Bramham and Shadwell Federation
Whole Curriculum Overview

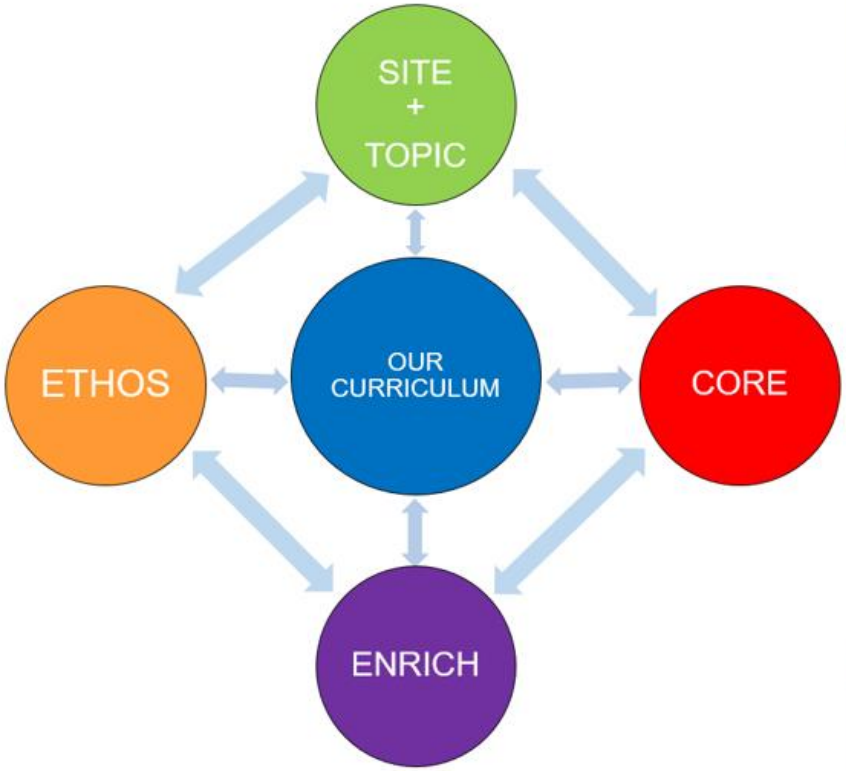
SITE
Science
Innovation
Technology (Computing)
Engineering

TOPIC
History and Geography
Skills

CORE

Maths
Numbers and the Number System, Data, Geometry

English
Reading, Writing, Speaking and Listening, Debate, Vocabulary



ETHOS
SMSC
Metacognition (Learning to Learn)
Learning for Life
Strategies
Self Awareness
MindMate
PSHE
RE

ENRICH
P.E.
Music
Art
Outdoor Learning
Residential
Vists and Visitors
Cooking Skills
Cycling Proficiency
French

Federation Intent → ETHOS	
ETHOS	The ETHOS curriculum aims to develop core principles in children so that they are responsible pupils who have the essential skills and values for working well at school and to lead successful lives. Our ETHOS curriculum ensures that children are happy, enthusiastic, and committed learners. The ETHOS curriculum provides opportunities for children to promote their own sense of identity by embedding the following **Learning for Life Skills**: • **Resilience** • **Self-Awareness (personal identity)** • **Emotional Awareness** • **Perseverance** • **Self-motivation** • **Tolerance and Acceptance** • **An understanding of their own learning style; and** • **A range of Social Skills.** SMSC is interwoven into areas where there are purposeful links: TOPIC, English, PSHE and RE are key curriculum areas that promote SMSC with children answering and exploring challenge questions in lessons which can be seen on planning and in children's books.

SMSC – Whole School Overarching Theme						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Years 1-6.	Myself: What makes a good global citizen?	Keeping Safe: How did people in the past protect themselves?	Freedom: What does Freedom mean to someone?	Thinking of Others: How did people treat each other in the past?	Looking all around me: Can I make a difference?	Being Better: How did people in the past aim to lead better lives?
SMSC Weekly Ethos Statements						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Week 1:	Smile and the world smiles with you	Do not judge a book by its cover.	We have the freedom to make good or poor choices. Always make a good choice.	Sharing is caring and caring is sharing	True happiness is found in the friendships we make.	Do something for others without them knowing.
Week 2:	Always speak kind words. 'If you have nothing nice to say then don't say anything at all'. (Thumper from Disney)	Forget the mistake, remember the lessons.	Respect yourself and those around you.	Treat others as you wish to be treated'	*'Happiness never decreases by being shared'* *Lord Buddha (c 563 – 483 BC) Spiritual Teacher and founder of Buddhism*	*'Learn as if you were to live forever*', Mahatma Gandhi
Week 3:	Everyone is unique and each experience is different	Friendship is a two way street.	'Follow your dream with determination and passion ....' Reference: Eleanor Roosevelt (1884-1962) – helped to draft UN declaration	'Kind words are short and easy to speak, but their echoes are truly endless", Mother Teresa,1910 - 1997	Karma: What goes around comes around.	Always have positive thoughts – You can do it!

			of human rights			
Week 4:	The wise person understands that his own happiness must include the happiness of others.	The best time for new beginnings is now.	'Forgive one another '(Colossians 3:13)	Never leave people out, let them join in.	Be polite and always remember to use your manners.	Live your life for today, enjoy every moment.
Week 5:	Think about how other people are feeling. Can you help them?	After every storm the sun will shine.	With freedom comes responsibility	Forgive and forget	Take a leap of faith.	Healthy mind, healthy heart, healthy human.
Week 6:	A problem shared is a problem halved	Try and try again, until you get it right.	You are free to choose but you are not free from the consequence of your choice.	'Love is patient, love is Kind.' 1 Corinthians 13; 4 – 5	Helping others makes you feel happy.	Look after each other, be kind, be helpful and be happy.
Week 7:	Always treat others how you would like to be treated.	We are one big family, we respect and care for one another.				

PSHE denotes lessons which link directly to safeguarding						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Reception	Pupils in Reception are taught to:
	• see themselves as a valuable individual
	• build constructive and respectful relationships
	• express their feelings and consider the feelings of others
	• manage their own personal hygiene
	• work and play cooperatively and take turns with others.
	• give focused attention to what the teacher says.
			Pupils in Reception are taught to:
			• show resilience and perseverance in the face of challenge
			• identify and moderate their own feelings socially and emotionally
			• manage their own personal hygiene
					Pupils in Reception are taught to:
					• think about the perspectives of others
					• manage their own needs and personal hygiene
					• know and talk about the different factors that support their overall health and wellbeing including:
					  • regular physical activity
					  • healthy eating
					  • toothbrushing
					  • sensible amounts of 'screen time'
					  • having a good sleep routine
					  • being a safe pedestrian	

Year 1	Identity, society & equality: Me and others (including relationships education)	Keeping safe & managing risk: Feeling safe	Mental health & emotional wellbeing: Feelings	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Careers, financial capability & economic wellbeing: My money	Physical Health & well-being: Fun times
Year 2	Physical Health & Wellbeing: What keeps me healthy?	Mental health & emotional wellbeing: Friendship	Relationship & sex education: Boys & girls, families.		Keeping safe and managing risk: Indoors and outdoors.	Drug, alcohol and tobacco education: Medicines and me.
Year 3	Drug, alcohol and tobacco education: Tobacco is a drug	Keeping safe and managing risk: Bullying – see it, say it, stop it.	Mental health and emotional wellbeing: Strengths and challenges.	Careers, financial capability and economic wellbeing.	Identity society and equality: Celebrating difference. (including relationships education)	Physical health and wellbeing: What helps me choose?
Year 4	Identity, society and equality: Democracy.	Drug, alcohol and tobacco education: Making choices.	Physical health and wellbeing: What is important to me?	Keeping safe and managing risk: Playing safe.	Relationship and sex education: Growing up and changing.	

Year 5	Keeping safe and managing risk: When things go wrong.  My Health My School survey	Relationships and sex education: Puberty	Identity, society and equality: Stereotypes, discrimination and prejudice. Physical health and wellbeing: In the media.	Mental health and emotional wellbeing: Dealing with feelings.	Drug, alcohol and tobacco education: Different influences. 	Careers, financial capability and economic wellbeing: Borrowing and earning money.
Year 6	Identity, society and equality: Human rights. My Health My School survey	 Keeping safe and managing risk: Keeping safe – out and about.	Drug, alcohol and tobacco education: Weighing up risk. 	Mental health and emotional wellbeing : 	Healthy minds/Mental health	Relationship and sex education: Healthy relationships/how a baby is made. FGM.  Life Changes (Transition to high school)

Religious Education (R.E.)						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS/ Reception	Where do we live and who lives there? Talk about members of their immediate family and community. Name and describe people who are familiar to them Harvest Festival – Collect food for the local food bank.	How are special times celebrated? Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Talk about the lives of people around them and their roles in society.	Who and what are special to us? Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities	Who and what are special to us? Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities	What can we see in our wonderful world? Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments	What makes a good helper? Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past
Year 1	Which books and stories are special? Harvest service at Church	How do we celebrate special events? Remembrance Service Christingle at Church	What does it mean to belong to a church or mosque?		How and why do we care for others?	Who brought messages about God and what did they say?
Year 2	How is new life welcomed? Remembrance Service Harvest service at Church Remembrance service Christingle at Church		How can we make good choices?	How and why do people pray?	How can we look after our planet?	What did Jesus teach and how did he live?

Year 3	How do Jews remember God's covenant to Abraham and Moses? Harvest service at church Remembrance service Christmas story Carol Service	How do people express spirituality?	What do Christians believe about a good life? Easter story Bible	What do creation stories tell us about our world?	Who can inspire us?
Year 4	How are important events remembered in ceremonies? Harvest service at Church Remembrance service Carol Service	What faiths are shared in our country?		How do the 'Five Pillars' guide Muslims in life?	Why are Gurus at the heart of Sikh belief and practice?
Year 5	Why are some places and journeys special? Harvest service at church Remembrance Service Carol service	Should we forgive others?		What do Christians believe about old and new covenants?	What values are shown in codes for living?
Year 6	How do Sikhs show commitment? Harvest service at church	How do Jews remember Kings and Prophets in worship and life? Remembrance Service Carol service	What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities and commitments?	

	CORE Curriculum → Federation Intent
English Reading	Reading focuses on teaching key skills in lessons and allowing children to apply these skills across the whole curriculum through a range of interesting and varied tasks. • Autumn 1: Retrieval / Fluency / Expression • Autumn 2: Summarising and Sequencing: grasping the gist of a piece • Spring 1: Authorial Choice - thinking like a detective and analysing language • Spring 2: Using inference to make a conclusion • Summer 1 & 2: Combining and applying all skills.
English Writing	Grammar, punctuation and spelling activities (and homework) are an integral part of the Federation English Programme. These are taught in an enriched and exciting way linked to the TOPIC theme. Children are taught sentence structure and how to choose the most appropriate language to enhance their writing alongside handwriting. They will develop their understanding of grammatical terminology as well as becoming confident and independent with checking their own work to ensure it is the best piece they can write.
Maths	Maths is taught through Maths Mastery, focusing on '5 Big Ideas' • Representation and Structure • Mathematical Thinking (including Reasoning) • Fluency • Variation • Coherence KIRFS (Key Instant Recall Facts) are taught and embedded in each year group; each half term there is a specific focus. These are to be phased out and replaced with a whole school mathematical focus each term There is a weekly times tables test from Year 2 to Year 6.

<table>
<tr><th colspan="7">CORE Curriculum → Reading Skills</th></tr>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">All classes from Year 1- Y6 are taught these skills explicitly</td><td>Retrieval
Fluency
Expression</td><td>Summarising and Sequencing:

grasping the gist of a piece</td><td>Authorial Choice:

Thinking like a detective and analysing language.</td><td>Using inference to make a conclusion.</td><td colspan="2">Combining all skills together and applying across the curriculum with accuracy.</td></tr>
<tr><td colspan="6"><table><tr><td>RETRIEVE
Understand, summarise, retrieve and record information from texts, including non-fiction.</td><td>INTERPRET
Deduce, infer or predict information, events or ideas from text, justifying using the text.</td><td>CHOICE
Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.</td><td>VIEWPOINT
Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</td><td>PERFORM
Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.</td><td>REVIEW
Discuss books read independently and as a group, justifying their views.</td></tr></table>
KS1 – Read Write Inc.</td></tr>
<tr><td>Writing Skills</td><td colspan="6">Please refer to the English Skills Progression document on the Website for further details about English Writing. These other documents also outline further expectations in Reading and Writing. EYFS and Y1 learn Phonics. To teach spelling, Y2-Y6 follow the No-Nonsense Spelling Scheme of work.

English Guide on a Side
English Skills Progression
Reading Assessment Criteria
Writing Assessment criteria</td></tr>
</table>

CORE Curriculum → Maths						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	• Focus on numbers 1- 5 • count objects, actions and sounds • subitise • link the number symbol (numeral) with its cardinal number value • Explore the composition of 1-5. • count beyond 10 • Compare, length, weight and height • Continue a pattern.		• Focus on numbers 7 to 9 • compare numbers • understand the 'one more than or one less than' relationship between consecutive numbers • explore the composition of numbers to 9 • automatically recall number bonds for numbers 0 to 5 • select, rotate and manipulate shapes to develop spatial reasoning skills • Compare length, weight and capacity. • To create a pattern		• Focus numbers 1- 10 • Subitise • Link the symbol with it's cardinal value. • Compare numbers • Understand 1 more and 1 less. • Explore the composition of 1, 2 and 3. • Recall number bonds for 1, 2, 3, 4 and 5 and some to 10. • Compare length, weight and capacity. • compose and decompose shapes so that children recognise a shape can have other shapes within it	
Year 1	Number: Place Value - numbers to 10, ordering numbers Number: Addition and Subtraction within 10 - Number bonds, counting on, picture problems	Geometry: positions – left and right Number: Place Value – numbers to 20 Number: Addition and Subtraction within 20 – making 10 then use remainder	Number: Addition and Subtraction – word problems Measures: length and height – comparing, using a ruler Geometry – recognising solids and shapes	Number: Place Value – numbers to 40 – tens and ones Multiplication and division – making equal groups, doubles	Number: Place Value – numbers to 100 Number: Fractions – halves and quarters Measurement: Time – analogue clock, telling time to the hour and half hour, using a calendar, days and months	Measurement: money – recognising coins and notes Measurement: Mass, volume and capacity – find a half and a quarter, heavier than, lighter than Geometry – positions, movements and turns
Year 2	Number: Place Value - numbers to 100 Number: Addition and Subtraction – 2 digit numbers	Measurement: length (cm,m) and mass (g,kg), Graphs Multiplication and division – 2, 5 10 times tables, grouping	Measurement: money – identify notes and coins, add and compare amounts Statistics: reading picture graphs	Number: Fractions – finding halves, quarters and thirds, compare and order, Solving word problems Geometry: Properties of shape	Measurement: Time – sequence events, 5 minute intervals, show correct analogue time Measurement: capacity, volume (ml, L) and temperature	Consolidating learning in preparation for KS2 – revise fractions

				– identify sides, vertices and lines of symmetry, 3D shapes		
Year 3	Number: Place Value - numbers to 1000 Number: Addition and Subtraction with renaming	Number: Multiplication and division – 2 digit numbers Measurement – measure and convert between cm, m, km	Number: Multiplication and division Measurement - mass, volume, capacity (ml,L) telling the time	Number: fractions – of a number, compare fractions, find common denominator, add and subtract Consolidation unit	Number: fractions continued Geometry: Properties of shapes - making and comparing angles, parallel, perpendicular, vertical, horizontal lines, perimeter	Measurement – money – adding and subtracting, calculating change Statistics – picture and bar graphs Consolidation unit
Year 4	Number: Place Value - numbers to 10,000 Number: Addition and Subtraction Rounding	Number: Multiplication and division – 3 digit numbers Measurement: Money – compare and estimate amounts	Number: fractions – mixed numbers, add and subtract, simplify. Statistics: Graphs - draw and read bar and line graphs	Number: decimals Measurement: Time – 24hr clock and convert between units	Measurement: perimeter and length, mass and volume Geometry: shape and symmetry Geometry: position and direction inc. plot coordinates	Statistics Measurement: area – counting squares and measuring Roman numerals to 100
Year 5	Number: Place Value – numbers to 1 million, round numbers to nearest 100,000 Number: Addition and Subtraction within 1 million using column method	Number: Multiplication and division – multiples, factors, prime numbers, multiply and divide four digit numbers, long division Statistics: graphs – reading tables and line graphs	Number: fractions – improper fractions, mixed numbers, multiplying fractions Number; decimals – add and subtract tenths and hundredths	Number; decimals – comparing and rounding Number: finding percentages	Geometry: measuring and drawing angles Geometry: shape – regular polygons Geometry: reflection	Measurement: converting units of length, mass and time Area and perimeter – measure the area of shapes, use scale diagrams Measure: volume and capacity of 3D shapes Roman numerals to 1000
Year 6	Number: Place Value - numbers to 10 million, round to nearest 10 million Number: addition, subtraction – using	Number: Fractions – ordering, simplifying, equivalence, add and subtract mixed numbers/different	Number: decimals – writing fractions as decimals, multiplying and dividing decimals	Number: algebra – describe a pattern. Write algebraic equations and formulae	Geometry: properties of shape – investigating angles, circles, triangles and nets of shapes, reflections and translation	Post SATS mathematics project work – linked to topic work and consolidating learning in preparation for KS3 –

	and applying multiplication and division – by 2 digit numbers, word problems, finding common multiples and factors Adding and subtracting negative numbers Consolidate Roman numerals	denominators, multiply and divide	Measurement: Convert units of length using decimals, convert units of time – 24hr clock	Number: ratio – comparing quantities using bar models and diagrams Geometry and statistics Solving complex word problems Number: percentage – find percent of a number, percent change Measurement: find the volume of cubes and cuboids	Geometry: position and direction – plotting coordinates on four quadrants Area and perimeter – find the area and perimeter of rectangles, parallelograms, triangles and compound shapes Statistics: graphs and averages – calculating mean, reading pie charts and line graphs	mathematical drawing, algebra and formulae, Pythagoras theorem

Federation Intent → TOPIC	
	The TOPIC curriculum aims to develop Geography and History Skills. Each skill is taught progressively throughout the Federation to ensure challenge for all. Children alternate between learning Geography and History each half term. Each TOPIC commences with a launch day to stimulate and engage children's curiosity and ends with an exit day celebrating and evaluating their learning throughout the half term. **Geography:** • Locational Knowledge • Place Knowledge • Human and Physical Features • Geographical Skills and Fieldwork **History:**

	• Chronological Understanding • Knowledge and Understanding of events, people and changes in the past. • Historical Interpretation. • Historical Enquiry. • Organisation and Communication (linked to CORE Curriculum).

Geography/ History						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past		Understand the past through settings, characters and events encountered in books read in class and storytelling.	Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map.	Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Year 1	Locational knowledge of the UK. Name & locate 4 countries of the UK.	Queen and country.	Human and Physical Geography. Place knowledge - Contrasting non-European place (Kenya).	Journeys of exploration - Drake/Captain Scott. Fair Trade Race to the South Pole	Geographical skills and fieldwork: Mapping skills.	Seaside holidays past and present.

Year 2	Mary Anning (incl dinosaurs). Great Fire of London	Locational knowledge of the world. (Link to contrasting local study Bramham/ Shadwell v London).	Human and Physical Geography. Place knowledge - Contrasting non-European country (Australia).	First aeroplane flight, Wright Bros, Amy Johnson	Geographical skills and fieldwork: Traffic survey.	Florence Nightingale & Mary Seacole
Year 3	Locational knowledge. Name & locate counties & cities of the UK.	Changes in Britain from the Stone Age to Iron Age.	Human and Physical Geography. Place knowledge - Describe key aspects & their effects over time on a region in the UK (Cumbria).	The achievements of the Ancient Egyptians. Fair Trade	Geographical skills and fieldwork. Sketch maps. Survey of local area's facilities.	The Roman Empire & its impact on Britain.
Year 4	Locational knowledge. Name & locate countries & cities of Europe.	Anglo Saxons	Human and Physical Geography. Place knowledge - Describe key aspects & their effects over time on Rome, Italy.	Fair Trade Vikings	Geographical skills and fieldwork. Developing sketch maps in locality to include 4 figure grid references and 8 compass points. Plan a European journey	Tudors
Year 5	Locational knowledge. Name & locate major world countries & cities.	The Mayan civilisation c.AD900	Human and physical Geography. Place knowledge - South America with in-depth study of Rio, Brazil and the rainforest	Ancient Greeks – study of Greek life & achievements & their influence on the Western world. Fair Trade	Geographical skills and fieldwork: Creating and analysing temperature and rainfall graphs, analysing population data, asking and answering geographical questions.	Historical local study – How the local area of Shadwell/ Bramham has changed over time.

					Reading maps including OS 4-6 fig grid reference	
Year 6	World War II – study how life changed after WWI & during World War II and investigate the implications following WW2. HT1 - Political geography Causes of war Axis & Allies HT 2 – Social impact (homefront) Women in war Rationing		Global Economy Explore a contrasting developing and developed countries Study global trade Fair Trade	Rivers & Mountains Describe & understand key aspects of physical and human geography & their effects over time. Fieldwork linked to Year 6 Residential to Carlton Lodge, North Yorkshire - Rivers/ Mountains study.	Detailed mapping, 6 figure grid references Locational knowledge.	Industrial Revolution

Federation Intent → SITE	
SITE **Science, Innovation, Technology and Engineering**	The SITE curriculum aims to develop creativity and flair in children so that they are pupils who have '21st Century Skills' and experience of real-life careers that centre on engineering and technology. Our SITE curriculum allows for a thematic approach so that children can develop innovation through projects that give them the chance to apply Scientific knowledge and Computing skills. These projects provide children with the freedom to explore and develop practical ideas. **Time Travel through History: How has Science had an impact on the real world over time?** Focus – children should choose one of the following options: Homes / Transport / Food / Recipes / Clothing Machinery / Technology / Daily Routines / Appliances Medicine / War and Protection / Structures and Construction / Jobs Leisure / Musical Instruments / Entertainment / Popular Culture

Science (incorporated into SITE projects)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Autumn and Winter - Explore the natural world around them making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter Harvest		Describe what they see, hear, and feel whilst outside. Winter and Spring - Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them Planting		Spring and Summer - Explore the natural world around them, drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them Similarities and differences between the natural world around them and contrasting environments Harvesting	

Year 1	Everyday Materials		Animals, including Humans		Plants	
SITE Project	**Textiles: Templates and joining** Design and make a hat for the Queen that won't blow off. Link to 'The Queens's Hat' story. Test materials that will be suitable to make a fancy hat.		**Mechanisms: Sliders and levers** Design and create a moving parts model of the human body. Children to use the laptops to type and print information learnt in science to add to poster. Poster must have moving parts (split pins/flaps/tabs).		**Structures: Freestanding Structures** Design and make a scarecrow to protect the sunflowers/broad beans we have planted.	
Year 2	Living things and their habitats		Uses of everyday materials		Plants: Animals including humans	
SITE Project	**Structures: Freestanding Structures** To design and make a shelter for a field mouse to survive the winter in the local environment following a plea from local farmer.		**Textiles: Templates and Joining** Design and make a puppet for an animation		**Mechanisms: Wheels and Axels** Design and make a seed dispersal cart for use in the allotment.	
Year 3	Magnets and Forces	Rocks	Plants	Light	Animals Including Humans	Revision of Science and application of understanding through a Science / History Project.
SITE Project	**Structures: Shell structures** Create a magnetic toy that teaches children in Class R about the United Kingdom.	**Structures: Shell structures** Use natural materials to create a Stone Age shelter. Create Palaeolithic / Mesolithic / Neolithic shelters. (Skills – shell structure). Using different types of rocks.	**Mechanisms: Levers and Linkages** Create a moving picture of a flowering plant life cycle or water system within a plant to explain the concept to a younger year group.	**Structures: Shell structures** Design and create a lamp shade. Emphasis on material used and shadows created.	**Mechanisms: Levers and Linkages** Create a 3D wheel of the life cycle of a butterfly.	Revision of Science and application of understanding through a Science / History Project **Textiles: 2D Shape to 3D Product**

Year 4	Sound	Electricity	Animals, including humans.	States of Matter	Living things and their habitats	Revision of Science and application of understanding through a Science / History Project.
SITE Project	**Structures: Shell structures** Create a musical instrument/piece of music linked to a country	**Electrical Systems- Simple circuits and switches** Christmas lights	**Mechanisms: Levers and Linkages** Create an interactive food chain/model of digestive system	Designing a chocolate bar with different states of matter	**Mechanical systems: Cam Toy** Make a 3D quiz about animal classification.	Revision of Science and application of understanding through a Science / History Project **Textiles: 2D Shape to 3D Product**
Year 5	Earth and Space	Forces	Properties and Materials	Life cycles of plants	Life Cycles of animals	Revision of Science and application of understanding through a Science / History Project.
SITE Project	**Mechanical Systems: Pulleys** Make a space buggy	**Mechanical Systems: Pulleys** Make a space buggy	**Textiles: Combining different fabric shapes** Make a parachute	**Structures –** make a plant holder	**Textiles: Combining different fabric shapes**	Revision of Science and application of understanding through a Science / History Project
Year 6	Electricity	Light	The Heart	Living Things and their Habitats	Evolution & Inheritance	Revision of Science and application of understanding through a Science / History Project.
SITE Project	**Electrical Systems: More complex circuits and switches** Electrical quiz game	**Structures: Frame Structures** Build a spying device like a periscope	**Mechanical Systems: Pulleys** Design and build a device to collect water samples/living things in the pond – boat with rubber band/electric motor pulling a net, pulley system, lever system		Textiles Design and make something for high school e.g. pencil case, phone holder	

Computing						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	In Reception the children have daily access to the smartboard, where they can access several games linked to learning. Children have access to programmable toys and develop their skills throughout the year. Time is allocated each term for the class to use the iPads. They can draw or access child appropriate games linked to reading, music and maths. Later in the year children are encouraged to take photographs of their creations, so that these can be shared with parents on tapestry.					
Year 1	**Computer Science:** Algorithms – making sandwiches	**Computer Science:** Espresso Coding 1a: On the move	**Digital Literacy:** E-safety **IT:** Drawing programme on ipad.	**Computer Science:** Espresso Coding 1b: Simple inputs	**Computer Science:** Directions with beebots	**IT:** Taking and retrieving photos of plants growing – use technology purposefully
Year 2	**Computer Science:** Espresso Coding Starter Unit **Digital Literacy:** E-safety	**Computer Science:** Espresso Coding Unit 2a – Different sorts of inputs	**IT:** Design a poster advertising Australia as a holiday destination. (create, organise, store, manipulate and retrieve digital content)	**Digital Literacy:** E-safety - keeping safe online, passwords, sharing information. Coding – 2B buttons and instructions	**IT:** I can animate! Create a storyboard	**Computer Science:** Beebots and algorithms
Year 3	**Computer Science** Espresso Coding (Starter Unit)	**Computer Science** Espresso 3A	**Digital Literacy and IT skills** (Imovie)	**Digital Literacy** (Pages)	**Computer Science:** Espresso Coding (Unit 3B)	**I.T** – Keynote
Year 4	**Computer Science:** Espresso Coding Starter Unit: Revision	**Digital Literacy:** E-Safety → Use technology safely, respectfully and responsibly. Recognise acceptable/ unacceptable behaviour. Know a range of ways to report concerns	**Computer Science:** Espresso Coding Unit 4a Introduction to Variables	**IT:** Creating Content → Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range of programs,	**Computed Science:** Espresso Coding Unit 4b Repetition and Loops	**IT:** Searching → Use search technologies effectively. Appreciate how search results are selected and ranked.

		and inappropriate behaviour. Be discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration		systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information.		
Year 5	**Digital literacy:** Use technology safely, respectfully and responsibly to research information linked to science. 1 internet safety lesson	**Computer Science** Espresso Coding Introduction starter unit Staying safe online focus as PSHE/computing topic: Recognise acceptable/ unacceptable behaviour (e-safety). Know a range of ways to report concerns and inappropriate behaviour (e-safety). Cyber resources from barefoot computing	**Information technology**: Word charts and graphs linked to maths and science. Digital literacy: research safety and responsibly linked to English and topic. 1 internet safety lesson	**Computer Science** Expresso coding: 5A speed direction and coordinates Internet Safety Day	**Computer Science** Expresso coding: 5B Random numbers and simulations 1 internet safety lesson	**Information technology:** PowerPoint and digital literacy research linked to debate and science. 1 internet safety lesson

Year 6	**Computer Science:** Year 6 Starter Unit for Revision	**Information Technology:** Digital Citizenship Spreadsheet Design Green Screen Presentation of Dambusters Raid linked to Read Write Perform	**Computer Science:** Espresso Coding Unit 6A : More Complex Variable	**Digital Literacy:** Internet Safety Questionnaire Design	**Computer Science:** Espresso Coding Unit 6B: Object Properties	**Digital Literacy:** Internet Safety linked to SRE **Information Technology:** understanding networks/internet linked to research on production themed topic.

Design Technology						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	Creating with Materials being imaginative Explore and learn how to use the workshop: scissors, sellotape dispenser, masking tape Design model before making.		Design and label model. Return to and build on their previous learning, refining ideas and developing their ability to represent them		Create collaboratively sharing ideas, resources and skills.	
KS1	**Design:** Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make:** Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate:** Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria **Technical knowledge:** Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. These aspects are taught through SITE projects.					
KS2	**Design:** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make:** Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate:** Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [eg. gears, pulleys, cams, levers and linkages]. Understand and use electrical systems in their products. Apply their understanding of computing to programme, monitor and control their products. These aspects are taught through SITE projects.					

ENRICH	Federation Intent → ENRICH
	The ENRICH curriculum enhances the TOPIC curriculum where meaningful links can be made. Our ENRICH curriculum provides a platform for children to shine in non-core areas of the curriculum. These projects provide children with the freedom to explore and develop practical ideas.

ENRICH	COOKING and NUTRITION
	The outline for cooking is taken from the Design Technology section of the National Curriculum. For the Bramham Shadwell Federation, these skills are seen to enrich the curriculum. **Pupils in KS1 are taught to:** use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from. **Pupils in KS2 are taught to:** understand and apply the principles of a healthy and varied diet, to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

COOKING and NUTRITION SKILLS						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	**Play-dough** **Apple Crumble**	**Play-dough** **Christmas Buns & Biscuits**	**Play-dough** **Bird Feeders**	**Play-dough** **Easter Nests**	**Play-dough** **Garlic bread**	**Play-dough** **Potato Salad** **Fruit Salad**
Year 1	**Sandwiches** Skills: bridge knife technique, spreading, arranging toppings	**Gingerbread** Skills: measuring ingredients, mixing, rolling out	**Kenyan fruit salad** Skills: claw knife technique, bridge knife technique, grating, peeling **Banana muffins** Skills: claw knife technique, all in one cake mixing, scraping out a bowl, dividing mixture into tins, mashing banana	**Easter nests** Skills: measuring ingredients, melting, combining ingredients, dividing into cases, moulding into shape		**To learn about the eatwell plate** – health week **To design a healthy lunch for Mr Grinling** Skills: learning food groups, balanced diet. Cook using veg grown in allotment – cutting skills
Year 2	**Fruit Smoothie** Skills**:** cutting, using a blender		**Quiche.** Skills: grating soft foods, cracking and beating an egg.			
Year 3		**Scotch Eggs.** Skills: coating with egg/breadcrumbs shelling a hard-boiled egg.		**Butterscotch cookies** Skills: weighing, creaming butter and sugar, rolling, sieving and baking.		
Year 4			**Pizza/Focaccia bread** Skills: yeast cookery	**Apple Muffins.** Skills: grating harder foods, creaming fat and		**Quiche** Skills: Handling short crust pastry, grating a soft food and seasoning to taste.

				sugar, folding flour, cracking an egg.		
Year 5			**Pasties**. Skills: combination of bridge and claw technique, seasoning, handling and rolling puff pastry		**Muffins** Skills: grating, creaming fat & sugar, folding flour into creamed mixture.	
Year 6		**Carrot Cookies (link to WW2 topic)** Skills: grating hard foods, claw knife technique, using digital scales				**Final year 'treat' e.g. pizza/cookie.** Skills: consolidate and cover any gaps identified.

Art and Design						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	**Sketching and paints -** Portraits Learn how to access and use basic art provision: tempera blocks, pastels, chalks and water colours.	**Pastels - Georgia O'Keeffe –** Oil pastel poppies – Remembrance Day Explore, use and refine a variety of artistic effects to express their ideas and feelings	**Colour Mixing - Kandinsky** – shape Art - The Dot - Emotions Explore, use and refine a variety of artistic effects to express their ideas and feelings	**Sketching and Water Colours** Daffodils **–** Still life Explore, use and refine a variety of artistic effects to express their ideas and feelings painting	**Drip technique** - **Pollock** Return to and build on their previous learning, refining ideas and developing their ability to represent, create collaboratively, sharing ideas, resources and skills	**<u>Natural Art Outside - Andy Goldsworthy</u>** Return to and build on their previous learning, refining ideas and developing their ability to represent create collaboratively, sharing ideas, resources and skills
Year 1	**Sketching & painting** for topic Self-portraits and *Artists: Picasso, Warhol, Van Gogh* Drawing/collage	**Colour mixing** for space topic. Van Gogh (Starry night picture in particular focus). Explore all Van Gogh sky pictures to compare a range of techniques and mood of paintings though colours. *Other abstract sky artists for comparisons: Akseli Galen-Kallela and Edvard Munch* Colour/painting **3D Clay Modelling –** Diwa **Chalk drawings** - the Moon	**Collage and printing** for Jamaica geography topic. *Artist: Matisse* **Colour choices –** Mondrian, Pollock, Klee, Rothko	**Colour mixing with mixed media.** Comparing the effects of sketching, oil pastels and paint for creating Hokusai's wave. *Analyse other Hokusai work and Hiroshige for inspiration (sky link from A1).*	**Collage, clay, nature art** *Artists: Van Gogh, Henri Matisse, Andy Goldsworthy, Ellen Jackson.*	**Printing/pattern, modelling/sculpture** of seaside pictures for seaside topic.
Year 2	**Colour mixing and printing with**	**Application of colour mixing**	**Aboriginal Art focus study. Colour**	**Collage** of Australian birds.	**Printing with blocks.**	**Clay sculptures.**

	different natural medias Landscape Silhouette (GFOL) *Artists: George Seurat, Paul Signac, Camille Pissarro, (more subtle for Y1 link) Van Gogh.*	**skills** for background wash. **Drawing and collage** for significant figure topic. *Artists: L.S. Lowry, Edward Hopper, Pierre Adolphe Valette, Helen Bradley and Ellen Jackson (for matieral layering, Y1 link)*	**mixing and painting.** *Artists: Clifford Possum and Tjapaltjarri (aboriginal artist)*	*Artist: Brett Whitely (Australian artist)*	See print making as a means of drawing. Create order, symmetry, and irregularity. Extends repeating patterns - overlapping, using two contrasting colours etc. Artists: Andy Warhol, Picasso, Henri Matisse (Y1 link), Paul Klee	Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. Understand the safety and basic care of materials and tools. Artist: Picasso (Y1 link)
Year 3	**Mixed media skill focus (tone and texture)** Collage To create a landscape scene linked to UK topic. *UK Artists: Megan Coyle and Eilleen Coyle.* *Artists to link prior knowledge: Van Gogh, Paul Signac and Matisse.*	**Shading and gradient of pencil understanding.** Focus on drawings from the caves of Lascaux - link to Stone age, bronze age and rocks topic.	**Water colours.** Focus on landscapes (link to Lake District topic) to create an atmospheric perspective and develop understanding of the colour wheel. *Artists: David Mandle and Geoff Kersey*	**Clay modelling of canopic jars** (link to Ancient Egyptians topic). Building on Year 1 and 2, research history of clay pots and introduce different types of brushes for specific purposes to create patterns. Analyse Ancient Egyptian patterns and practise repeating patterns before creating a design for clay pots.	**Understanding the term abstract and develop knowledge on colour mixing, textures lines and shape to create an effect.** Focus on Cubist artwork/shape and line and study of Piet Monderian. “Broadway boogie woogie.”. Link to Local area study maps of Bramham and Shadwell.	**Modelling of mosaics.** Link to Roman topic. Research Roman mosaics and create own version
Year 4	**Sketching and precision drawing.** Analysis of children’s illustrator and graphic design. Children to develop their skill of	**Modelling and embossing to create an Anglo-Saxon Brooch.** Look at embossing and Anglo-Saxon art history. Children	**Colour mixing in oil pastels for portraits.** Develop skills in colour mixing to	**3D Modelling** to create a Viking Shield and use colour mixing with **paint** to decorate.	**Colour mixing with paint and oil pastels** to create a landscape. Study impressionism style and Claude Monet and Degas style landscape. Link back to their previous	**Tudor art**

	'looking' at artists work to spot how they sketch their lines, create expression and add colour (watercolours, skin tone). *Illustration artists: Quentin Blake, Brett Helquist, Korki Paul.*	to create their own design (developing knowledge of patterns and print making) and use tools effectively	create mood and feeling for effect. *Study Cubism and artist Picasso and Gaudi for link to Spanish geography topic.*	Plan, design and adapt model. Use a variety of materials – based on research of Viking shields.	projects of landscapes to encourage, remind and teach perspective and depth. Explore how Monet uses texture and colour to create an impression / mood / emotion in a painting. Try different medias to create Monet's waterlilies to develop the children's opinion of which media is most appropriate. Contrast to Monet and Degas artists who have been inspired by Monet and Degas: Ross Turner, L. Diane Johnson.	
Year 5	**Modelling and collage** Explore the texture in colour and a range of materials/medium to create each planet in our solar system as a link to Space (link to Year 1 prior learning). **Pencil work sketching and shading.** Henri Rousseau and Jill Denton artist focus for final piece on rainforest (link to our world topic, forests)	**Clay sculptures and models** of Mayan Gods and titles. *Pattern artists: Morris, Sol Lewitt, Bridget Riley and Miro.* To develop sketching skills further from A1: interpret Mayan stories and music as drawings.	**Mixed media study** with a focus on a chaotic scene of the Braiziliam Favelas. Children to use knowledge of medias to make a choice for their piece. *Artists: Antoni Sierra, Patrick Bornemann, Domingos, Moraes, Herve/ Escher*	**Colour blending with oil pastels** Study of Georgia O'Keeffe for life cycles of plants topic. Other artists: Ida O'Keeffe and Van Gogh (prior knowledge link).	**Colour blending with watercolours** Landscape artwork linked to maps and coordinates study. Focus on scenery, perspective depth. *Artists: Turner, Monet (prior Y4), Munch (prior Y1) as well as local English watercolour artists.*	**Collage and mixed media** Local buildings link to local study topic and developing Sum1 perspective knowledge. *Artists: Gustav Klimt (bright golds and bold colours), Jackson Pollock (abstract)* A collage of the two contrasting artists and observational pencil and pen drawings. Children to include a range of material and mediums. ie gold paint, watercolours, gold paper, foil (Gustav) and splattered paint with PVA (Pollock).

	Other Artists: Morris and Matisse (Prior knowledge of print making).					
Year 6	**Sketching and shading with pencil, charcoal and wax resist. WWII topic link -** Study of Henry Moore and his life and works. Sketching skills to replicate his drawings of the London Underground bomb shelters including hatching, cross-hatching, stipple, tone and shade. How can medias change mood in a picture? Chagall artist.	**Collage and mixed media** WWII topic link – study of Paul Nash. Collage and laying with tissue paper and paint to create WW2 scene such as the blitz. Draw into collage to add detail with pen, and chalk for clouds.	**Colour blending and graphic design with crayon, oil pastes and water colours.** Link back to Year 4 illustration design. Pop art logo design and printing. Study artists Andy Warhol and Paul Klee.	**Colour blending with a range of medias – children's choice.** Landscape focus for rivers and mountains topic. Focus on David Hockney abstract artist.	**Sketching and mixed media study on self- portraits with expression.** Study German expressionism. *Artists: Ernst Ludwig Kirchner, Alexeg Georgewitsch von Jawlensky, Oskar Koloschka, Rodrigo Wise*. **Props and set design and building.**	

Physical Education (P.E)						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	Negotiate space	Revise and refine the fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills- holding pencil correctly, using scissors etc	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Confidently and safely use a range of large and small apparatus indoors and outside and in a group.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	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.
Year 1	Games – Ball skills	Games – Rolling Games - Kicking	Gymnastics	Dance	Team Games	Athletics
Year 2	Games – Rolling Games - Kicking	Games – Rolling Games - Kicking	Gymnastics Dance	Gymnastics Dance	Games - Throwing & Catching Athletics	Games - Throwing & Catching Athletics
Year 3	Outdoor & Adventurous Activities Invasion games	Racket skills Gymnastics	Gymnastics Dance	Invasion Games (Netball/Tag Rugby)	Invasion Games (Tag Rugby) Athletics	Athletics Striking and fielding

Year 4	Swimming Striking & Fielding Games	Swimming Net/Wall Games	Swimming Gymnastics	Swimming Invasion Games (Netball)	Dance Outdoor & Adventurous Activities	Athletics Invasion Games (Tag Rugby)
Year 5	Invasion Games (Tag Rugby) Invasion Games (Netball) Athletics – Linked to Sports Hall Athletics	Invasion Games (Tag Rugby/Netball) Invasion Games (Hockey)	Gymnastics Dance	Net/Wall Games Outdoor & Adventurous Activities	Athletics Striking & Fielding Games	Athletics Striking & Fielding Games
Year 6	Invasion Games (Tag Rugby) Invasion Games (Netball) Some Athletics – Linked to Sports Hall Athletics	Invasion Games (Tag Rugby/Netball) Invasion Games (Hockey)	Gymnastics Dance	Net/Wall Games Outdoor & Adventurous Activities	Athletics Striking & Fielding Games	Athletics Striking & Fielding Games

French						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Rec/Year 1	Finger rhymes & French songs.					
Year 2	Classroom instructions; finger rhymes & songs.		Numbers to 10; finger rhymes & songs.		French culture: Paris & its key landmarks; finger rhymes & songs.	
Year 3	Jollie Ronde scheme of work: Simple conversation Q & A.	Jollie Ronde scheme of work: Colours; Arc-en-ciel (Rainbow Fish) book; Christmas.	Jollie Ronde scheme of work: Food & Drink; Mardi Gras; Phonics poems.	Jollie Ronde scheme of work: Numbers to 20; Easter.	Jollie Ronde scheme of work: Days of the week; Months of the year. Phonics poems.	Jollie Ronde scheme of work: La Chenille qui fait des trous (The Very Hungry Caterpillar) book; French culture – city life.
Year 4	Jollie Ronde scheme of work: Parts of the body.	Jollie Ronde scheme of work: Zoo animals; Christmas.	Jollie Ronde scheme of work: Family members; Pets.	Jollie Ronde scheme of work: Le radis geant (The Enormous Turnip); Easter.	Jollie Ronde scheme of work: Dictionary skills; Hobbies.	Jollie Ronde scheme of work: Numbers 12-31; Clothing. Les elfes et le cordonnier book.
Year 5	Jolie Ronde scheme of work Shops, asking directions.	Jolie Ronde scheme of work Telling the time, Christmas activities.	Jolie Ronde scheme of work Revision – days of the week, months of the year, hobbies.	Jolie Ronde scheme of work Numbers 0-50, Food.	Jolie Ronde scheme of work Breakfast, ingredients for baking – following recipes. La petite poule rousse book.	Jolie Ronde scheme of work Weather, seasons.
Year 6	Jolie Ronde scheme of work Classroom routines & objects.	Jolie Ronde scheme of work Describing the weather, occupations & family members. Playscript – les cadeaux de grand-mere.	Jolie Ronde scheme of work Homes. Estate Agent advertisements.	Jolie Ronde scheme of work Furniture. Descriptive writing of an ideal home.	Jolie Ronde scheme of work Holidays & places to visit. Presentation of a planned holiday.	Jolie Ronde scheme of work Making reservations. Writing a letter reserving a hotel room, creating a programme of activities for a holiday.

Music Long Term Plan – Bramham Shadwell Federation

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Listening & Appraising	**World Music**	**Classical including Early Music**	**English Composers**	**Blues & Jazz**	**Leeds Based Musicians**	**Modern Music**
Reception	**Me!** Charanga Nursery Rhymes and Action Songs	**Christmas Performance** Singing & Performing	**My Stories** Charanga Nursery Rhymes and Action Songs	**Our World** Charanga Using voices and classroom instruments	**Everyone** Charanga Explore music from around the world	**Big Bear Funk** Charanga Transition unit Sing, perform and Play
Year 1	**Introducing Beat** How Can We Make Friends When We Sing Together? Charanga MMC	**Christmas Performance** Singing & Performing	**Adding Rhythm & Pitch** How Does Music Tell Stories about the Past? Charanga MMC	**Specialist Music Teacher** – How Sounds are Organise Create an audio book using percussion sounds Learn songs based on pirates and the sea. Compose sailing music - the storm	**Introducing Tempo & Dynamics** How does music make the world a better place? Charanga MMC	**Combining Pulse, Rhythm and Pitch** How does music help us to understand our neighbours? Charanga MMC
Year 2	**Exploring Simple Patterns** How does music help us to make friends? Charanga MMC	**Christmas Performance** Singing & Performing	**Focus on Dynamics & Tempo** How does music teach us about the past? Charanga MMC	**Exploring Feelings Through Music** How does music make the world a better place? Charanga MMC	**Specialist music teacher** Identifying C-E using Chimebars. I can practice and refine performances within a group. Compose own 4 bar piece of music	**Inventing a Musical Story** How does music teach us about our neighbourhood? Charanga MMC
Year 3	**Specialist Music Teacher** Identifying Note Names & Values. Identify quaver, crotchet, minim, semibreve notes. Composing simple rhythms. Perform using untuned percussion	**Developing Notation Skills** How does music bring us closer together? Charanga MMC	**Enjoying Improvisation** What stories does music tell us about the past? Charanga MMC	**Composing Using Your Imagination** How does music make the world a better place? Charanga MMC	**Sharing Musical Experiences** How does music help us get to know our community? Charanga MMC	**Musical Styles** How does music make a difference to us every day? Charanga MMC
Year 4	**Interesting Time Signatures** How does music bring us together? Charanga MMC	**Combining Elements to Make Music** How does music connect us with our past? Charanga MMC	**Developing Pulse & Groove Through Improvisation** How does music improve our world? Charanga MMC	**Creating Simple Melodies Together** How does music teach us about our community? Charanga MMC	**Connecting Notes and Feelings** How does music shape our way of life? Charanga MMC	**Specialist Music Teacher** Identifying Pitch To explore and create melodies that use steps and a wider range of notes. Perform simple melodies using tuned percussion. Recognise simple staff notation

Year 5	**Getting Started with Music Tech** How does music bring us together? Charanga MMC	**Emotions & Musical Styles** How does music connect with our past? Charanga MMC	**Specialist Music Teacher** – Body percussion following a graphic score and understanding ostinato. Performing more complex percussion parts within a song. – composing own score	**Exploring Key & Time Signatures** How does music improve our world? Charanga MMC	**Introducing Chords** How does music teach us about our community? Charanga MMC	**Words, Meaning and Expression** How does music shape our way of life? Charanga MMC
Year 6	**Developing Melodic Phrases** How does music bring us together? Charanga MMC	Specialist Teacher Instrumental teaching **Samba** Compose & perform complex rhythms, play in ensemble. **WW2 Songs & Performance**	**Understanding Structure & Form** How does music connect us with our past? Charanga MMC	**Gaining Confidence Through Performance** How does music improve our world? Charanga MMC	**Exploring Notation Further** How does music teach us about our community? Charanga MMC	**KS2: Specialist music programme linked to production. Performance** (Bramham Sarah Crawley lessons)

Outdoor Learning Opportunities						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	• Outdoor Fridays • Harvest - bake and sell fruit and vegetables • Pond dipping • Collect leaves to create mulch • Leaf crowns • Pattern making	• Plant garlic • Minibeast hotels • Clear vegetable beds • Plant bulbs • Pond dipping • Road safety • Create bonfires and sparklers.	• Den building • Pond dipping • Explore state of matter - ice • Big Bird Watch • Make bird feeders • Winter Explorer Day	• Minibeast hunt • Pond dipping • Earth day • Plant teddy bear sunflower seeds • Plant potatoes • Plant green beans • Bluebell Woods	• Plant lettuces and radishes • Harvest garlic • Pond dipping • Bird Watching	• Plant bee and butterfly friendly plants. • Harvest potatoes, beans, radishes and lettuces. • Summer Explorer Day • Bluebell Woods
Year 1	• Use knowledge of forces to create a simple picture frame • Land art • Squirrel assault course	• Make a space environment • Use pond area • Outdoor Christmas card (photography)	• Exploration walk – link to English – make journey sticks • Make something for a teddy to wear in an April shower. • Make weather vanes	• Create boats • Exploration walk • Outdoor day – Discussion about what might be needed and create an outdoor “base” for the day.	• Growing sunflowers • Tree walk using APP to identify trees • Create a clay mask trail. • BEEBOT work	• Create a seaside experience • Water role play and sensory walk. • Observation of seasonal changes in Summer
Year 2	• Make bird feeders and discuss appropriate locations around the school grounds.		• Trip to Ledston Woods • Making a clock out of sticks and stones.	• Scavenger hunt with links to materials • Make planes and test outdoors	• Make a habitat for Bog Baby using model of the Bog Baby. Make a garden in small trays • Buttercup and daisy survey link (maths link)	• Science – life cycles of butterflies
Year 3	• Identifying magnetic materials around school; • Exploring outdoor areas for English vocabulary work. • Outdoor quiz – geography launch • Exploring effect of friction from movement (surfaces around school)	• Soil experiment – types of soil; • Natural materials to build stone age/Iron Age shelters. • Cave paintings (natural paint) • Stone Age outdoor day	• Science link – growing plants outside (Grow Your Own Potatoes). • Observing growth in plants		• Outdoor shadow clock • Compass points; Mapping school grounds; Grid references scavenger hunt	•

Year 4	• Natural materials to make sounds e.g. grass, sticks.	• Anglo-Saxon foods over a fire and stove	• Village walk – comparison (then / now)	• Scavenger hunt/ long boats.	• Grid referencing outside	•
Year 5	• Rotation and movement • Create a scale model of the solar system.	• Forces – tug of war • Archaeology of Mayan Artefacts • Role play of Mayan legends • Mayan games • Giant history timeline	• Parachutes	• Archaeology of Greek artefacts • Role play of Trojan war • Observation of pollinating plants and seed dispersal	• Observation of lifecycles of animals (tadpoles-frogs) • Map work and orienteering	
Year 6	• Evacuee Day	• Angles of Shadows	• Pulses - Science	• Translation / symmetry / position of objects outside (art link) • Angles using chalk on the playground • Residential	• Classifying plants and flowers from around school • Mindfulness sessions outside.	•

Visits and Visitors						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception	Nurse – How to stay healthy. Hedgehog Rescue centre Local farmer - harvest	Firefighter - Bonfire night Church – Christmas Story Police Officer – Road Safety Post Office – post Christmas cards	Musicians Teddy Doctors Bluebell woods	Bluebell Woods Dental Nurse	Bluebell Woods Visit the library Butterflies	Bluebell Woods
Year 1		Space Dome	Visit local church	Ledston materials workshop	Walk around village	Seaside Day to Flamborough
Year 2	Church visit for a mock christening. Local fire station (GFOL)	Habitats workshop – Lion learners	Hepworth Museum – art workshops			Lotherton Hall – Florence Nightingale.
Year 3	Visit synagogue	Visit from Stone Age historian/artefact collector Possible trip to Merton Park	Local Church visit – Christian values.	Bagshaw Museum	Local area walk	Roman trip
Year 4			Meanwood Valley Urban Farm.		Muslim visitor	Dustan's Hall at Temple Newsam..
Year 5	LUFC	African Drummers	Visit from Geologist	Harlow Carr	Askham Bryan Wildlife Park	Bramham Park
Year 6	LUFC	Yorkshire Air Museum		Carlton Lodge residential	Bikeability – Cycling Proficiency	Transition to High School