Bramham and Shadwell Federation
Whole Curriculum Overview

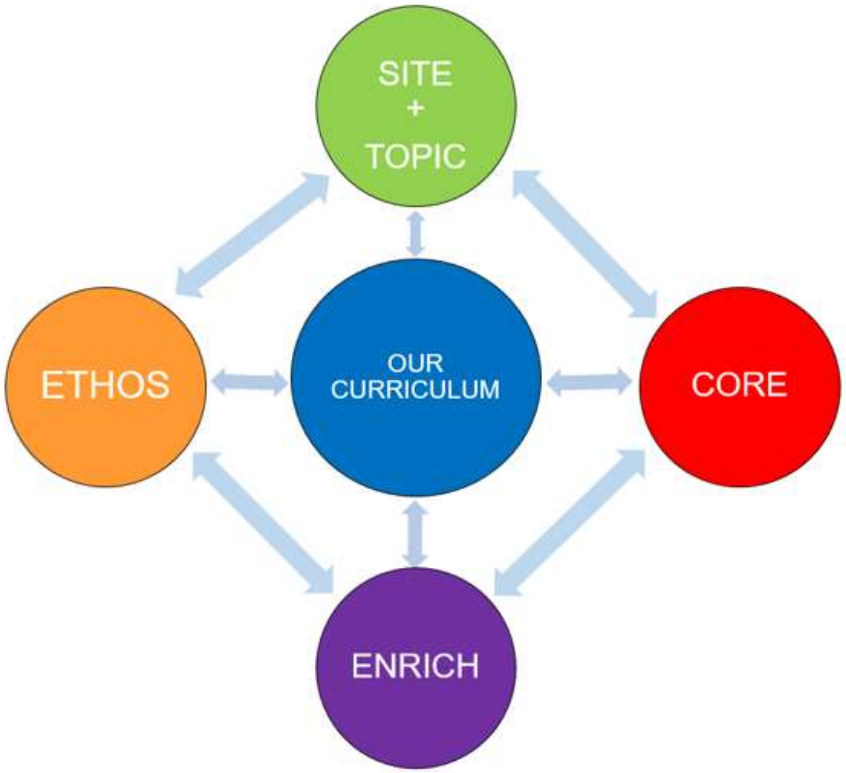
SITE
Science
Innovation
Technology (Computing)
Engineering

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:	We are one big family; we respect and care for one another.	Share your problem. Talk to someone; we help one another in our school family.	We are wonderfully created. Look after one another.	Sharing is caring and caring is sharing.	Happiness never decreases by being shared. Lord Buddha (c 563 – 483 BC) Spiritual Teacher and founder of Buddhism	Do something for others without them knowing.
Week 2:	To receive a smile you need to give a smile.	Give out what you most want to come back; I will treat you how I would like to be treated.	Be yourself – you are amazing.	Treat others as you wish to be treated'	Smile and others smile with you.	"*Learn as if you were to live forever*", Mahatma Gandhi
Week 3:	Do not judge a book by its cover.	I respect you.	"Follow your dream with determination and passion." Eleanor Roosevelt.	"Kind words are short and easy to speak, but their echoes are truly endless", Mother Teresa,1910 -1997	Being helpful makes you happy.	Always have positive thoughts – You can do it!'
Week 4:	'Never say never'.	Treat people fairly and you will be treated fairly; we reap what we sow.	Always look on the bright side of life.	Never leave people out, let them join in.	Be polite and remember to use your manners.	Live your life for today, enjoy every moment.

Week 5:	Try and try until you get it right.	Respect other peoples' things	With Freedom comes responsibility.	Do one good thing on purpose today to make someone happy.	Take a leap of faith.	Healthy mind, healthy heart, healthy human.
Week 6:	Work hard. If you try your best you will achieve your best.	Life is not easy for any of us. We must have perseverance and confidence in ourselves. We must believe that we are gifted for something Marie Curie (1867 – 1934) – Chemist and Physicist	Forgive one another. (Bible – Colossians 3:13)	'Love is patient, love is Kind.' 1 Corinthians 13; 4 – 5	Karma: What goes around comes around.	Look after one another.
Week 7:	Work hard and you will achieve. TEAM = Together Everyone Achieves More.	Stop be kind. Leave sadness behind.	Respect yourself and those around you.	Forgive and Forget.	Love one another (John 13:34)	

PSHE denotes lessons which link directly to safeguarding						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Identity, society & equality: Me and others	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	Sex & relationship 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.	Identity society and equality: Celebrating difference.	Careers, financial capability and economic wellbeing.	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.	Sex and relationship education: Growing up and changing.	
Year 5	Physical health and wellbeing: In the media.	Identity, society and equality: Stereotypes, discrimination and prejudice.	Keeping safe and managing risk: When things go wrong.	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	Mental health and emotional wellbeing :	Keeping safe and managing risk: Keeping safe – out and about; FGM.	Drug, alcohol and tobacco education: Weighing up risk.	Identity, society and equality: Human rights.	Sex and relationship education: Healthy relationships/how a baby is made. Healthy minds.	

Religious Education (R.E)						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Why are stories important? Harvest at Church	Why do we celebrate special occasions? Remembrance Service Christingle at Church	What does it mean to belong to a church or mosque?		Why do we care about people?	
Year 2	How do Christians and Muslims celebrate new life? Remembrance Service Harvest 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?	
Year 3	How are beliefs expressed through the Arts? Harvest service	What do Christians believe about a good life? Remembrance service Christmas story Carol Service	What do Christians believe about a good life?	Who can inspire us? Easter story Bible	What does it mean to be a Jew?	
Year 4	How are important events remembered in ceremonies? Harvest at Church Remembrance service Carol Service		What words of wisdom can guide us?	What do creation stories tell us about our world?	What faiths make up our community?	
Year 5	Why some places & journeys are special to all religions. Islam: Introduction to Islam.	Islam: What we learn from stories in the Qur'an. Remembrance Service Carol service	Islam: How we lead a good life. What it means to have faith.	Christianity: Forgiveness and reconciliation.	Christian, Muslim & Humanist values.	Making links between our behaviour and the values we hold, and the values studied throughout the year.

	The Qur'an. Harvest service at church					
Year 6	What does it mean to be a Sikh? Harvest service.	What does it mean to be a Sikh? Remembrance Service. Carol service	How do Christians express their beliefs?	What is compassion and how can it be shown?	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 through Spellodrome in KS2) 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. 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>
</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**
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 – identify sides, vertices and lines of symmetry, 3D shapes	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
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 and applying multiplication and division – by 2 digit numbers, word problems, finding common multiples and factors Consolidate Roman numerals	Number: Fractions – ordering, simplifying, equivalence, add and subtract mixed numbers/different denominators, multiply and divide Adding and subtracting negative numbers	Number: decimals – writing fractions as decimals, multiplying and dividing decimals Measurement: Convert units of length using decimals, convert units of time – 24hr clock	Number: algebra – describe a pattern. Write algebraic equations and formulae Number: ratio – comparing quantities using bar models and diagrams Geometry and statistics Solving complex word problems Number: percentage – find percent of a	Geometry: properties of shape – investigating angles, circles, triangles and nets of shapes, reflections and translation Geometry: position and direction – plotting coordinates on four quadrants Area and perimeter – find the area and perimeter of rectangles, parallelograms, triangles and compound shapes	Post SATS mathematics project work – linked to topic work and consolidating learning in preparation for KS3 – mathematical drawing, algebra and formulae, Pythagoras theorem

				number, percent change Measurement: find the volume of cubes and cuboids	Statistics: graphs and averages – calculating mean, reading pie charts and line graphs	

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**
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 (Jamaica).	Journeys of exploration - Drake/Raleigh. Pirates	Geographical skills and fieldwork: Mapping skills.	Seaside holidays past and present.
Year 2	Locational knowledge of the world. (Link to contrasting local study Bramham/ Shadwell v London).	Mary Anning (incl dinosaurs).	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 Bronze 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.	Changes in Britain from the Bronze Age to the Iron Age.
Year 4	Locational knowledge. Name & locate countries & cities of Europe.	The Roman Empire & its impact on Britain.	Human and Physical Geography. Place knowledge - Describe key aspects & their effects over time on Barcelona, Spain.	Britain's settlement by Anglo-Saxons & Scots. Fair Trade	Geographical skills and fieldwork. Developing sketch maps.	The Viking & Anglo-Saxon struggle for the Kingdom of England to 1066.

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.	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.
Year 6	Locational knowledge. Explore a contrasting world location (China) and the.growth of technological manufacturing. Fair Trade.	World War II – study how life changed after WWI & during World War II and investigate the implications following WW2. Compare with modern day politics.	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. Fair Trade. Detailed mapping, 6 figure grid references		Historical influences and changes since … eg. medicine, culture, housing. History unit linked to the production. Transition to High School.	

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.

There is an opportunity to apply knowledge and understanding of History and Science in a Summer Term Project:

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 skills (incorporated into SITE projects)						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Everyday Materials		Animals, including Humans		Plants	
SITE Project	Mechanical Systems: Slides and levers – make a moving picture of the Queen's Hat or Apollo 11's journey to the moon.		Templates and joining: make an animal finger puppet. Preparing fruit and vegetables: Make a fruit salad		Freestanding structures: Make a lighthouse	
Year 2	Living things and their habitats		Uses of everyday materials		Plants: Animals including humans	
SITE Project	Design and make a bird feeder.		Design and create a kite for all weather.		Design a bug hotel for a minibeast.	
Year 3	Magnets and Forces	Rocks	Plants	Light	Animals Including Humans	Revision of Science Skills and Application of understanding through a Science / History Project.
SITE Project	Create a magnetic toy.	Shell structures: Create a Stone Age shelter.	Levers and Linkages: Create a moving picture of a flowering plant life cycle.	Create an outdoor shadow puppet theatre linked to Egyptians.	3D structures: Create a dancing skeleton.	Revision of Science Skills and Application of understanding through a Science / History Project.
Year 4	Sound	Electricity	Animals, including humans.	States of Matter	Living things and their habitats	Revision of Science Skills and Application of understanding through a Science / History Project.

SITE Project	Create a musical instrument/piece of music linked to a country	<u>Electrical circuits and switches</u> Christmas lights	<u>Mechanisms: Levers and Linkages</u> Create an interactive food chain/model of the digestive system	Design a chocolate bar with different states of matter	<u>Mechanical systems: Cam Toy</u> Make a 3D quiz about animal classification.	Revision of Science Skills and Application of understanding through a Science / History Project.
Year 5	Forces	Earth and Space	Properties of Materials	Properties and changes of materials	Life Cycles	Revision of Science Skills and Application of understanding through a Science / History Project.
SITE Project	Mechanical Systems: Pulleys/Gears Design a Space Buggy suitable for a planet in our solar system.	Materials and textiles - parachute.	Combining fabric shapes - sandals.	Combining fabric shapes – create a sewing book.	Mechanical Systems: Pulleys/Gears – make a moving life cycle.	Revision of Science Skills and Application of understanding through a Science / History Project.
Year 6	Light	Electricity	Evolution and Inheritance; Living things and their habitats		Animals, including humans.	Revision of Science Skills and Application of understanding through a Science / History Project.
SITE Project	Build an electric coding machine: Complex Switches		Design and build a device to collect water samples/living things in the pond: Frame Structure/Mechanical Systems/Pulleys and Levers		Design a mechanical prop for production incorporating textiles: Pulley and Levers, Fabric and Culture.	

Computing						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	**Computer Science:** Algorithms – making sandwiches	**Computer Science:** Espresso Coding 1a: On the move	**Digital Literacy:** E-safety **IT:** Make a factfile about Sir Francis Drake – creating, saving, inserting photos.	**Computer Science:** Espresso Coding 1b: Simple inputs	**Computer Science:** Directions with beebots	**IT:** Using ipads to record a weather report – 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 and 2b – buttons and instructions	**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.	**Computer Science:** Algorithms using beebots, create beebot game.	**IT:** Design a presentation to perform with visual stimulus and record using ipads. Use search engines safely to retrieve information.
Year 3	**Computer Science** Espresso Coding (Starter Unit and Unit 3A)	**Digital Literacy** (Research / Word order)	**Digital Literacy and IT skills** (Imovie)	**Computer Science:** Espresso Coding (Unit 3B)	**Digital Literacy** (Branching stories)	**I.T** – Data handling and presenting research in PPT
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 and inappropriate	**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, systems and	**Computed Science:** Espresso Coding Unit 4b Repetition and Loops	**IT:** Searching → Use search technologies effectively. Appreciate how search results are selected and ranked.

		behaviour. Be discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration		content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information.		
Year 5	**Computer Science:** Espresso Coding Starter Unit: Revision	Digital literacy: Recognise acceptable/ unacceptable behaviour (e-safety). Know a range of ways to report concerns and inappropriate behaviour (e-safety).	5A: Speed direction and coordinates	IT skills: Use search technologies effectively. Appreciate how search results are selected and ranked.	5B: Random numbers and simulations	Digital literacy: Use technology safely, respectfully and responsibly (including both search engines and Microsoft programmes).
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**
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**
Year 1	**Banana muffins** Skills: claw knife technique, all in one cake mixing, scraping out a bowl, dividing mixture into tins, mashing banana. **Cucumber sandwiches** Skills: bridge knife technique, spreading	**Gingerbread** Skills: measuring ingredients, mixing, rolling out	**Easter nests** Skills: measuring ingredients, melting, combining ingredients, dividing into cases, moulding into shape	**Jamaican fruit salad** Skills: claw knife technique, bridge knife technique, grating, peeling		**To learn about the eatwell plate** – health week **To design a healthy lunch for Mr Grinling** Skills: learning food groups, balanced diet.
Year 2	**Apple Crumble.** Skills**:** bridge knife technique, rubbing fat into flour.		**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		**Apple Muffins.** Skills: grating harder foods, creaming fat and sugar, folding flour, cracking an egg.			**Quiche** Skills: Handling short crust pastry, grating a soft food and seasoning to taste.	
Year 5			**Pasties**. Skills: combination of bridge and claw		**Muffins** Skills: grating, creaming fat	

			technique, seasoning, handling and rolling puff pastry		& 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**
Year 1	Sketching & painting of self portraits Portraits of the Queen.	Colour mixing - Van Gogh (Starry night picture) Using different brushes to achieve different finishes. Printing Christmas cards – printing with paint	Colour mixing. Sketching, using pastels and oil paintings and comparing the effect. Portraits of Sir Francis Drake.	Junk modelling (ships). Printing with shapes.	Printing using a variety of objects. Weaving with natural materials.	Landscape paintings.
Year 2	Printing	Collage/drawing using different techniques	Aboriginal Art painting. using a range of techniques.	Collage of Australian birds.	Famous Artist study: Andy Goldsworthy	Clay sculptures – Beatrix Potter models.

Year 3	Artist Paul Nash, Autumn collage.	Painting a cave wall using water colour for background.	Portraits. Water colours. "Freedom" painting study by Mona Davis.	Developing tone, colour & texture in drawing portraits. Impressionist work contrast with expressionist.	Cubist artwork/shape and line. Study of Piet Monderian. "Broadway boogie woogie."	3D study - Ancient Egyptian Clay canopic jars.
Year 4	Sketching pictures using the Quentin Blake style.	Roman Mosaics	Comparing portrait styles from various artists. Shading.	Weaving a miniature blanket.	Using natural materials outside to make a design linked to Andy Goldsworthy art.	Developing art & design techniques to create Viking ships; Sewing a felt Viking purse.
Year 5	Improving drawing techniques using inspiration from Japanese artist, Hokusai.	Clay sculptures of Mayan Gods. Clay tiles.	Chinese New Year collage of dragon.	Sketch life size pictures of Ancient Greek Olympians.	Exploring and experimenting with colours related to the planets.	Making a cross stitch picture using binca & thread.
Year 6	Textiles – making a bag & sewing detail.	WW2 shelters – sketching. Henry Moore – pencil sketching and wax resist.	3D Textures – river landscape batik Mary Edna Fraser - batik	→	Clay work	Props and set design and building.

Physical Education (P.E)						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Games – Rolling Games - Kicking	Games – Rolling Games - Kicking	Gymnastics Dance	Gymnastics Dance	Games - Throwing & Catching Athletics	Games - Throwing & Catching 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 Striking & Fielding Games	Net/Wall Games Striking & Fielding Games	Gymnastics Dance	Gymnastics Invasion Games (Netball)	Invasion Games (Tag Rugby) Dance	Athletics Invasion Games (Football)
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**
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	Jolie Ronde scheme of work	Jolie Ronde scheme of work	Jolie Ronde scheme of work	Jolie Ronde scheme of work	Jolie Ronde scheme of work Weather, seasons.

	Shops, asking directions.	Telling the time, Christmas activities.	Revision – days of the week, months of the year, hobbies.	Numbers 0-50, Food.	Breakfast, ingredients for baking – following recipes. La petite poule rousse book.	
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						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Charanga unit: Hey you Learn National Anthem. Harvest service	Christmas performance Carols	Charanga unit: In the groove.	Specialist Music Teacher – pirate narration with percussion and objects to add sound effects. Charanga: Banana Rap (reggae)	Charanga unit – Round and round	Charanga unit – reflect, rewind and replay
Year 2	**Link to topic theme - dinosaurs** Identify the pulse in music and use pitch changes to	Make own sounds and symbols to make and record music. Start to look at basic formal	**Link to topic theme - aeroplanes and transport** Know music can be played or listened to for a variety of	Use ICT (charanga) to compose repetitive three note pieces Easter Service	**Link to topic theme - Florence Nightingale** Use changes in dynamics, timbre and	Control playing instruments so they sound as they should. Use pitch changes to communicate an idea.

	convey meaning. Use Percussion. Begin to identify different groups of instruments. Harvest service	notation- play by ear first. Christmas performance Carols	purposes (in history/ different cultures).	Specialist Music Teacher - narration with percussion and objects to add sound effects.	pitch to organise music.	Start to compose with two or three notes.
Year 3	**Charanga music programme** specialist Music teacher – Recorders <u>Animal magic</u> Short descriptive compositions/combine sounds/ movements/ words Harvest Singing & Choir	**Charanga music programme** specialist Music teacher <u>Play it again</u> Simple rhythmic patterns using notation to support Singing & Choir Christmas performance Carols	**Charanga music programme** specialist Music teacher <u>Class orchestra</u> Combine/perform rhythmic/melodic material as part of class performance. Singing & Choir	**Charanga music programme** specialist Music teacher <u>Dragon scales</u> Pentatonic scale – Short melodies. Singing & Choir	**Charanga music programme** specialist Music teacher <u>Painting with sound</u> Analyse expressive compositions – vocabulary. Singing & Choir	**Charanga music programme** specialist Music teacher <u>Salt, Pepper, Mustard</u> Singing games, pulse, perform with others. Singing & Choir
Year 4	**Charanga: Mamma Mia (6 weeks)** Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.	**Charanga: Glockenspiel stage 2 (6 weeks)** Perform a three/four note piece using glockenspiels. Record using own notation and begin to use a stave.	**Charanga: Stop! (6 weeks)** Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Read notes and know how many beats they represent.	**Charanga: Lean on me (6 weeks)** Gospel song: Lean On Me. Children will study the interrelated dimensions of music (pulse, rhythm, pitch etc.), sing and play instruments to accompany the music and develop their composing and improvising skills.	**Charanga: Blackbird (6 weeks)** Based on the Beatles song about civil rights. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Using band/orchestral instruments with classroom instruments to create an ensemble that engages all children.	**KS2 specialised music teacher** Viking Music → listening to dynamics of music. To create a showcase where children sing, dance and perform.

Year 5	**Charanga music programme** KS2 Specialised music teacher Singing focus - Hold part in a round (pitch/ structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Harvest.	**Charanga music programme** KS2 Specialised music teacher Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Christmas performance. Carols.	**Charanga music programme** KS2 Specialised music teacher Composing music - Samba. . Record own compositions Singing	**Charanga music programme** KS2 Specialised music teacher Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).Read/work out the musical stave.	**Charanga music programme** KS2 Specialised music teacher: Ancient Greeks – playing & performing. Singing	**Charanga music programme** KS2 Specialised music teacher Know how pulse, rhythm and pitch fit together. Use a range of words to describe music. Preparation for KS2 Production.
Year 6	**Charanga music programme:** **Year 6:** Classroom Jazz 2 (6-week unit) KS2 Specialised music teacher focus. Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to	**Charanga music programme** KS2 Specialised music teacher focus: WW2 music – composing/ playing/ performing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Christmas performance Carols.	**Charanga music programme** KS2 Specialised music teacher focus: singing Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.	**Charanga music programme** KS2 Specialised music teacher focus: Happy (6-week unit) Charanga: Create music reflecting given intentions and record using standard notation.	**Charanga music programme** KS2 Specialised music teacher focus: You've Got a Friend (6-week unit)	KS2 Specialised music teacher focus: preparation for KS2 Production.

	describe music. Harvest service					

Outdoor Learning Opportunities						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
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.	• Link with formation of fossils by making fossil footprints in wet mud & making other fossils. • Model the length / height of dinosaurs.	• Trip to Ledston Woods • Making a clock out of sticks and stones.	• Scavenger hunt with links to materials	• 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)	• Trip to Harlow Carr - planting seeds workshop • Science – life cycles of butterflies
Year 3	• Identifying magnetic materials around school; • Landscape collages / outdoor map of UK.	• Soil experiment – types of soil; • Natural materials to build stone age shelters.	• Science link – growing plants outside (Grow Your Own Potatoes). • Observing growth in plants	• Exploring effect of friction from movement (surfaces around school)	• Outdoor shadow puppet theatre / shadow clock • Compass points; Mapping school grounds; Grid references scavenger hunt	• SITE project Build a structure which will protect plants from predators: • Bronze Age Day – immersive learning day

	• Exploring outdoor areas for English vocabulary work.	• Cave paintings (natural paint) • Christmas art work; poetry link		• SITE/history project: irrigation– making a shaduf and investigating irrigation systems.		
Year 4	• Natural materials to make sounds e.g. grass, sticks.	• Roman weapons from natural resources	• Village walk – comparison (then / now)	• Anglo-Saxon foods over a fire and stove	• Grid referencing outside	• Scavenger hunt/ long boats.
Year 5	• Light and shadow – hours through the day.	• Rotation and movement • Create a scale model of the solar system.	• Make a tribal home using outdoor materials.	• Give a range of fabric – find the material that holds liquid the best.	• Plant Press – notice parts of a flower.	• Draw a map of Bramham on a walk around the village.
Year 6	• Import / export of vegetables and fruit. • Angles of shadows • Packages from home e.g. Spanish tomatoes • Seasonal responsibilities	• WW2 evacuation day using torches for Morse code.	• Pre-map skills treasure hunts • Residential	• Translation / symmetry / position of objects outside (art link) • Angles using chalk on the playground	• Classifying plants and flowers from around school • Mindfulness sessions outside.	• Heart – planting / digging up (monitor heart rate and compare to other activities).

Visits and Visitors						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	Local area walk to Post Office.	RE visitor	Meanwood Valley mini-beast hunt.			Seaside Day
Year 2	Church visit for a mock christening.		Yorkshire Wildlife Park.		Harlow Carr – plants workshop.	Lotherton Hall – Florence Nightingale.
Year 3		Visit from Stone Age historian/artefact collector	Local Church visit – Christian values.	Bagshaw Museum		Magna Science museum.
Year 4		Meanwood Valley Urban Farm.		Dustan's Hall at Temple Newsam.		Danelaw Viking trip.

Year 5		Harlow Carr African Voices activity day	Visit from Ancient Greek historian/artefact collector.		Residential.	Local history tour of Shadwell/Bramham.
Year 6		Thwaite Mills Sikh Gurdwara.	Carlton Lodge residential		Bikeability – Cycling Proficiency	Transition to High School