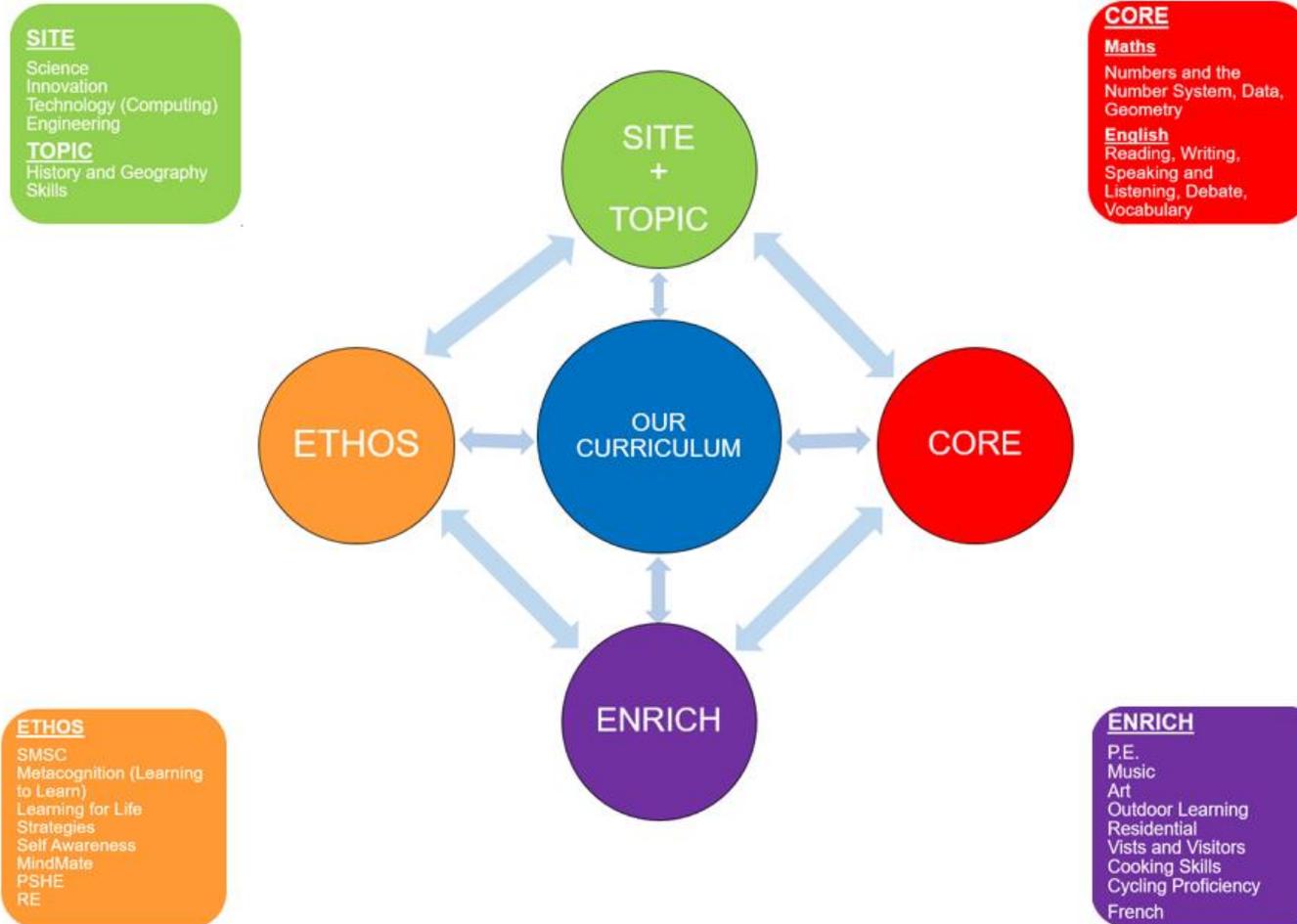




Bramham and Shadwell Federation Whole Curriculum Overview



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'	<i>'Happiness never decreases by being shared'</i> Lord Buddha (c 563 – 483 BC) <i>Spiritual Teacher and founder of Buddhism</i>	<i>'Learn as if you were to live forever',</i> 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 of human rights	'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!
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
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.  Relationships and sex education: Puberty	Physical health and wellbeing: In the media.	Identity, society and equality: Stereotypes, discrimination and prejudice.	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. 	 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
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. The Qur'an. Harvest service at church	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.

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?
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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.

CORE Curriculum → Reading Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
All classes from Year 1- Y6 are taught these skills explicitly	Retrieval Fluency Expression	Summarising and Sequencing: grasping the gist of a piece	Authorial Choice: Thinking like a detective and analysing language.	Using inference to make a conclusion.	Combining all skills together and applying across the curriculum with accuracy.						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #FFDAB9; padding: 5px;">RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.</td> <td style="background-color: #E0FFFF; padding: 5px;">INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.</td> <td style="background-color: #FFFFE0; padding: 5px;">CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.</td> <td style="background-color: #FFDAB9; padding: 5px;">VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</td> <td style="background-color: #E0FFFF; padding: 5px;">PERFORM Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.</td> <td style="background-color: #ADD8E6; padding: 5px;">REVIEW Discuss books read independently and as a group, justifying their views.</td> </tr> </table>						RETRIEVE Understand, summarise, retrieve and record information from texts, including non-fiction.	INTERPRET Deduce, infer or predict information, events or ideas from text, justifying using the text.	CHOICE Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.	VIEWPOINT Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.	PERFORM Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.
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Writing Skills	<p>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.</p> <div style="text-align: center; margin-top: 20px;"> <table style="margin: auto;"> <tr> <td style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> English Guide on a Side</td> </tr> <tr> <td style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> English Skills Progression</td> </tr> <tr> <td style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> Reading Assessment Criteria</td> </tr> <tr> <td style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> Writing Assessment criteria</td> </tr> </table> </div>						English Guide on a Side	English Skills Progression	Reading Assessment Criteria	Writing Assessment criteria	
English Guide on a Side											
English Skills Progression											
Reading Assessment Criteria											
Writing Assessment criteria											

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	Number: Multiplication and division – 3 digit numbers	Number: fractions – mixed numbers, add and subtract, simplify. Statistics: Graphs -	Number: decimals Measurement: Time – 24hr clock and convert between units	Measurement: perimeter and length, mass and volume Geometry: shape and symmetry	Statistics Measurement: area – counting squares and measuring Roman numerals to 100

	Rounding	Measurement: Money – compare and estimate amounts	draw and read bar and line graphs		Geometry: position and direction inc. plot coordinates	
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 number, percent change Measurement: find the volume of cubes and cuboids	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 Statistics: graphs and averages – calculating mean, reading pie charts and line graphs	Post SATS mathematics project work – linked to topic work and consolidating learning in preparation for KS3 – mathematical drawing, algebra and formulae, Pythagoras theorem

Federation Intent → TOPIC

The TOPIC curriculum aims to develop Geography and History knowledge and skills. Knowledge in History is mainly taught chronologically. Knowledge in Geography is developed from learning local Geography knowledge building to in-depth global knowledge, with consideration for the interconnected world in which we live. Each skill is taught and applied 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 Skills:

- Locational Knowledge
- Place Knowledge
- Human and Physical Features
- Geographical Skills and Fieldwork

History Skills:

- 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 and History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Locational knowledge of the UK.</p> <p>Name & locate 4 countries of the UK. Link to Queen and country.</p>	<p>The first man on the moon.</p>	<p>Human and Physical Geography.</p> <p>Place knowledge - Study of contrasting non-European place (Jamaica).</p>	<p>Journeys of exploration - Drake/Raleigh.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork:</p> <p>Mapping the outdoor learning area of the school.</p>	<p>Seaside holidays in the past.</p>
Year 2	<p>Locational knowledge of the world's continents and oceans.</p> <p>Contrasting local study Bramham/ Shadwell v London.</p>	<p>Mary Anning – link to prehistoric animals.</p>	<p>Human and Physical Geography.</p> <p>Place knowledge - Study of contrasting non- European country (Australia).</p>	<p>First aeroplane flight, the Wright Bros.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork:</p> <p>Traffic survey. Recording data. Simple geographical observations.</p>	<p>The achievements of Florence Nightingale & Mary Seacole</p>
Year 3	<p>Locational knowledge.</p> <p>Name & locate counties & cities of the UK.</p>	<p>Changes in Britain from the Stone Age to Bronze Age.</p>	<p>Human and Physical Geography.</p> <p>Place knowledge - Describe key aspects & their effects over time on a region in the UK (Cumbria).</p>	<p>The achievements of the Ancient Egyptians.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork.</p> <p>Sketch maps of school. Survey of local area's facilities. Planning longer journeys.</p>	<p>Changes in Britain from the Bronze Age to the Iron Age.</p>
Year 4	<p>Locational knowledge.</p> <p>Name & locate countries & cities of Europe.</p>	<p>The Roman Empire & its impact on Britain.</p>	<p>Human and Physical Geography.</p> <p>Place knowledge - Describe key aspects & their effects over time on Barcelona, Spain.</p>	<p>Britain's settlement by Anglo-Saxons & Scots.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork.</p> <p>Developing sketch maps in locality to include 4 figure grid references and 8 compass points. Plan a European journey.</p>	<p>The Viking & Anglo-Saxon struggle for the Kingdom of England to 1066.</p>

<p>Year 5</p>	<p>Locational knowledge.</p> <p>Name & locate major world countries & cities.</p>	<p>The Mayan civilisation c.AD900</p>	<p>Human and physical Geography.</p> <p>Place knowledge - South America with in-depth study of Rio, Brazil.</p>	<p>Ancient Greeks – study of Greek life & achievements & their influence on the Western world.</p> <p>Fair Trade</p>	<p>Geographical skills and fieldwork:</p> <p>Creating and analysing temperature and rainfall graphs, analysing population data, asking and answering geographical questions.</p>	<p>Historical local study – How the local area of Shadwell/ Bramham has changed over time.</p>
<p>Year 6</p>	<p>Locational knowledge.</p> <p>Explore a contrasting world location (China) and the growth of technological manufacturing.</p>	<p>World War II – study how life changed after WWI & during World War II and investigate the implications following WW2. Compare with modern day politics.</p>	<p>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.</p> <p>Fair Trade.</p> <p>Detailed mapping including use of range of scales, 6 figure grid references.</p>	<p>Historical influences and changes since ...</p> <p>eg. medicine, culture, housing.</p> <p>History unit linked to the school production.</p> <p>Transition to High School.</p>		

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 (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.		Templates and joining: Design and make a moving parts model of human body.		Freestanding structures: Design and make a scarecrow to protect sunflowers planted.	
Year 2	Living things and their habitats		Uses of everyday materials		Plants: Animals including humans	
SITE Project	Design and make a rabbit shelter.		Design and create Mr Men puppets (sewing).		Design a seed spreader.	
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	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 and make a lamp shade.	3D structures: Create a 3D wheel of life cycle of a butterfly.	Revision of Science 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 and application of understanding through a Science / History Project.

SITE Project	Create a musical instrument linked to a country	Electrical circuits and switches – Design a Christmas lights circuit	Mechanisms: Levers and Linkages - Create an interactive food chain/model of the digestive system	Design a chocolate bar with different states of matter	Mechanical systems: Cam Toy – Design and make a 3D quiz about animal classification.	Revision of Science 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 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 – design and make a parachute.	Frames & Structures – design and make a weather system to observe evaporation, condensation and precipitation cycle.	Combining fabric shapes – design and make a pair of sandals.	Design a felt book with sewn life cycle of a plant.	Revision of Science 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 and application of understanding through a Science / History Project.	
SITE Project	Build an electric coding machine: Complex Switches	Frame Structures - Build a spying device (periscope).	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 behaviour. Be	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 content that accomplish given	Computer Science: Espresso Coding Unit 4b Repetition and Loops	IT: Searching → Use search technologies effectively. Appreciate how search results are selected and ranked.

		discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration		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	<p><u>Design:</u> 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</p> <p><u>Make:</u> 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</p> <p><u>Evaluate:</u> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge:</u> 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.</p>					
KS2	<p><u>Design:</u> 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.</p> <p><u>Make:</u> 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.</p> <p><u>Evaluate:</u> 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.</p> <p><u>Technical knowledge:</u> 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.</p>					

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	<p>Banana muffins Skills: claw knife technique, all in one cake mixing, scraping out a bowl, dividing mixture into tins, mashing banana.</p> <p>Cucumber sandwiches Skills: bridge knife technique, spreading</p>	<p>Gingerbread Skills: measuring ingredients, mixing, rolling out</p>	<p>Easter nests Skills: measuring ingredients, melting, combining ingredients, dividing into cases, moulding into shape</p>	<p>Jamaican fruit salad Skills: claw knife technique, bridge knife technique, grating, peeling</p>		<p>To learn about the eatwell plate – health week</p> <p>To design a healthy lunch for Mr Grinling Skills: learning food groups, balanced diet.</p>
Year 2	<p>Apple Crumble. Skills: bridge knife technique, rubbing fat into flour.</p>		<p>Quiche. Skills: grating soft foods, cracking and beating an egg.</p>			
Year 3		<p>Scotch Eggs. Skills: coating with egg/breadcrumbs shelling a hard-boiled egg.</p>		<p>Butterscotch cookies Skills: weighing, creaming butter and sugar, rolling, sieving and baking.</p>		
Year 4		<p>Apple Muffins. Skills: grating harder foods, creaming fat and sugar, folding flour, cracking an egg.</p>			<p>Quiche Skills: Handling short crust pastry, grating a soft food and seasoning to taste.</p>	
Year 5			<p>Pasties. Skills: combination of bridge and claw technique, seasoning,</p>		<p>Muffins Skills: grating, creaming fat & sugar, folding flour into creamed mixture.</p>	

			handling and rolling puff pastry			
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 for topic Queen and Country. Self-portraits and Portraits of the Queen. <i>Artists: Picasso, Warhol, Derek Russell</i>	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. <i>Other abstract sky artists for comparisons: Akseli Galen-Kallela and Edvard Munch</i> 3D Clay Modelling – Diwa Chalk drawings - the Moon	Collage and printing for Jamaica geography topic. <i>Artist: Matisse</i> Printing with shapes (maths link) for animals and humans science topic. <i>Artist: Piet Mondrian</i>	Colour mixing with mixed media. Comparing the effects of sketching, oil pastels and paint for creating Hokusai's wave. <i>Analyse other Hokusai work and Hiroshige for inspiration (sky link from A1).</i>	Sketching, oil pastels, painting, modelling and weaving of sunflowers for plants and growing topic. <i>Artists: Van Gogh, Henri Matisse, Andy Goldsworthy, Ellen Jackson.</i>	3D modelling of lighthouses, printing (repeating patterns) and painting of seaside pictures for seaside topic.

<p>Year 2</p>	<p>Colour mixing and printing with different natural medias (fingers and cotton buds) for topic dotty dinosaurs. <i>Artists: George Seurat, Paul Signac, Camille Pissarro, (more subtle for Y1 link) Van Gogh.</i></p>	<p>Application of colour mixing skills for background wash. Drawing and collage for significant figure topic. <i>Artists: L.S. Lowry, Edward Hopper, Pierre Adolphe Valette, Helen Bradley and Ellen Jackson (for material layering, Y1 link)</i></p>	<p>Aboriginal Art focus study. Colour mixing and painting. <i>Artists: Clifford Possum and Tjapaltjarri (aboriginal artist)</i></p>	<p>Collage of Australian birds. <i>Artist: Brett Whitely (Australian artist)</i></p>	<p>Printing with blocks. See print making as a means of drawing. Create order, symmetry, and irregularity. Extends repeating patterns - overlapping, using two contrasting colours etc. <i>Artists: Andy Warhol, Picasso, Henri Matisse (Y1 link), Paul Klee</i></p>	<p>Clay sculptures. 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. <i>Artist: Picasso (Y1 link)</i></p>
<p>Year 3</p>	<p>Mixed media skill focus (tone and texture) To create a landscape scene linked to UK topic. <i>UK Artists: Megan Coyle and Eilleen Coyle. Artists to link prior knowledge: Van Gogh, Paul Signac and Matisse.</i></p>	<p>Shading and gradient of pencil understanding. Focus on drawings from the caves of Lascaux - link to Stone age, bronze age and rocks topic.</p>	<p>Water colours. Focus on landscapes (link to Lake District topic) to create an atmospheric perspective and develop understanding of the colour wheel. <i>Artists: David Mandle and Geoff Kersey</i></p>	<p>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.</p>	<p>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 Mondrian. "Broadway boogie woogie.". Link to Local area study maps of Bramham and Shadwell.</p>	<p>3D modelling study – link to changes in technology and Bronze Age to Iron Age topic. Create clay canopic beakers engraved with Celtic symbols.</p>

<p>Year 4</p>	<p>Sketching and precision drawing.</p> <p>Analysis of children’s illustrator and graphic design. Children to develop their skill of ‘looking’ at artists work to spot how they sketch their lines, create expression and add colour (watercolours, skin tone).</p> <p><i>Illustration artists: Quentin Blake, Brett Helquist, Korki Paul.</i></p>	<p>Modelling of mosaics.</p> <p>Link to Roman topic. Research Roman mosaics and link prior learning of Year 3 print history research. Children to develop their repeating pattern knowledge and skill (<i>artist for pattern making is Mondrian who they have studied in Y3, and then analyse more sophisticated patterns by Escher</i>).</p>	<p>Colour mixing in oil pastels for portraits.</p> <p>Develop skills in colour mixing to create mood and feeling for effect.</p> <p><i>Study Cubism and artist Picasso and Gaudi for link to Spanish geography topic.</i></p>	<p>Modelling and embossing to create an Anglo-Saxon Brooch.</p> <p>Look at embossing and Anglo-Saxon art history. Children to create their own design (developing knowledge of patterns and print making) and use tools effectively.</p>	<p>Colour mixing with paint and oil pastels to create a landscape.</p> <p>Study impressionism style and Claude Monet and Degas style landscape. Link back to their previous projects of landscapes to encourage, remind and teach perspective and depth.</p> <p>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.</p> <p>Contrast to Monet and Degas artists who have been inspired by Monet and Degas: Ross Turner, L. Diane Johnson.</p>	<p>3D Modelling to create a Viking Shield and use colour mixing with paint to decorate.</p> <p>Plan, design and adapt model.</p> <p>Use a variety of materials – based on research of Viking shields.</p>
<p>Year 5</p>	<p>Modelling and collage</p> <p>Explore the texture in colour and a range of materials/medium to create each planet in our solar</p>	<p>Clay sculptures and models of Mayan Gods and titles.</p> <p><i>Pattern artists: Morris, Sol Lewitt,</i></p>	<p>Mixed media study with a focus on a chaotic scene of the Braiziliam Favelas.</p> <p>Children to use knowledge of</p>	<p>Colour blending with oil pastels</p> <p>Study of Georgia O’Keeffe for life cycles of plants topic.</p>	<p>Colour blending with watercolours</p> <p>Landscape artwork linked to maps and coordinates study. Focus on scenery, perspective depth.</p>	<p>Collage and mixed media</p> <p>Local buildings link to local study topic and developing Sum1 perspective knowledge.</p> <p><i>Artists: Gustav Klimt (bright golds and bold</i></p>

	<p>system as a link to Space (link to Year 1 prior learning).</p> <p>Pencil work sketching and shading.</p> <p>Henri Rousseau and Jill Denton artist focus for final piece on rainforest (link to our world topic, forests)</p> <p><i>Other Artists: Morris and Matisse (Prior knowledge of print making).</i></p>	<p><i>Bridget Riley and Miro.</i></p> <p>To develop sketching skills further from A1: interpret Mayan stories and music as drawings.</p>	<p>medias to make a choice for their piece.</p> <p><i>Artists: Antoni Sierra, Patrick Bornemann, Domingos, Moraes, Herve/ Escher</i></p>	<p>Other artists: Ida O’Keeffe and Van Gogh (prior knowledge link).</p>	<p><i>Artists: Turner, Monet (prior Y4), Munch (prior Y1) as well as local English watercolour artists.</i></p>	<p><i>colours), Jackson Pollock (abstract)</i></p> <p>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).</p>
<p>Year 6</p>	<p>Sketching and shading with pencil, charcoal and wax resist. WWII topic link -</p> <p>Study of Henry Moore and his life and works.</p> <p>Sketching skills to replicate his drawings of the London Underground bomb shelters including</p>	<p>Collage and mixed media</p> <p>WWII topic link – study of Paul Nash.</p> <p>Collage and laying with tissue paper and paint to create WW2 scene such as the blitz. Draw into collage to add detail with</p>	<p>Colour blending and graphic design with crayon, oil pastes and water colours.</p> <p>Link back to Year 4 illustration design. Pop art logo design and printing. Study artists Andy Warhol and Paul Klee.</p>	<p>Colour blending with a range of medias – children’s choice.</p> <p>Landscape focus for rivers and mountains topic. Focus on David Hockney abstract artist.</p>	<p>Sketching and mixed media study on self-portraits with expression.</p> <p>Study German expressionism. <i>Artists: Ernst Ludwig Kirchner, Alexeg Georgewitsch von Jawlensky, Oskar Koloschka, Rodrigo Wise.</i></p> <p>Props and set design and building.</p>	

	<p>hatching, cross-hatching, stipple, tone and shade.</p> <p>How can medias change mood in a picture? Chagall artist.</p>	<p>pen, and chalk for clouds.</p>				
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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	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 5	Invasion Games (Tag Rugby) Invasion Games (Netball) Swimming	Invasion Games (Tag Rugby/ Netball/Hockey) Swimming	Gymnastics/Dance Swimming	Net/Wall Games Swimming	Athletics Outdoor & Adventurous Activities	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. French Day – immersing in French culture and understanding other locations that speak the language					
Year 2	Classroom instructions; finger rhymes & songs. French Day – immersing in French culture and understanding other locations that speak the language		Numbers to 10; finger rhymes & songs.		French culture: Paris & its key landmarks; finger rhymes & songs.	
Year 3	Jolie Ronde scheme of work: Simple conversation Q & A. French Day – immersing in French culture and understanding other locations that speak the language	Jolie Ronde scheme of work: Colours; Arc-en-ciel (Rainbow Fish) book; Christmas.	Jolie Ronde scheme of work: Food & Drink; Mardi Gras; Phonics poems.	Jolie Ronde scheme of work: Numbers to 20; Easter.	Jolie Ronde scheme of work: Days of the week; Months of the year. Phonics poems.	Jolie Ronde scheme of work: La Chenille qui fait des trous (The Very Hungry Caterpillar) book; French culture – city life.
Year 4	Jolie Ronde scheme of work: Parts of the body. French Day – immersing in French culture and understanding other locations that speak the language	Jolie Ronde scheme of work: Zoo animals; Christmas.	Jolie Ronde scheme of work: Family members; Pets.	Jolie Ronde scheme of work: Le radis geant (The Enormous Turnip); Easter.	Jolie Ronde scheme of work: Dictionary skills; Hobbies.	Jolie Ronde scheme of work: Numbers 12-31; Clothing. Les elfes et le cordonnier book.

<p>Year 5</p>	<p>Jolie Ronde scheme of work Shops, asking directions. French Day – immersing in French culture and understanding other locations that speak the language</p>	<p>Jolie Ronde scheme of work Telling the time, Christmas activities.</p>	<p>Jolie Ronde scheme of work Revision – days of the week, months of the year, hobbies.</p>	<p>Jolie Ronde scheme of work Numbers 0-50, Food.</p>	<p>Jolie Ronde scheme of work Breakfast, ingredients for baking – following recipes. La petite poule rousse book.</p>	<p>Jolie Ronde scheme of work Weather, seasons.</p>
<p>Year 6</p>	<p>Jolie Ronde scheme of work Classroom routines & objects. French Day – immersing in French culture and understanding other locations that speak the language</p>	<p>Jolie Ronde scheme of work Describing the weather, occupations & family members. Playscript – les cadeaux de grand-mere.</p>	<p>Jolie Ronde scheme of work Grammar focus on prepositions and verbs. Homes. Estate Agent advertisements.</p>	<p>Jolie Ronde scheme of work Furniture. Descriptive writing of an ideal home.</p>	<p>Jolie Ronde scheme of work Holidays & places to visit. Presentation of a planned holiday.</p>	<p>Jolie Ronde scheme of work Making reservations. Writing a letter reserving a hotel room, creating a programme of activities for a holiday.</p>

Music						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Learn National Anthem Listening and Appraising Anthems from the 4 countries of the UK.	Holst – Mars- Planets – BBC 10 pieces classical music unit. Listening and appraising and composition.	Specialist Music Teacher – Pirates Performances. (Sarah Crowley)	Charanga- Rhythm in the way we walk- adapted for Covid (if needed). Musical skills- rhythm and pulse, singing.	Charanga – Your imagination- adapted for Covid (if needed). Instruments	BBC ten pieces- Lark Ascending – Ralph Vaughan Williams Listening and appraising and composing.
Year 2	Specialist Music Teacher (Sarah Crowley)	Charanga Ho Ho Ho- Embed the interrelated dimensions of music.	Charanga -I Wanna Play In A Band by Joanna Mangona – a Rock song for children Listen appraise and compose, singing	Specialist Music Teacher (Sarah Crowley)	BBC Sounds - Play It Hands in the Air, Take You Home, Be in the Band, Bring the Noise Listening and exploring different elements and layers that make a song	Charanga – Summer Units Playing percussion instruments, Listening, appraising and composing using knowledge of the interrelated dimensions of music.
Year 3	Specialist Music Teacher – Body Percussion (Sarah Crowley)	Charanga - Glockenspiel – learning about the language of music. Exploring and developing playing skills.	Charanga – Let your spirit fly. Creating your own actions that match the lyrics. Understanding different styles of music – adapted for Covid.	Rhapsody in Blue – Gerschwin – BBC 10 pieces classical music unit.	Charanga – The Dragon Song by Joanna Mangona and Pete Readman.	Kerry Andrew- No Place Like – BBC 10 pieces classical music unit.

<p>Year 4</p>	<p>ABBA – Mamma Mia Reflect, rewind and Play. Listening and appraising.</p>	<p>Charanga – Glockenspiel Stage 2 – learning about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills and using different key notes (c, d, e, f and g) in time with a given beat. This unit builds on the previous unit, Glockenspiel Stage Summary Topic: Reflect, Rewind and Replay. Children listen to and appraise classical Music and compare music from different eras. Follow Charanga.</p>	<p>Stop! – A song/rap about bullying. Listen & Appraise music. Progressive Warm-up Games. Opportunity for improvisation and composing. Follow Charanga.</p>	<p>Specialist Music Teacher – Anglo Saxon song writing</p>	<p>The Beatles – Blackbird The children will explore the song Blackbirds with an integrated approach to music where the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Follow Charanga</p>	
<p>Year 5</p>	<p>7 planets song 7 continent song Good citizen rap</p>	<p>Rock music: Main song focus: Livin’ on a Prayer by Bon Jovi Reflecting on songs with a particular cause or emotion which unites people when they are singing together, Listen to different rock anthems and pick out the instruments and</p>	<p>Pop ballads: Main song focus: Make you feel my love by Adele Follow charanga scheme</p>	<p>Specialist Music Teacher – Body Percussion and Making Musical Instruments on the Ancient Greeks</p>	<p>Old school hip hop: Main song focus: Fresh Prince of Bel-Air Follow charanga covid scheme</p>	

		<p>tempo of each song. What instruments are typical of rock music? Learn to play and perform Livin on a prayer on an instrument.</p>				
<p>Year 6</p>	<p>Livin' on a Prayer (Charanga)</p> <p>Musical skills</p> <p>All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p>WW2 Songs Listening and appraising</p> <p>(Shadwell support by Sarah Crawley).</p> <p>Listening and appraising classic WW2 songs. Linking to understanding of emotional wellbeing and morale during the war.</p>	<p>New Instrument: Ukulele (Supported by Charanga)</p> <p>Reading music</p> <p>Children will familiarise themselves with the instrument.</p> <p>Pupils will learn the chords C, F, G7 and G in order of difficulty, beginning with the easiest; the chord of C.</p> <p>Develop understanding of rhythmic strumming. Learn to play simple songs using learnt chords.</p>	<p>Music and Me (Charanga)</p> <p>Music History</p> <p>Series of lessons looking at inspirational women working in music.</p> <p>Throughout this series, students will explore the concept of 'identity' – the various elements that shape us</p> <p>They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p> <p>Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and different cultural backgrounds:</p> <p>Shiva Feshareki: Eska Mtungwazi: Afrodeutsche: Anna Meredith:</p>		

Outdoor Learning Opportunities

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> • Use knowledge of forces to create a simple picture frame • Land art • Squirrel assault course 	<ul style="list-style-type: none"> • Make a space environment • Use pond area • Outdoor Christmas card (photography) 	<ul style="list-style-type: none"> • Exploration walk – link to English – make journey sticks • Make something for a teddy to wear in an April shower. • Make weather vanes 	<ul style="list-style-type: none"> • Create boats • Exploration walk • Outdoor day – Discussion about what might be needed and create an outdoor “base” for the day. 	<ul style="list-style-type: none"> • Growing sunflowers • Tree walk using APP to identify trees • Create a clay mask trail. • BEEBOT work 	<ul style="list-style-type: none"> • Create a seaside experience • Water role play and sensory walk. • Observation of seasonal changes in Summer
Year 2	<ul style="list-style-type: none"> • Make bird feeders and discuss appropriate locations around the school grounds. 	<ul style="list-style-type: none"> • Link with formation of fossils by making fossil footprints in wet mud & making other fossils. • Model the length / height of dinosaurs. 	<ul style="list-style-type: none"> • Trip to Ledston Woods • Making a clock out of sticks and stones. 	<ul style="list-style-type: none"> • Scavenger hunt with links to materials 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Trip to Harlow Carr - planting seeds workshop • Science – life cycles of butterflies
Year 3	<ul style="list-style-type: none"> • Identifying magnetic materials around school; • Landscape collages / outdoor map of UK. • Exploring outdoor areas for English vocabulary work. 	<ul style="list-style-type: none"> • Soil experiment – types of soil; • Natural materials to build stone age shelters. • Cave paintings (natural paint) • Christmas art work; poetry link 	<ul style="list-style-type: none"> • Science link – growing plants outside (Grow Your Own Potatoes). • Observing growth in plants 	<ul style="list-style-type: none"> • Exploring effect of friction from movement (surfaces around school) • SITE/history project: irrigation– making a shaduf and investigating irrigation systems. 	<ul style="list-style-type: none"> • Outdoor shadow puppet theatre / shadow clock • Compass points; Mapping school grounds; Grid references scavenger hunt 	<ul style="list-style-type: none"> • SITE project Build a structure which will protect plants from predators: • Bronze Age Day – immersive learning day
Year 4	<ul style="list-style-type: none"> • Natural materials to make sounds e.g. grass, sticks. 	<ul style="list-style-type: none"> • Roman weapons from natural resources 	<ul style="list-style-type: none"> • Village walk – comparison (then / now) 	<ul style="list-style-type: none"> • Anglo-Saxon foods over a fire and stove 	<ul style="list-style-type: none"> • Grid referencing outside 	<ul style="list-style-type: none"> • Scavenger hunt/ long boats.
Year 5	<ul style="list-style-type: none"> • Light and shadow – hours through the day. 	<ul style="list-style-type: none"> • Rotation and movement • Create a scale model of the solar system. 	<ul style="list-style-type: none"> • Make a tribal home using outdoor materials. 	<ul style="list-style-type: none"> • Give a range of fabric – find the material that holds liquid the best. 	<ul style="list-style-type: none"> • Plant Press – notice parts of a flower. 	<ul style="list-style-type: none"> • Draw a map of Bramham on a walk around the village.
Year 6	<ul style="list-style-type: none"> • Import / export of vegetables and fruit. • Angles of shadows • Packages from home e.g. Spanish tomatoes • Seasonal responsibilities 	<ul style="list-style-type: none"> • WW2 evacuation day using torches for Morse code. 	<ul style="list-style-type: none"> • Pre-map skills treasure hunts • Residential 	<ul style="list-style-type: none"> • Translation / symmetry / position of objects outside (art link) • Angles using chalk on the playground 	<ul style="list-style-type: none"> • Classifying plants and flowers from around school • Mindfulness sessions outside. 	<ul style="list-style-type: none"> • 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