what people believe about prayer and what they do when they pray (A3).
- Describe ways in which prayer can comfort and challenge believers (B2).
- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

Exceeding:

- Explain similarities and differences between how people pray (B3).
- Consider and evaluate the significance of prayer in the lives of people today (A1).

Why are festivals important?

In Year 2 and 3, we...

Emerging:

- Identify a special time they celebrate and explain simply what celebration means (A1).
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Expected:

- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Exceeding:

- Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).
- Identify some similarities and differences between the celebrations studied (B3).

How should we care for the world and why does it matter?

In Year 2 and 3, we...

Emerging:

- Talk about how religions teach that people are valuable, giving simple examples (B1).

- Recognise that some people believe God created the world and so we should look after it (A2).

Expected:

- Re-tell Bible stories and stories from another faith about caring for others and the world (A2).
- Identify ways that some people make a response to God by caring for others and the world (B1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)
- Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

Exceeding:

- Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).
- Answer the title question thoughtfully, in the light of their learning in this unit (C1).

Who is a Christian and what do they believe?

In Year 2 and 3, we...

Emerging:

- Talk about the fact that Christians believe in God and follow the example of Jesus (A1).
- Recognise some Christian symbols and images used to express ideas about God (A3).

Expected:

- Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Ask some questions about believing in God and offer some ideas of their own (C1).

Exceeding:

- Make links between what Jesus taught and what Christians believe and do (A2).
- Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).

Who is a Muslim and what do they believe?

In Year 2 and 3 we...

Emerging:

- Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).
- Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).

Expected:

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
- Re-tell a story about the life of the Prophet Muhammad (A2).
- Recognise some objects used by Muslims and suggest why they are important (A2).

- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

Exceeding:

- Make links between what the Holy Qur'an says and how Muslims behave (A2).
- Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

Who is Jewish and what do they believe?

In Year 2 and 3, we...

Emerging:

- Talk about the fact that Jewish people believe in God (A1).
- Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).

Expected:

- Talk about how the mezuzah in the home reminds Jewish people about God (A3).
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).
- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).
- Ask some questions about believing in God and offer some ideas of their own (C1).

Exceeding:

- Make links between some Jewish teachings and how Jewish people live (A2).
- Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).

Sacred Books and Texts

In Year 2 and 3, we...

Emerging:

- Talk about some of the stories that are used in religion and why people still read them (A2).
- Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).

Expected:

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
- Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).
- Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).

Exceeding:

- Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).
- Make links between the messages within sacred texts and the way people live (A2).

Why is the Bible important to Christians?

In Year 2 and 3, we...

Emerging:

- Recall and name some Bible stories that inspire Christians (A2).
- Identify at least two ways Christians use the Bible in everyday life (B1).

Expected:

- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).
- Give examples of how and suggest reasons why Christians use the Bible today (B1).
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).

Exceeding:

- Explain how the Bible uses different kinds of stories to tell a big story (A2).
- Suggest why Christians believe that God needs to rescue/save human beings (B2).

What do different people believe about God?

In Year 4,5 and 6 we...

Emerging:

- Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).
- Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).

Expected:

- Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
- Ask questions and suggest some of their own responses to ideas about God (C1).
- Suggest why having a faith or belief in something can be hard (B2).
- Identify how and say why it makes a difference in people's lives to believe in God (B1).

Exceeding:

- Identify some similarities and differences between ideas about what God is like in different religions (B3).
- Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

What have we learnt from the bible and bible stories?

In Year 4,5 and 6 we...

Emerging:

- Recall and name some Bible stories that inspire Christians (A2).
- Identify at least two ways Christians use the Bible in everyday life (B1).

Expected:

- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).
- Give examples of how and suggest reasons why Christians use the Bible today (B1).
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).

Exceeding:

- Explain how the Bible uses different kinds of stories to tell a big story (A2).
- Suggest why Christians believe that God needs to rescue/save human beings (B2).

Why do some people think that life is a journey?

In Year 4,5 and 6 we...

Emerging:

- Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).
- Identify at least two promises made by believers at these ceremonies and say why they are important (B1).

Expected:

- Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).
- Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).

Exceeding:

- Explain similarities and differences between ceremonies of commitment (B3).
- Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).

Why are festivals important to religious communities?

In Year 4,5 and 6 we...

Emerging:

- Recognise and identify some differences between religious festivals and other types of celebrations (B2).
- Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).

Expected:

- Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).
- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).
- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Exceeding:

- Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).
- Suggest how and why religious festivals are valuable to many people (B2).

What Would Jesus Do?

In Year 4,5 and 6 we...

Emerging:

- Make connections between some of Jesus' teachings and the way Christians live today (A1).
- Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).

Expected:

- Outline Jesus' teaching on how his followers should live (A2).
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).
- Explain the impact Jesus' example and teachings might have on Christians today (B1).
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).

Exceeding:

- Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).
- Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).

Is it not better to express yourself through the arts?

In Year 4,5 and 6 we...

Emerging:

- Respond with ideas of their own to the title question (B2).
- Find out about religious teachings, charities and ways of expressing generosity (C3).

Expected:

- Describe and make connections between examples of religious creativity (buildings and art) (A1).
- Show understanding of the value of sacred buildings and art (B3).
- Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
- Apply ideas about values and from scriptures to the title question (C2).

Exceeding::

- Outline how and why some Humanists criticise spending on religious buildings or art (A3).
- Examine the title question from different perspectives, including their own (C1)

What does it mean to be a Christian in Britain today?

In Year 4, 5 and 6 we...

Emerging:

- Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).
- Ask good questions about what Christians do to show their faith (B1).

Expected:

- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).
- Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).
- Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

Exceeding:

- Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).
- Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).

What does it mean to be a Hindu in Britain today?

In Year 4, 5 and 6 we...

Emerging:

- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).
- Ask good questions about what Hindus do to show their faith (B1).

Expected:

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

Exceeding:

- Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).
- Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).

What does it mean to be Muslim in Britain today?

In Year 4, 5 and 6 we...

Emerging:

- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).
- Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).

Expected:

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).
- Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Exceeding:

- Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).
- Answer the title key question from different perspectives, including their own (C1)

What can we learn from religions about right and wrong?

In Year 4, 5 and 6 we...

Emerging:

- Recall and talk about some rules for living in religious traditions (B2).
- Find out at least two teachings from religions about how to live a good life (C3).

Expected:

- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).
- Make connections between stories of temptation and why people can find it difficult to be good (A2).
- Give examples of ways in which some inspirational people have been guided by their religion (B1).
- Discuss their own and others' ideas about how people decide right and wrong (C3).

Exceeding:

- Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).
- Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3)

What does it matter to Christian and Humanist?

In Year 4, 5 and 6 we...

Emerging:

- Identify the values found in stories and texts (A2).
- Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).

Expected:

- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).
- Describe some Christian and Humanist values simply (B3).
- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).

Exceeding:

- Give examples of similarities and differences between Christian and Humanist values (B3).
- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

Ahimsa and Ummah and Grace; what's the difference?

In Year 4, 5 and 6 we...

Emerging:

- Describe what Ahimsa, Grace or Ummah mean to religious people (A1).
- Respond sensitively to examples of religious practice with ideas of their own (B2).

Expected:

- Make connections between beliefs and behaviour in different religions (A1).
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).
- Consider similarities and differences between beliefs and behaviour in different faiths (B3).

Exceeding:

- Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).
- Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).

Physical Education – P.E.

Intent

It is our intent at The Darley and Summerbridge Federation to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Pupils with SEND

We recognise the importance of exercise for both physical and mental wellbeing amongst our pupils and the positive impact that PE can have on pupils with social, emotional and mental health needs in particular. We endeavour to deliver a PE curriculum which will instil the confidence and physical skills that children require in order to progress across the whole curriculum. Where a child has mobility difficulties or physical disabilities, we will seek further specialist and/or medical advice about adaptations that we can make to our PE teaching in order that all pupils can participate, progress and succeed. We have a wide range of PE equipment in school, including resources designed for those with disabilities, such as blind football.

Implementation

Pupils at the federation participate in weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children across the federation, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

[Main Menu](#)

Dance

	In Year 1 we...
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Support the children's all-round physical development through enabling them to pursue happy, healthy and active lives. Gross motor experiences develop incrementally throughout early childhood, including development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults 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 wellbeing. Children are given feedback and support from adults, allowing them to develop proficiency, control and confidence.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics and sport.

Combine different movements with ease and fluency.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

ELG: PD: GM Skills.

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- show control as they travel, jump and spin;
- identify which part of a performance may need to be improved;
- keep to the beat of the music when performing;
- improvise independently and adapt previous ideas to include in a dance;
- work effectively within a group to perform in canon;
- combine actions to create a short motif;
- mirror the movements of a partner;
- copy and repeat actions in time with the music;
- describe the sequence of a barn dance;
- shape their bodies appropriately to represent an object and respond to changes of speed;
- suggest some ways to improve their movements.

Gymnastics

In Year 1 we...

Support the children's all-round physical development through enabling them to pursue happy, healthy and active lives. Gross motor experiences develop incrementally throughout early childhood, including development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults 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 wellbeing. Children are given feedback and support from adults, allowing them to develop proficiency, control and confidence.

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics and sport.

Combine different movements with ease and fluency.

- lift and carry apparatus in a group;
- follow instructions involving two or more commands;
- remember where apparatus goes;
- say how their body feels before, after and during exercise;
- jump from two feet to two feet;
- jump down from equipment;
- say what they like about their partner's movements;
- change speed from fast to slow.
- move high and low;
- jump into a wide, thin or curled shape;
- roll in a curled or long, thin shape;
- perform a movement sequence;
- link actions with a movement to form a sequence

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Develop overall body-strength, balance, co-ordination and agility.

ELG: PD: GM Skills.

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Bat and Ball Games

In Year 1 we...

Support the children's all-round physical development through enabling them to pursue happy, healthy and active lives. Gross motor experiences develop incrementally throughout early childhood, including development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults 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 wellbeing. Children are given feedback and support from adults, allowing them to develop proficiency, control and confidence.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics and sport.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

ELG: PD: GM Skills.

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- hold a racket correctly;
- balance a beanbag on their racket while walking and throw and catch it a short distance into the air;
- hit a beanbag forwards into a target with some control;
- use a racket to hit a ball into the air, gradually improving control;
- watch a partner and give feedback using prompt questions;
- cooperate with a partner and follow rules to play a target game;
- hold a cricket bat correctly and use it to control a ball along a line and around cones;
- use a cricket bat to hit a ball towards a target with some accuracy;
- use a cricket bat to hit a ball that has been rolled to them;
- take on different roles within a game and understand their purpose;
- use a cricket bat to hit a ball that has been rolled to them, showing control of its path;
- roll a ball accurately and track and stop a rolled ball.

Yoga

In Year 1 we...

Support the children's all-round physical development through enabling them to pursue happy, healthy and active lives. Gross motor experiences develop incrementally throughout early childhood, including development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults 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 wellbeing. Children are given feedback and support from adults, allowing them to develop proficiency, control and confidence.

Revise and refine the fundamental movement skills they have already acquired:

- rolling
- crawling
- walking
- jumping
- running
- hopping
- skipping
- climbing

Progress towards a more fluent style of moving, with developing control and grace.

- stretch their body up smoothly;
- move between poses while keeping balanced;
- arch their back up, and dip their back down, smoothly;
- repeat the yoga sequence with minimal support;
- use a full range of movements;
- adapt yoga poses to their own needs;
- transition smoothly between yoga poses;
- balance on one leg;
- create a short sequence of yoga poses;
- demonstrate a yoga pose to the class;
- breathe smoothly while in poses.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics and sport. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.

ELG: PD: GM Skills.

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Raquet Sports

In Year 1 we...

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Outdoor Adventures

In Year 2 and 3, we...

- identify and demonstrate a range of effective teamwork skills to achieve the goals;
- understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities;
- follow multi-step instructions, using strategies to aid them;
- identify the problem and come up with possible solutions and a plan of action to solve it;
- demonstrate a range of effective teamwork skills to solve a range of problems;
- understand and use directional language to effectively navigate others.

Gymnastics

In Year 2 and 3, we...

- create their own shapes on a range of body parts and hold balances still;
- identify which part of a performance may need to be improved;
- work with a partner to create their own matching balance;
- perform paired balances on different pieces of equipment;
- demonstrate three different types of roll correctly, including a curled side roll;
- show control when performing log, teddy bear and curled side rolls;
- perform at least two types of jump correctly, showing a clear body shape in the air;
- jump off apparatus independently and land safely;
- can compose, remember and perform their own sequence containing at least one roll, balance and jump;
- describe what is good about a sequence and identify an area for improvement;
- work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump;
- show good control when performing balances, jumps and rolls, and link movements together to make a sequence flow.

- describe how to perform the new movements learnt in the unit;
- perform movements that show good understanding and control of the key skills needed;
- describe what they have done or changed in order to improve their performance during a lesson;
- link a series of movements together to create a longer sequence;
- practise and refine their own movements and 'spot' and advise others around them.

Dance

In Year 2 and 3, we...

Copy, remember and repeat actions.

Create a short motif inspired by a stimulus.

Change the speed and level of their actions.

Use simple choreographic devices such as unison, canon and mirroring.

Use different transitions within a dance motif.

Move in time to music.

Improve the timing of our actions.

Begin to improvise with a partner to create a simple dance.

Create motifs from different stimuli.

Begin to compare and adapt movements and motifs to create a larger sequence.

Use simple dance vocabulary to compare and improve work.

Perform with some awareness of rhythm and expression.

Circuit Training

In Year 2 and 3, we...

- use a pivot movement to change direction;
 - identify which activities they need to improve;
 - perform different types of jumps with control and use more than one type of jump in an activity;
 - explain how they feel after exercise;
 - show some control and accuracy when rolling a ball and aiming for a target;
 - identify similarities and differences between their own performance and that of someone else;
 - combine skills within an activity;
 - identify which skills are needed for a particular activity;
 - complete activities independently and record their scores;
 - suggest some ways that a partner can improve their performance;
 - identify improvements shown on their scorecard.
-
- follow instructions to travel using a sidestep action;
 - travel in different ways;
 - change direction, speed and level while travelling;
 - show an ability to travel at a different speed and direction in a circuit;
 - throw a ball underarm with some accuracy;
 - use their feet to move a ball around cones;
 - independently hold balances with control;
 - independently coordinate different body parts;

- follow instructions to complete exercises;
- actively try to improve their performance over time.

Athletics

In Year 2 and 3, we...

Running

Run at different paces, describing the different paces.

Use a variety of different stride lengths.

Travel at different speeds.

Begin to select the most suitable pace and speed for distance.

Complete an obstacle course.

Vary the speed and direction in which they are travelling.

Run with basic techniques following a curved line.

Be able to maintain and control a run over different distances.

Identify and demonstrate how different techniques can affect their performance.

Focus on their arm and leg action to improve their sprinting technique.

Begin to combine running with jumping over hurdles.

Focus on trail leg and lead leg action when running over hurdles.

Understand the importance of adjusting running pace to suit the distance being run.

Jumping

Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.

Combine different jumps together with some fluency and control.

Jump for distance from a standing position with accuracy and control.

Investigate the best jumps to cover different distances.

Choose the most appropriate jumps to cover different distances.

Know that the leg muscles are used when performing a jumping action.

Use one and two feet to take off and to land with.

Develop an effective take-off for the standing long jump.

Develop an effective flight phase for the standing long jump.

Land safely and with control.

Throwing

Throw different types of equipment in different ways, for accuracy and distance.

Throw with accuracy at targets of different heights.

Investigate ways to alter their throwing technique to achieve greater distance.

Throw with greater control and accuracy.

Show increasing control in their overarm throw.

Perform a push throw.

Continue to develop techniques to throw for increased distance.

Compete/Perform

Perform learnt skills with increasing control.

Compete against self and others.

Perform learnt skills and techniques with control and confidence.

Compete against self and others in a controlled manner.

Invasion Games

In Year 2 and 3, we...

- recognise and describe how the body feels during and after physical activity;
 - begin to use and understand the terms attacking and defending;
 - throw and catch a ball with a partner using different techniques and begin to choose the best pass to make in a game;
 - kick a ball, using the correct technique whilst moving, with some control and fluency;
 - pass a ball in different ways, using the correct technique, with some control and accuracy;
 - use throwing, catching and kicking skills in a game with increasing confidence and success;
 - begin to apply a range of attacking and defending skills in a game successfully, including dodging and marking;
 - increasingly choose and use the best space in a game, including passing to a player who is in space;
 - perform learnt skills with increasing control;
 - follow rules to play different games and understand the importance of having them;
 - show good teamwork in competitive situations.
-
- know some of the basic principles of invasion games;
 - recognise and begin to apply basic attacking skills such as dodging, with some success;
 - recognise and begin to apply basic defending skills such as marking and intercepting, with some success;
 - pass, receive and travel with a ball in a variety of ways with increasing control and accuracy;
 - identify and use tactics to help themselves and their team keep possession of the ball;
 - use space well to pass and receive a ball.

Bat and Ball/Striking and Fielding

In Year 2 and 3, we...

- hold a racket correctly and use it to hit a ball with control;
 - hit a ball to a target with increasing accuracy;
 - throw a ball underarm showing some accuracy when aiming for a partner's racket;
 - hit a ball that has been thrown to them, showing some control of the direction;
 - combine their skills to play a competitive game against a partner;
 - apply a practised tactic to help them to win a competitive game;
 - hold a cricket bat correctly and use it to control and hit a ball to a target;
 - use the correct technique to roll a ball accurately to a partner;
 - use a cricket bat to hit a ball that has been rolled to them, controlling the direction of the hit;
 - use the correct overarm technique to throw a ball forwards;
 - watch a partner, describe what they are doing well and identify an area for improvement;
 - cooperate with others to play a team game, taking on different roles within the game.
-
- strike a bowled ball in an intended direction;
 - stop a ball using a range of techniques;
 - play cooperatively with teammates, making decisions about when to run for points and when to not;
 - choose and use a range of simple tactics and strategies when striking and fielding;
 - invent rules for striking and fielding games.

Net and Wall Games

In Year 2 and 3, we...

- give examples of net and wall games and know what these types of sports involve, including some of the skills needed to play them;
- demonstrate a range of effective footwork skills during footwork drills, such as moving in different directions and changing direction whilst maintaining balance;

- understand the importance of good footwork, movement and positioning in net and wall games, including the ready position and demonstrate this throughout the lesson;
- roll a ball with good control and accuracy at a target;
- throw a ball underarm with good control and accuracy at a target;
- confidently use throwing and catching skills in games involving precision and accuracy with success;
- control the ball in a range of ways, including bouncing the ball up and down, using good hand-eye coordination and racket skills;
- hit a ball along the ground with accuracy using a tennis racket and use this skill to have a co-operative rally as well as to outwit an opponent;
- effectively hit a ball using a forehand technique and demonstrate this in a game, including using the correct grip;
- often hit a ball to land close to or in a target area;
- throw a ball using a double-handed backhand throw with good accuracy and technique;
- effectively hit a ball using a backhand technique and demonstrate this in a game, including using the correct grip;
- work co-operatively in a team to keep a rally going, using both the forehand and backhand hit;
- explain what to do in different attacking and defending scenarios and why;
- understand the importance of positioning to be able to return the ball and consistently apply this in a game;
- use a range of net and wall fundamentals to play a competitive net and wall-based game.

Throwing and Catching

In Year 2 and 3, we...

- stop a rolling ball with two hands;
- bounce a ball whilst moving;
- use an opposition overarm throw;
- pitch a quoit sideways;
- jump to catch a ball;
- get into position to catch a ball;
- say how their bodies feel different after exercising;

- walk along a line;
- keep their balance when pushed;
- dodge.

Swimming

In Year 4,5 and 6 we...

Develop our swimming ability through the completion of Swim England Water Skills Programme. We learn to...

Water Skills 1

Enter shallow water from the poolside in a safe manner. Assistance may be provided via the steps or from the poolside.

Move across the pool with the water surface no lower than shoulder level.

Submerge the face in the water and blow bubbles for three seconds.

Push and glide from the poolside or bottom on the front and change to a resting or standing position.

Push and glide from the poolside or bottom on the back and change to a resting or standing position.

Travel on the back a minimum distance of 5 metres.

Travel on the front a minimum distance of 5 metres.

Develop our swimming ability through the completion of Swim England Water Skills Programme. We learn to...

Water Skills 3

Jump into water of at least full reach depth.*

Swim four widths without a pause using any stroke or strokes.

Submerge in shallow water and retrieve an object from the pool bottom using both hands.

Tread water out of standing depth using arms and/or legs for 20 seconds.

Swim two widths on the front demonstrating good technique.

Swim two widths on the back demonstrating good technique.

Swim a minimum of 10 metres showing three changes of direction without touching the side or bottom of the pool.

Scull headfirst for 5 metres.

Rotate from the back to the front position and change to a resting or standing position.

Propel a floating object (e.g. a ball) for 3 metres by any method.

Demonstrate a flat or upright stationary floating position for 10 seconds.

Water Skills 2

Enter shallow water unaided from a standing or sitting position without the use of steps.

Submerge the head completely and blow out under water for a minimum of three seconds.

Hold a tucked floating position for a minimum of five seconds (this may be on the front or back with the face submerged or kept out of the water).

Swim one width on the front using a crawl-type front paddle propulsive action.

Swim one width on the back using a crawl-type leg action.

Swim one width on the front or back using breaststroke type action.

Swim one width full stroke on the front or the back with arm recovery over the water.

Demonstrate a flat upright or upright floating position for 20 seconds.

Swim through a hoop submerged in water of shoulder depth.

Swim continuously for one minute using two different strokes and with good style.

Water Skills 4

Jump into water of at least full reach depth* and swim 25 metres without touching the side or bottom of the pool.

Surface dive in water of at least full reach depth* demonstrating good technique.

Perform a forward somersault using a push and glide if necessary.

Swim breaststroke or front crawl for 25 metres showing good technique.

Swim backstroke for 25 metres showing good technique.

Scull head first for 5 metres and return sculling feet first.

Swim a minimum of 5 metres using a dolphin leg action.

Swim two widths of any stroke including a 'correct' turn complying with Swim England expected standards.

Enter water of at least full reach depth* and tread water for 20 seconds followed by a 25 metres swim.

Swim 5 metres underwater.

Demonstrate a 360 degrees turn or roll – from a flat or upright position without making contact with the pool bottom.	
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Swim two widths without pausing using any stroke	
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Dance

In Year 4,5 and 6 we...

Explore dances for different occasions – Party dances, Hakas, Celebration Dances etc
Create our own dance either as individuals or as small groups.

Gymnastics

In Year 4,5 and 6 we...

Key Steps 3 routines.

Smooth linking of movements.

Creating our own routines.

More complex movement on vaults.

Circuits – Variety of Presses , Squats, Split Squats, Pulls and Core – more complex styles and outcomes.

Discuss further location and names of muscles and how they work with skeleton and nerves.

Discuss differences and links between Strength, Speed and Power.

Invasion Games

In Year 4,5 and 6 we...

Whole school aim is to use a wide variety of increasingly complex games to develop good movement and sports skills. To increasingly develop tactical awareness, teamwork, personal assessment and leadership.

In Key stage 1 and EYFS we will develop sports skills such as throwing, catching, bouncing, fielding & kicking. Also different movement patterns such as running, hopping, bouncing, skipping, gallops etc and changing direction and speed.

In Key stage 2 to start using a variety of sports to encourage specific development in these sports but also to focus on skills that can be transferred easily to other sports.

To develop students with a great set of movement and (transferable) base sports skills and encourage external participation in sports providing and developing links to clubs and organisations.

Games should enhance and challenge ABCs of Sport and encourage correct movement further linking skills.

Games should be used to get students thinking about tactics and leadership skills.

Students should be able to discuss how they are using their bodies to create good movement skills.

Challenges should inspire students to practice the transferable base skills sets – some children may be exceeding the challenges. Further challenges are readily available.

Skills should be appropriately applied and progressed for individuals to be more challenging and

Focus on invasion games during the first half term (Autumn) and alternate on a two-yearly cycle between football skills and rugby.

Focus on striking and fielding games during the fifth half term (May) and alternate on a two-yearly cycle between cricket and rounders.

Football Skills covered:

Short passes from both feet

Long passes from both feet

Stop, control, look, pass

One Touch passes

Passing into space
Understanding the offside rule
Control on the chest
Control on the knee
Control to feet
Shooting for power
Shooting for accuracy (placing)
Develop spatial awareness
How to defend/tackle
Attacking headers
Defensive headers
Game management and awareness
Specific position-based skills eg. GK drills

Rugby Skills covered:

Passing off either hand - right and left developing a spin pass
Catching – from a pass and a high ball
Spatial awareness
Moving forward but passing backwards
Understanding the offside rule
How to score a try
How to tackle (tag) an opponent
How to play safely

Striking and Fielding Skills covered:

Field a rolling ball and a bouncing ball
Return a fielded ball underarm and overarm with accuracy
Catch a ball in two hands above the head, to the side, by the feet

How to bowl accurately (underarm for rounders and overarm for cricket)

How to strike a non-moving ball with power, precision and consistency

How to strike a rolling ball with power, precision and consistency

How to strike a bowled ball with power, precision and consistency

When to run and when not to

Tennis / Volleyball

Tennis – forehand backhand overhead

Shot selection – adding spin etc

Volleyball – Service and Spike

Space and positional play

Teamwork Tactics and Leadership

Game play – modified as necessary

Challenges individuals – alt side keepy ups

Challenges volleys pairs 2 balls specific shots etc develop appropriately

Hockey

Driible manipulation – tricks

Movement and dribbling choices

Challenges ball line drills and further

Hockey Keepy Ups – 3d ball control

Stick control in games - safety

Passing and shooting push and tap from movement

Game play – space attack and defence, positional roles, tactics.

Leadership skills

Netball / Basketball

Skills covered

Passing – decisions and speed both hands

Dribbling using tricks both hands

Dribbling making hand choice work

Dribbling Tricks

Ball manipulation – Spins rolls and tricks

Shooting – off both hands

Team work – create problems

Attack create space – Defence close space

Leadership and organisation

Position specific

Athletics

In Year 4,5 and 6 we...

Further explore throwing equipment – where appropriate add a step throw or run up.
Jumps where appropriate add a step or run up – Long Jump, Triple Jump, High (Scissor) Jump.
Further look at running style – Heel lift, Knee drive, Arms, Posture and linking them.
Mini Olympic Assessment

Music

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.

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.

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

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.

Main Menu

In Reception we...

EYFS:

Know the importance of children having regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media. 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.

DM:

Learn, remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape of familiar songs.

Create our own songs or improvise a song around one they know.

Play instruments with increasing control to express our feelings and ideas.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on our own, increasingly matching the pitch and following the melody.

Explore and engage in music making solo or within a group.

ELG:

-Sing a range of well-known nursery rhymes and songs.

-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

ASSESSMENT: Progress in Music Key Stage 1 (Y1/2)

Emerging	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> I can recognise sounds around me. 	<ul style="list-style-type: none"> I can recognise sounds and put them into patterns. 	<ul style="list-style-type: none"> I can recognise the way sounds are put together to create different moods and expression.
<ul style="list-style-type: none"> I can make sounds. 	<ul style="list-style-type: none"> I can change sounds and put them into patterns. 	<ul style="list-style-type: none"> I can explore sounds and put them together to create different moods and expression.
<ul style="list-style-type: none"> I can change sounds. 		
<ul style="list-style-type: none"> I can use my voice to speak. 	<ul style="list-style-type: none"> I can sing a tune. 	<ul style="list-style-type: none"> I can sing a song in tune.
<ul style="list-style-type: none"> I can use my voice to chant. 		
<ul style="list-style-type: none"> I can use my voice to sing. 		
<ul style="list-style-type: none"> I can sing with other children. I can echo some notes my teacher sings. 	<ul style="list-style-type: none"> I can sing a short musical pattern keeping a steady pulse. 	<ul style="list-style-type: none"> I can sing a song with expression.
<ul style="list-style-type: none"> I can play instruments with other children. 	<ul style="list-style-type: none"> I can play a short musical pattern keeping a steady pulse. 	<ul style="list-style-type: none"> I can perform a simple rhythm part using a short range of notes.
<ul style="list-style-type: none"> I can echo a short rhythm my teacher claps. 	<ul style="list-style-type: none"> I can create sounds and put them together so that my piece has a beginning, middle and end. 	<ul style="list-style-type: none"> I can make up short patterns and repeat them. I can make up a piece in a group building up layers of sound.
<ul style="list-style-type: none"> I can move to music to show whether the music makes me feel happy or sad. 	<ul style="list-style-type: none"> I can talk about pitch, rhythm, loud music, soft music and the speed of the music. I can talk about how pitch, rhythm, loud music, soft music and the speed of the music affect the mood of the music. 	<ul style="list-style-type: none"> I can talk about my piece. I can talk about pitch, rhythm, loud music (dynamics) and the tempo (speed) of the music. I can talk about how these musical elements affect the mood of the music.
<ul style="list-style-type: none"> I can listen to simple musical instructions and act on them. 	<ul style="list-style-type: none"> I can listen to musical instructions and act on them. 	<ul style="list-style-type: none"> I can respond to musical instructions
	<ul style="list-style-type: none"> I can draw shapes to show the sounds I have made. 	<ul style="list-style-type: none"> I can use symbols to show the sounds I have created.
	<ul style="list-style-type: none"> I can improve my own work. 	<ul style="list-style-type: none"> I can improve my own work and talk about the effect I want my music to create.

ASSESSMENT: Progress in Music: Lower Key Stage 2 (Y3/4)

Emerging	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> I can recognise sounds and put them into patterns. 	<ul style="list-style-type: none"> I can recognise the way sounds are put together to create different moods and expression. 	<ul style="list-style-type: none"> I can talk about the way sounds are put together and the different effects that are being created to show the composers intention.
<ul style="list-style-type: none"> I can change sounds and put them into patterns. 	<ul style="list-style-type: none"> I can explore sounds and put them together to create different moods and expression. 	<ul style="list-style-type: none"> I can make up a short rhythm on the spot (improvise) as part of my group's performance.
<ul style="list-style-type: none"> I can sing a tune. 	<ul style="list-style-type: none"> I can sing a song in tune. 	<ul style="list-style-type: none"> I can sing a song in tune with expression showing awareness of the other parts.
<ul style="list-style-type: none"> I can sing a short musical pattern keeping a steady pulse. 	<ul style="list-style-type: none"> I can sing a song with expression. 	
<ul style="list-style-type: none"> I can play a short musical pattern keeping a steady pulse. 	<ul style="list-style-type: none"> I can perform a simple rhythm part using a short range of notes. 	<ul style="list-style-type: none"> I can perform a part from simple notation (any of: shapes, graphic score, letter names of notes, notes on the staff). I can perform my part in time within a group piece, and I am aware of the other parts (playing/singing).
<ul style="list-style-type: none"> I can create sounds and put them together so that my piece has a beginning, middle and end. 	<ul style="list-style-type: none"> I can make up short patterns and repeat them. I can make up a piece in a group building up layers of sound. 	<ul style="list-style-type: none"> I can make-up (compose) musical patterns using rhythm and melody, develop my ideas and organise them into a structure for example beginning, middle and end.
<ul style="list-style-type: none"> I can talk about pitch, rhythm, loud music, soft music and the speed of the music. 	<ul style="list-style-type: none"> I can talk about my piece; I can talk about pitch, rhythm, loud music (dynamics) and the tempo (speed) of the music. 	<ul style="list-style-type: none"> I can talk about my performance and the effect of the group's performance.
<ul style="list-style-type: none"> I can talk about how pitch, rhythm, loud music, soft music and the speed of the music affect the mood of the music. 	<ul style="list-style-type: none"> I can talk about how these inter-related dimensions of music affect the mood of the music. 	<ul style="list-style-type: none"> I can talk about different types of music and compare different types of music using musical vocabulary.
<ul style="list-style-type: none"> I can listen to musical instructions and act on them. 	<ul style="list-style-type: none"> I can respond to musical instructions. 	<ul style="list-style-type: none"> I can perform a part by ear.
<ul style="list-style-type: none"> I can draw shapes to show the sounds I have made. 	<ul style="list-style-type: none"> I can use symbols to show the sounds I have created. 	<ul style="list-style-type: none"> I can use symbols to represent the music I have created.

<ul style="list-style-type: none"> I can improve my own work. 	<ul style="list-style-type: none"> I can improve my own work and talk about the effect I want my music to create. 	<ul style="list-style-type: none"> I can talk about what is good in my work and the work of others and also suggest ways the music could be improved. I can talk about how I have achieved the effects I wanted the music to create and how effects have been created in the music of others.
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Progress in Music Upper Key Stage 2 (Y5/6)

Emerging	Meeting Expectations	Exceeding Expectations
<ul style="list-style-type: none"> I can recognise the way sounds are put together to create different moods and expression. 	<ul style="list-style-type: none"> I can talk about the way sounds are put together and the different effects that are being created to show the composers intention. 	<ul style="list-style-type: none"> I can identify what is happening in the music (musical devices for example ostinato, pentatonic scale, wide range of pitch, off-beat rhythms [syncopation] etc.).
<ul style="list-style-type: none"> I can explore sounds and put them together to create different moods and expression. 	<ul style="list-style-type: none"> I can make up a short rhythm on the spot (improvise) as part of my group's performance. 	<ul style="list-style-type: none"> I can improvise a melodic and rhythmic pattern within a structure.
<ul style="list-style-type: none"> I can sing a song in tune. 	<ul style="list-style-type: none"> I can sing a song in tune with expression showing awareness of the other parts. 	<ul style="list-style-type: none"> I can perform a song from memory.
<ul style="list-style-type: none"> I can sing a song with expression. 		
<ul style="list-style-type: none"> I can perform a simple rhythm part using a short range of notes. 	<ul style="list-style-type: none"> I can perform a part from simple notation (any of: shapes, graphic score, letter names of notes, notes on the stave). I can perform my part in time within a group piece, and I am aware of the other parts (playing/singing). 	<ul style="list-style-type: none"> I can perform from notation (any of: shapes, graphic score, letter names of notes, notes on the stave). I can identify my role within the performance for example leading others, taking a solo part, providing rhythmic support.

<ul style="list-style-type: none"> • I can make up short patterns and repeat them. • I can make up a piece in a group building up layers of sound. 	<ul style="list-style-type: none"> • I can make-up (compose) musical patterns using rhythm and melody, develop my ideas and organise them into a structure for example beginning, middle and end. 	<ul style="list-style-type: none"> • I can compose music for different occasions for example for a carnival, a wedding, a birthday using appropriate musical devices such as melody, rhythms, chords and structures. • I can explore musical devices (for example ostinato, pentatonic scale, major/minor scale, major/minor chords, chord sequences).
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<ul style="list-style-type: none"> • I can talk about my piece; I can talk about pitch, rhythm, loud music (dynamics) and the tempo (speed) of the music. 	<ul style="list-style-type: none"> • I can talk about my performance and the effect of the group's performance. 	<ul style="list-style-type: none"> • I can talk about how the place where the music will be performed, the occasion the music is written for and the purpose the music is written for affects the way the music is created and performed and affects the way the audience hears and responds to the music.
<ul style="list-style-type: none"> • I can talk about how these inter-related dimensions of music affect the mood of the music. 	<ul style="list-style-type: none"> • I can talk about different types of music and compare different types of music using musical vocabulary showing an understanding of the history of music. 	<ul style="list-style-type: none"> • I can analyse and compare features in the music for example features in pop music, jazz, folk music, classical music, musical theatre, world music (Africa, India, Japan etc.) such as instrumentation, style, texture, tempo, dynamics. • I can talk about how the music shows the time and place it was written for showing understanding of the history of music and music of different cultures.
<ul style="list-style-type: none"> • I can respond to musical instructions and listen with concentration. 	<ul style="list-style-type: none"> • I can listen with attention to detail and perform a part by ear. 	<ul style="list-style-type: none"> • I can listen with attention to detail and perform longer parts/songs by ear.

<ul style="list-style-type: none"> I can use symbols to show the sounds I have created. 	<ul style="list-style-type: none"> I can use symbols to represent the music I have created. 	<ul style="list-style-type: none"> I can use a variety of notations for example graphic score, notes on the stave, chord symbols.
<ul style="list-style-type: none"> I can improve my own work and talk about the effect I want my music to create. 	<ul style="list-style-type: none"> I can talk about what is good in my work and the work of others and also suggest ways the music could be improved. I can talk about how I have achieved the effects I wanted the music to create and how effects have been created in the music of others. 	<ul style="list-style-type: none"> I can refine and improve my work.

French

Intent

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 through:

- Introducing young children to other languages in a fun and enjoyable context;
- Helping children to be aware of, and respect, cultural differences;
- Linking in language structure across foreign languages and comparing it with English;
- Promoting independent learning within society.
- FL is not a statutory part of the curriculum in EYFS or KS1 but may be included as part of other curriculum subjects, such as PSHE&C, music, etc or introduced according to pupil interest.

Our scheme of work for French is delivered using Twinkl, which meets the requirements of the National Curriculum, is taught in KS2. Pupils:

- become increasingly familiar with the sounds and written form of a modern foreign language;
- develop language skills and language-learning skills;
- understand and communicate in a new language;
- make comparisons between the foreign language and English or another language;
- increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- foster positive attitudes towards foreign language learning;
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- form a sound basis for further study at key stage 3 and beyond

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.

[Main Menu](#)

French Knowledge

In Year 4,5 and 6 we

Learn numbers 1 – 20
Learn classroom language

Colours and Counting and Time

Learn the primary colours in French
Be able to count to 20
Begin to use numbers and colours to describe objects
Say and order the days of the week
Say and order the months of the year

All About Me

Learn to greet others
Learn to say how they are
Learn how to ask and answer questions about names
Learn that French is spoken in France and elsewhere in the world
Identify and introduce some of their relations
Name some common pets
Recognise some rooms in their home

Food Glorious Food

Say what foods from a set they like/dislike
Describe the colour or size of an object
Ask politely for something
Learn how to order something
Learn names for vegetables in French
Learn how to buy some vegetables

Sports

Learn the names for different sports

Learn numbers 20 - 69
Learn classroom language

Colours and Counting and Time

Learn further colours in French
To be able to count to 100
Be able to use numbers and colours to describe objects

All About Me

Learn how to ask and say when their birthday is in French
Learn further greetings and how to convey emotions
Find out about birthday celebrations in French
Learn how to talk about their extended family and use their knowledge of numbers to describe them
Learn to describe themselves and other people
Use their developing language skills to understand clues in a guessing game

Food Glorious Food

Develop their awareness of typical breakfast and other food and drink in France
Learn to order a range of food and drink
Learn to express and understand likes and dislikes with regard to food/drink
Learn to express and understand opinions
Compare shopping in French markets with their own experiences

Sports

Learn the words for like and dislike and use them to describe their hobbies

Cher zoo and animals

Names some animals

Describe them using the colours that they know

Describe their family pets

That's Tatsey

Hot and Cold Drink names

List some breakfast items

Order sandwich fillings

Add Pizza toppings

Learn to talk about more hobbies

Learn to use the future tense

Learn some nouns and verbs to describe a sport

Discuss the things that they like

- weather
- holidays
- sports
- holidays

Cher zoo and animals

Listen to a piece of music by a French composer

Learn new animal names

Learn about animal habitats

Learn how to design a poster in French

Read information texts , an email and a poster about a carnival

Learn about animal noises in other cultures

That's Tatsey

Order French Items in a café

Say what they like to eat and why

Describe the opening and closing times

Book a table at a restaurant

PSHE And Citizenship

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 maintain 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

Pupils with SEND

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.

[Implementation](#)





Our PSHE lessons have a half-termly focus. They are taught through both daily conversations with the children and through discrete sessions. Daily Teacher and 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.

Our PSHE topics also cover the British Values, RSE (See separate policy) and SMSC.

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PSHE Association Coverage

PSHE and Citizenship KS1

				
	Be Yourself	Digital Wellbeing	TEAM	VIPs
Health and Wellbeing				
Healthy lifestyles (physical wellbeing)				
H1. about what keeping healthy means; different ways to keep healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about foods that support good health and the risks of eating too much sugar	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. about why sleep is important and different ways to rest and relax	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. simple hygiene routines that can stop germs from spreading	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. how to keep safe in the sun and protect skin from sun damage	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. about the people who help us to stay physically healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Be Yourself	Digital Wellbeing	TEAM	VIPs
H11. about different feelings that humans can experience	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. how to recognise and name different feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. how feelings can affect people's bodies and how they behave	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how to recognise what others might be feeling	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H16. about ways of sharing feelings; a range of words to describe feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6





PSHE Association Coverage

PSHE and Citizenship KS1

				
	Aiming High	Diverse Britain	Money Matters	One World
Health and Wellbeing				
Healthy lifestyles (physical wellbeing)				
H1. about what keeping healthy means; different ways to keep healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about foods that support good health and the risks of eating too much sugar	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. about why sleep is important and different ways to rest and relax	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. simple hygiene routines that can stop germs from spreading	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. how to keep safe in the sun and protect skin from sun damage	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. about the people who help us to stay physically healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Aiming High	Diverse Britain	Money Matters	One World
H11. about different feelings that humans can experience	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. how to recognise and name different feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. how feelings can affect people's bodies and how they behave	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how to recognise what others might be feeling	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H16. about ways of sharing feelings; a range of words to describe feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6





PSHE Association Coverage

PSHE and Citizenship KS1

Health and Wellbeing				
Healthy lifestyles (physical wellbeing)	Growing Up	It's My Body	Safety First	Think Positive
H1. about what keeping healthy means; different ways to keep healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about foods that support good health and the risks of eating too much sugar	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. about why sleep is important and different ways to rest and relax	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. simple hygiene routines that can stop germs from spreading	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. how to keep safe in the sun and protect skin from sun damage	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. about the people who help us to stay physically healthy	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Growing Up	It's My Body	Safety First	Think Positive
H11. about different feelings that humans can experience	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. how to recognise and name different feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. how feelings can affect people's bodies and how they behave	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how to recognise what others might be feeling	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H16. about ways of sharing feelings; a range of words to describe feelings	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6





PSHE Association Coverage

PSHE and Citizenship LKS2

				
	Be Yourself	Digital Wellbeing	TEAM	VIPs
Health and Wellbeing				
Healthy lifestyles (physical wellbeing)				
H1. how to make informed decisions about health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about the elements of a balanced, healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about choices that support a healthy lifestyle, and recognise what might influence these	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. about what good physical health means; how to recognise early signs of physical illness	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Be Yourself	Digital Wellbeing	TEAM	VIPs





PSHE Association Coverage

PSHE and Citizenship LKS2

Health and Wellbeing				
Healthy lifestyles (physical wellbeing)	Aiming High	Diverse Britain	Money Matters	One World
H1. how to make informed decisions about health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about the elements of a balanced, healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5
H3. about choices that support a healthy lifestyle, and recognise what might influence these	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. about what good physical health means; how to recognise early signs of physical illness	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Aiming High	Diverse Britain	Money Matters	One World

PSHE Association Coverage

PSHE and Citizenship LKS2

Health and Wellbeing				
Healthy lifestyles (physical wellbeing)	Growing Up	It's My Body	Safety First	Think Positive
H1. how to make informed decisions about health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about the elements of a balanced, healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about choices that support a healthy lifestyle, and recognise what might influence these	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. about what good physical health means; how to recognise early signs of physical illness	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Growing Up	It's My Body	Safety First	Think Positive





PSHE Association Coverage

PSHE and Citizenship UKS2

Health and Wellbeing																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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PSHE Association Coverage

PSHE and Citizenship UKS2

				
	Aiming High	Diverse Britain	Money Matters	One World
Health and Wellbeing				
Healthy lifestyles (physical wellbeing)				
H1. how to make informed decisions about health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about the elements of a balanced, healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about choices that support a healthy lifestyle, and recognise what might influence these	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. about what good physical health means; how to recognise early signs of physical illness	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Aiming High	Diverse Britain	Money Matters	One World

PSHE Association Coverage

PSHE and Citizenship UKS2

				
	Growing Up	It's My Body	Safety First	Think Positive
Health and Wellbeing				
Healthy lifestyles (physical wellbeing)				
H1. how to make informed decisions about health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H2. about the elements of a balanced, healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H3. about choices that support a healthy lifestyle, and recognise what might influence these	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H5. about what good physical health means; how to recognise early signs of physical illness	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Mental health	Growing Up	It's My Body	Safety First	Think Positive

Statutory RSHE

Relationship Education

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being Safe Sex Education will not be compulsory in primary schools but schools can teach it

Health Education

- Mental wellbeing
- Internet safety and harms Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (puberty)

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.*

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 our School Council and regular questionnaires. The elections of the School Council members and Sports Captains are based solely on children's votes, reflecting our British electoral system and demonstrating democracy in action.

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. Children also have a choice to participate in our numerous extra- curricular activities.

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.

Democracy

What Value Do We Promote?

- Involve children in democratic processes through election of School Councillors
- Provide opportunity for children to be involved in the decision making process through Class Council meetings, which feed into weekly School Council meetings
- Involve all children in drawing up of class expectations each year
- Teach pupils how they can influence decision-making through the democratic process
- 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 – IMPS (Injury Minimisation programme) visit, Junior Citizens programme
- 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
- Annual pupil survey giving children a chance to be heard
- Involve children in applying for Eco-Status

The rule of law

What Value 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 -talk to Y6 on age of criminal responsibility **D.A.R.E**
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts
- Involve children in review of School Behaviour policy – through School Council and assemblies
- 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

Individual Liberty

What Value Do We Promote?

- Ensure school rules and expectations are clear and fair
- Support pupils to develop their self-knowledge, self-esteem and self-confidence – PSHCE, SEAL
- Promote personal motivation through Building Learning Power
- 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 and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Encourage children to support each other's learning through talking partners, peer assessment
- Implement a strong anti-bullying culture – Anti-Bullying Week
- Encourage older children to support younger children through 'buddies'.

Tolerance of those with different faiths and beliefs

What Value 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, with visitors being invited into our school to enrich and extend understanding.
- Through this our children gain an enhanced understanding of their place in a culturally diverse society.