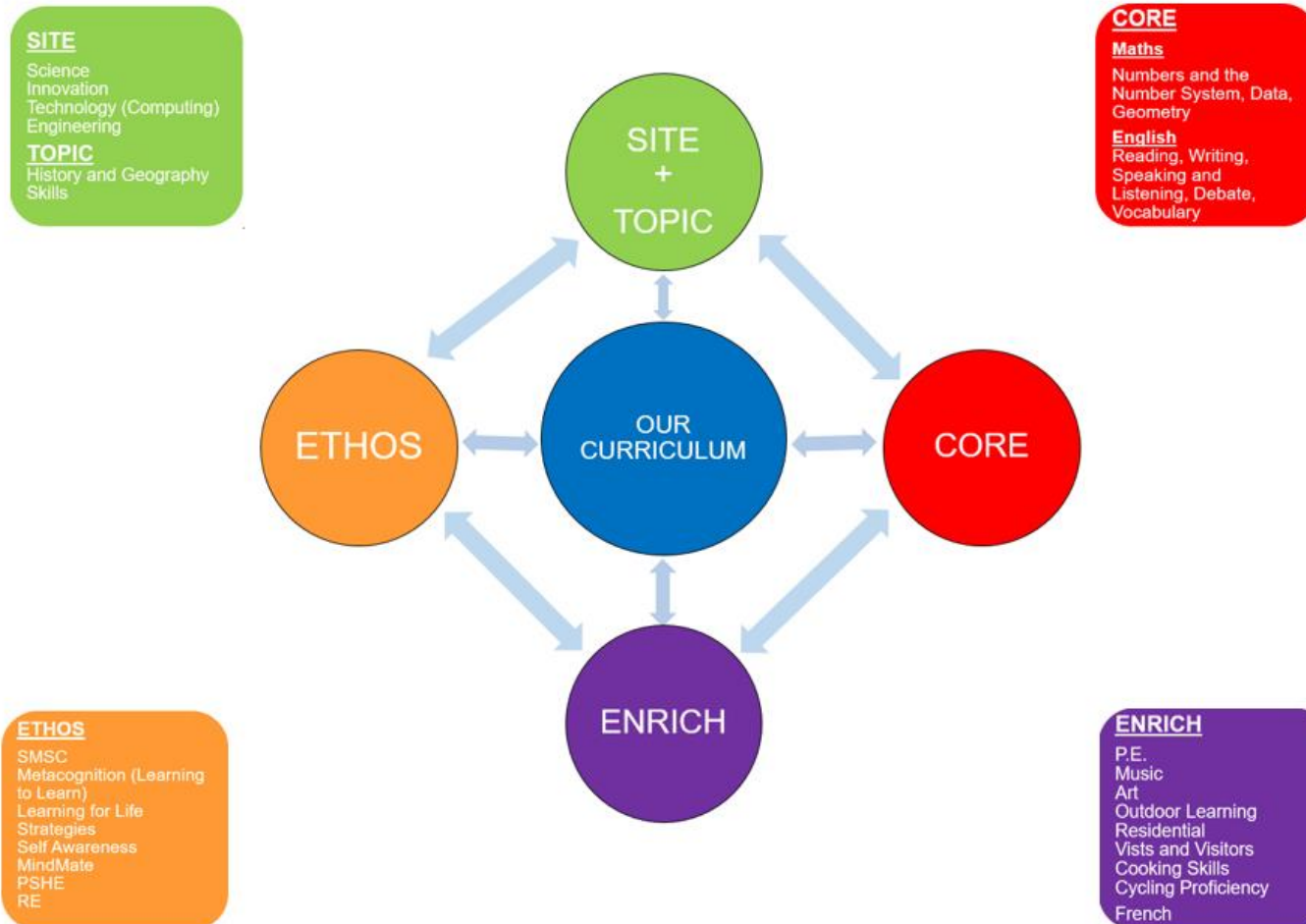




# Bramham and Shadwell Federation Whole Curriculum Overview



## 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 R-6.                   | Myself:<br>What makes a good global citizen?   | Keeping Safe:<br>How did people in the past protect themselves? | Freedom:<br>What does Freedom mean to someone?   | Thinking of Others:<br>How did people treat each other in the past?   | Looking all around me:<br>Can I make a difference?  | Being Better:<br>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  |
| <b>Week 1:</b>               | 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.                         |
| <b>Week 2:</b>               | 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><br>Lord Buddha (c 563 – 483 BC) <i>Spiritual Teacher and founder of Buddhism</i> | <i>'Learn as if you were to live forever',</i><br>Mahatma Gandhi      |
| <b>Week 3:</b>               | Everyone is unique and each experience is different  | Friendship is a two way street.                                 | 'Follow your dream with determination and passion ....'<br>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",<br>Mother Teresa, 1910 - 1997 | Karma: What goes around comes around.   | Always have positive thoughts – You can do it!                        |
| <b>Week 4:</b>               | 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.                         |

|                |  |   |  |  |                                      |  |
|----------------|--|---|--|--|--------------------------------------|--|
| <b>Week 5:</b> | 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.              |
| <b>Week 6:</b> | 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. |
| <b>Week 7:</b> | Always treat others how you would like to be treated.        | We are one big family, we respect and care for one another. |  |  |                                      |  |

## PSHE

 denotes lessons which link directly to safeguarding

| Year Group | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|------------|---|---|--|--|---|--|
| Reception  | Pupils in Reception are taught to: <ul style="list-style-type: none"> <li>• see themselves as a valuable individual</li> <li>• build constructive and respectful relationships</li> <li>• express their feelings and consider the feelings of others</li> <li>• manage their own personal hygiene</li> <li>• work and play cooperatively and take turns with others.</li> <li>• give focused attention to what the teacher says.</li> </ul> |   | Pupils in Reception are taught to: <ul style="list-style-type: none"> <li>• show resilience and perseverance in the face of challenge</li> <li>• identify and moderate their own feelings socially and emotionally</li> <li>• manage their own personal hygiene</li> </ul> |  | Pupils in Reception are taught to: <ul style="list-style-type: none"> <li>• think about the perspectives of others</li> <li>• manage their own needs and personal hygiene</li> <li>• know and talk about the different factors that support their overall health and wellbeing including:                             <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> </li> </ul> |  |
| 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 & wellbeing: 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:<br>When things go wrong. <br>Relationships and sex education:<br>Puberty | Physical health and wellbeing: In the media.   | Identity, society and equality:<br>Stereotypes, discrimination and prejudice.   | Mental health and emotional wellbeing:<br>Dealing with feelings.  | Drug, alcohol and tobacco education:<br>Different influences.  | Careers, financial capability and economic wellbeing: Borrowing and earning money.   |
| Year 6 | Identity, society and equality:<br>Human rights.   |  Keeping safe and managing risk:<br>Keeping safe – out and about. | Drug, alcohol and tobacco education:<br>Weighing up risk.  | Mental health and emotional wellbeing :  | Healthy minds/Mental health   | Relationship and sex education: Healthy relationships/how a baby is made. FGM. <br>Life Changes (Transition to high school) |

### Religious Education (R.E)

| Year Group | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|------------|---|--|--|--|--|--|
| Reception  | <p><b>Where do we live and who lives there?</b></p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Harvest Festival – Collect food for the local food bank.</p> | <p><b>How are special times celebrated?</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about the lives of people around them and their roles in society.</p> | <p><b>Who and what are special to us?</b></p> <p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments. Similarities and difference between different religious and cultural communities</p> | <p><b>Who and what are special to us?</b></p> <p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments. Similarities and difference between different religious and cultural communities</p> | <p><b>What can we see in our wonderful world?</b></p> <p>Draw information from a simple map.</p> <p>Similarities and differences between the natural world around them and contrasting environments.</p> | <p><b>What makes a good helper?</b></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> |

|        |  |  |   |   |   |   |
|--------|--|--|---|---|---|---|
| Year 1 | Which books and stories are special?<br><br>Harvest service at Church  | How do we celebrate special events?<br><br>Remembrance Service<br>Christingle at Church                  | What does it mean to belong to a church or mosque?              |   | How and why do we care for others?                          | Who brought messages about God and what did they say?   |
| Year 2 | How is new life welcomed?<br><br>Remembrance Service<br>Harvest service at Church<br>Remembrance service<br>Christingle at Church        |  | How can we make good choices?                                   | How and why do people pray?                       | How can we look after our planet?                           | What did Jesus teach and how did he live?               |
| Year 3 | How are beliefs expressed through the Arts?<br>Harvest service   | What do Christians believe about a good life?<br>Remembrance service<br>Christmas story<br>Carol Service | What do Christians believe about a good life?                   | Who can inspire us?<br>Easter story<br>Bible      | What do creation stories tell us about our world?           | Who can inspire us?                                     |
| Year 4 | How are important events remembered in ceremonies?<br>Harvest at Church<br>Remembrance service<br>Carol Service                          |  | What words of wisdom can guide us?                              | What do creation stories tell us about our world? | How do the 'Five Pillars' guide Muslims in life?            | Why are Gurus at the heart of Sikh belief and practice? |
| Year 5 | Why some places & journeys are special to all religions.<br>Islam:<br>Introduction to Islam.<br>The Qur'an.<br>Harvest service at church | Islam:<br>What we learn from stories in the Qur'an.<br>Remembrance Service<br>Carol service              | Should we forgive others?                                       |   | What do Christians believe about old and new covenants?     |   |
| Year 6 | How do Sikhs show commitment?  | How do Jews remember Kings and   | What do Christians believe about Jesus' death and resurrection? |   | How does growing up bring responsibilities and commitments? | Philosophical questions and major religions views.      |

|  |                           |   |  |  |  |
|--|---------------------------|---|--|--|--|
|  | Harvest service at church | Prophets in worship and life?<br><br>Remembrance Service<br>Carol service |  |  |  |
|--|---------------------------|---|--|--|--|



## 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**

|   | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |   |  |   |  |   |
|---|--|--|---|--|---|--|---|--|---|--|---|
| <b>Reception</b>  | <p>Read individual letters by saying the sounds for them.</p> <p>Orally blend a CVC word.</p> <p>Orally identify initial sounds.</p> | <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common matched to the school's phonic programme. Exception words.</p> | <p>Read some letter groups that each represent one sound and say sounds for them (th).</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> |  | <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> |  |   |  |   |  |   |
|   | <b>All classes from Year 1 - Y6 are taught these skills explicitly</b>   | <p>Retrieval Fluency Expression</p>  | <p>Summarising and Sequencing:<br/><br/>grasping the gist of a piece</p>  | <p>Authorial Choice:<br/><br/>Thinking like a detective and analysing language.</p>  | <p>Using inference to make a conclusion.</p>  | <p>Combining all skills together and applying across the curriculum with accuracy.</p>                               |   |  |   |  |   |
| <table border="1"> <tr> <td> <p><b>RETRIEVE</b><br/>Understand, summarise, retrieve and record information from texts, including non-fiction.</p> </td> <td> <p><b>INTERPRET</b><br/>Deduce, infer or predict information, events or ideas from text, justifying using the text.</p> </td> <td> <p><b>CHOICE</b><br/>Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.</p> </td> <td> <p><b>VIEWPOINT</b><br/>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> </td> <td> <p><b>PERFORM</b><br/>Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.</p> </td> <td> <p><b>REVIEW</b><br/>Discuss books read independently and as a group, justifying their views.</p> </td> </tr> </table> |  |  |   |  |   | <p><b>RETRIEVE</b><br/>Understand, summarise, retrieve and record information from texts, including non-fiction.</p> | <p><b>INTERPRET</b><br/>Deduce, infer or predict information, events or ideas from text, justifying using the text.</p> | <p><b>CHOICE</b><br/>Explain and comment on the writers' use of language, structure and presentation and the overall impact on the reader.</p> | <p><b>VIEWPOINT</b><br/>Identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.</p> | <p><b>PERFORM</b><br/>Show understanding through intonation, tone, volume and action when reading and performing poems and play-scripts.</p> | <p><b>REVIEW</b><br/>Discuss books read independently and as a group, justifying their views.</p> |
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**Writing Skills**

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](#)

**CORE Curriculum → Maths**

|                  | <b>Autumn 1</b>  | <b>Autumn 2</b> | <b>Spring 1</b>  | <b>Spring 2</b> | <b>Summer 1</b>   | <b>Summer 2</b> |
|------------------|--|-----------------|--|-----------------|---|-----------------|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>• Focus on numbers 1- 5</li> <li>• count objects, actions and sounds</li> <li>• subitise</li> <li>• link the number symbol (numeral) with its cardinal number value</li> <li>• Explore the composition of 1-5.</li> <li>• count beyond 10</li> <li>• Compare, length, weight and height</li> <li>• Continue a pattern.</li> </ul> |                 | <ul style="list-style-type: none"> <li>• Focus on numbers 7 to 9</li> <li>• compare numbers</li> <li>• understand the ‘one more than or one less than’ relationship between consecutive numbers</li> <li>• explore the composition of numbers to 9</li> <li>• automatically recall number bonds for numbers 0 to 5</li> <li>• select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>• Compare length, weight and capacity.</li> <li>• To create a pattern</li> </ul> |                 | <ul style="list-style-type: none"> <li>• Focus numbers 1- 10</li> <li>• Subitise</li> <li>• Link the symbol with it’s cardinal value.</li> <li>• Compare numbers</li> <li>• Understand 1 more and 1 less.</li> <li>• Explore the composition of 1, 2 and 3.</li> <li>• Recall number bonds for 1, 2, 3, 4 and 5 and some to 10.</li> <li>• Compare length, weight and capacity.</li> <li>• compose and decompose shapes so that children recognise a shape can have other shapes within it</li> </ul> |                 |

|               |  |   |   |   |   |  |
|---------------|--|---|---|---|---|--|
|               |  |   |   |   | <ul style="list-style-type: none"> <li>just as numbers can continue, copy and create repeating patterns.</li> </ul>   |  |
| <b>Year 1</b> | <p>Number: Place Value - numbers to 10, ordering numbers</p> <p>Number: Addition and Subtraction within 10 - Number bonds, counting on, picture problems</p> | <p>Geometry: positions – left and right</p> <p>Number: Place Value – numbers to 20</p> <p>Number: Addition and Subtraction within 20 – making 10 then use remainder</p> | <p>Number: Addition and Subtraction – word problems</p> <p>Measures: length and height – comparing, using a ruler</p> <p>Geometry – recognising solids and shapes</p> | <p>Number: Place Value – numbers to 40 – tens and ones</p> <p>Multiplication and division – making equal groups, doubles</p>  | <p>Number: Place Value – numbers to 100</p> <p>Number: Fractions – halves and quarters</p> <p>Measurement: Time – analogue clock, telling time to the hour and half hour, using a calendar, days and months</p> | <p>Measurement: money – recognising coins and notes</p> <p>Measurement: Mass, volume and capacity – find a half and a quarter, heavier than, lighter than</p> <p>Geometry – positions, movements and turns</p> |
| <b>Year 2</b> | <p>Number: Place Value - numbers to 100</p> <p>Number: Addition and Subtraction – 2 digit numbers</p>  | <p>Measurement: length (cm,m) and mass (g,kg),</p> <p>Graphs</p> <p>Multiplication and division – 2, 5 10 times tables, grouping</p>                                    | <p>Measurement: money – identify notes and coins, add and compare amounts</p> <p>Statistics: reading picture graphs</p>   | <p>Number: Fractions – finding halves, quarters and thirds, compare and order, Solving word problems</p> <p>Geometry: Properties of shape – identify sides, vertices and lines of symmetry, 3D shapes</p> | <p>Measurement: Time – sequence events, 5 minute intervals, show correct analogue time</p> <p>Measurement: capacity, volume (ml, L) and temperature</p>   | <p>Consolidating learning in preparation for KS2 – revise fractions</p>  |
| <b>Year 3</b> | <p>Number: Place Value - numbers to 1000</p> <p>Number: Addition and Subtraction with renaming</p>   | <p>Number: Multiplication and division – 2 digit numbers</p> <p>Measurement – measure and convert between cm, m, km</p>   | <p>Number: Multiplication and division</p> <p>Measurement - mass, volume, capacity (ml,L) telling the time</p>  | <p>Number: fractions – of a number, compare fractions, find common denominator, add and subtract</p> <p>Consolidation unit</p>  | <p>Number: fractions continued</p> <p>Geometry: Properties of shapes - making and comparing angles, parallel, perpendicular, vertical, horizontal lines, perimeter</p>  | <p>Measurement – money – adding and subtracting, calculating change</p> <p>Statistics – picture and bar graphs</p> <p>Consolidation unit</p>   |
| <b>Year 4</b> | <p>Number: Place Value - numbers to 10,000</p> <p>Number: Addition and Subtraction</p>   | <p>Number: Multiplication and division – 3 digit numbers</p>  | <p>Number: fractions – mixed numbers, add and subtract, simplify.</p> <p>Statistics: Graphs -</p>   | <p>Number: decimals</p> <p>Measurement: Time – 24hr clock and convert between units</p>   | <p>Measurement: perimeter and length, mass and volume</p> <p>Geometry: shape and symmetry</p>   | <p>Statistics</p> <p>Measurement: area – counting squares and measuring</p> <p>Roman numerals to 100</p>   |

|               |  |   |  |  |  |  |
|---------------|--|---|--|--|--|--|
|               | Rounding   | Measurement:<br>Money – compare and estimate amounts  | draw and read bar and line graphs  |  | Geometry: position and direction inc. plot coordinates   |  |
| <b>Year 5</b> | Number: Place Value – numbers to 1 million, round numbers to nearest 100,000<br>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<br>Statistics: graphs – reading tables and line graphs | Number: fractions – improper fractions, mixed numbers, multiplying fractions<br>Number; decimals – add and subtract tenths and hundredths  | Number; decimals – comparing and rounding<br>Number: finding percentages   | Geometry: measuring and drawing angles<br>Geometry: shape – regular polygons<br>Geometry: reflection   | Measurement: converting units of length, mass and time<br>Area and perimeter – measure the area of shapes, use scale diagrams<br>Measure: volume and capacity of 3D shapes<br>Roman numerals to 1000 |
| <b>Year 6</b> | Number: Place Value - numbers to 10 million, round to nearest 10 million<br>Number: addition, subtraction – using and applying multiplication and division – by 2 digit numbers, word problems, finding common multiples and factors<br><br>Consolidate Roman numerals | Number: Fractions – ordering, simplifying, equivalence, add and subtract mixed numbers/different denominators, multiply and divide<br><br>Adding and subtracting negative numbers     | Number: decimals – writing fractions as decimals, multiplying and dividing decimals<br><br>Measurement: Convert units of length using decimals, convert units of time – 24hr clock | Number: algebra – describe a pattern. Write algebraic equations and formulae<br>Number: ratio – comparing quantities using bar models and diagrams<br>Geometry and statistics<br><br>Solving complex word problems<br><br>Number: percentage – find percent of a number, percent change<br><br>Measurement: find the volume of cubes and cuboids | Geometry: properties of shape – investigating angles, circles, triangles and nets of shapes, reflections and translation<br>Geometry: position and direction – plotting coordinates on four quadrants<br><br>Area and perimeter – find the area and perimeter of rectangles, parallelograms, triangles and compound shapes<br><br>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  |
|------------------|---|--|--|---|--|---|
| <b>Reception</b> | Talk about members of their immediate family and community<br>Name and describe people who are familiar to them<br>Comment on images of familiar situations in the past |  | Understand the past through settings, characters and events encountered in books read in class and storytelling. | Explain similarities and differences between life in this country and life in other countries.<br><br>Draw information from a simple map. | Draw information from a simple map.<br><br>Similarities and differences between the natural world around them and contrasting environments | Comment on images of familiar situations in the past.<br><br>Compare and contrast characters from stories, including figures from the past. |
| <b>Year 1</b>    | Locational knowledge of the UK.<br><br>Name & locate 4 countries of the UK. Link to Queen and country.  | The first man on the moon.                           | Human and Physical Geography.<br><br>Place knowledge - Study of contrasting non-European place (Jamaica).        | Journeys of exploration - Drake/Raleigh.<br><br>Fair Trade  | Geographical skills and fieldwork:<br><br>Mapping the outdoor learning area of the school.   | Seaside holidays in the past.   |
| <b>Year 2</b>    | Locational knowledge of the world's continents and oceans.<br><br>Contrasting local study Bramham/ Shadwell v London.   | Mary Anning – link to prehistoric animals.           | Human and Physical Geography.<br><br>Place knowledge - Study of contrasting non- European country (Australia).   | First aeroplane flight, the Wright Bros.<br><br>Fair Trade  | Geographical skills and fieldwork:<br><br>Traffic survey. Recording data. Simple geographical observations.                                | The achievements of Florence Nightingale & Mary Seacole   |
| <b>Year 3</b>    | Locational knowledge.<br><br>Name & locate counties & cities of the UK.   | Changes in Britain from the Stone Age to Bronze Age. | Human and Physical Geography.<br><br>Place knowledge - Describe key aspects & their effects over time on         | The achievements of the Ancient Egyptians.<br><br>Fair Trade  | Geographical skills and fieldwork.<br><br>Sketch maps of school. Survey of local area's facilities. Planning longer journeys.              | Changes in Britain from the Bronze Age to the Iron Age.   |

|               |   |   |  |  |  |   |
|---------------|---|---|--|--|--|---|
|               |   |   | a region in the UK (Cumbria).  |  |  |   |
| <b>Year 4</b> | <p>Locational knowledge.</p> <p>Name &amp; locate countries &amp; cities of Europe.</p>   | The Roman Empire & its impact on Britain.   | <p>Human and Physical Geography.</p> <p>Place knowledge - Describe key aspects &amp; their effects over time on Barcelona, Spain.</p>  | <p>Britain's settlement by Anglo-Saxons &amp; 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>           | The Viking & Anglo-Saxon struggle for the Kingdom of England to 1066.                   |
| <b>Year 5</b> | <p>Locational knowledge.</p> <p>Name &amp; locate major world countries &amp; cities.</p>                                       | The Mayan civilisation c.AD900  | <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 &amp; achievements &amp; 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> | Historical local study – How the local area of Shadwell/ Bramham has changed over time. |
| <b>Year 6</b> | <p>Locational knowledge.</p> <p>Explore a contrasting world location (China) and the growth of technological manufacturing.</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>Describe &amp; understand key aspects of physical and human geography &amp; 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>                                   |   |



## 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 '21<sup>st</sup> 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 |
|---------------------|---|----------|--|----------|---|----------|
| <b>Reception</b>    | <p>Autumn and Winter - Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>Harvest</p> |          | <p>Describe what they see, hear, and feel whilst outside.</p> <p>Winter and Spring - Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them</p> <p>Planting</p> |          | <p>Spring and Summer - Explore the natural world around them, drawing pictures of animals and plants. Understand the effect of changing seasons on the natural world around them</p> <p>Similarities and differences between the natural world around them and contrasting environments</p> <p>Harvesting</p> |          |
| <b>Year 1</b>       | Everyday Materials  |          | Animals, including Humans  |          | Plants  |          |
| <b>SITE Project</b> | <p><b><u>Textiles: Templates and joining</u></b></p> <p>Design and make a hat for the Queen that won't blow off. Link to 'The Queens's Hat' story. Test materials that will be suitable to make a fancy hat.</p>  |          | <p><b><u>Mechanisms: Sliders and levers</u></b></p> <p>Design and create a moving parts model of the human body. Children to use the laptops to type and print information learnt in science to add to poster. Poster must have moving parts (split pins/flaps/tabs).</p>                  |          | <p><b><u>Structures: Freestanding Structures</u></b></p> <p>Design and make a scarecrow to protect the sunflowers/broad beans we have planted.</p>  |          |
| <b>Year 2</b>       | Living things and their habitats  |          | Uses of everyday materials   |          | Plants: Animals including humans  |          |
| <b>SITE Project</b> | <p><b><u>Structures: Freestanding Structures</u></b></p> <p>To design and make a shelter for a field mouse to survive the winter in the local environment following a plea from local farmer.</p>   |          | <p><b><u>Textiles: Templates and Joining</u></b></p> <p>Design and make a puppet for an animation</p>  |          | <p><b><u>Mechanisms: Wheels and Axels</u></b></p> <p>Design and make a seed dispersal cart for use in the allotment.</p>  |          |

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| <b>Year 3</b>       | Magnets and Forces   | Rocks   | Plants  | Light  | Animals Including Humans   | Revision of Science and application of understanding through a Science / History Project.  |
| <b>SITE Project</b> | <b><u>Structures: Shell structures</u></b><br>Create a magnetic toy that teaches children in Class R about the United Kingdom. | <b><u>Structures: Shell structures</u></b><br>Use natural materials to create a Stone Age shelter. Create Palaeolithic / Mesolithic / Neolithic shelters. (Skills – shell structure). Using different types of rocks. | <b><u>Mechanisms: Levers and Linkages</u></b><br>Create a moving picture of a flowering plant life cycle or water system within a plant to explain the concept to a younger year group. | <b><u>Structures: Shell structures</u></b><br>Design and create a lamp shade. Emphasis on material used and shadows created. | <b><u>Mechanisms: Levers and Linkages</u></b><br>Create a 3D wheel of the life cycle of a butterfly. | Revision of Science and application of understanding through a Science / History Project<br><br><b><u>Textiles: 2D Shape to 3D Product</u></b> |
| <b>Year 4</b>       | 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.  |
| <b>SITE Project</b> | <b><u>Structures: Shell structures</u></b><br>Create a musical instrument/piece of music linked to a country                   | <b><u>Electrical Systems- Simple circuits and switches</u></b><br><br>Christmas lights  | <b><u>Mechanisms: Levers and Linkages</u></b><br>Create an interactive food chain/model of digestive system   | Designing a chocolate bar with different states of matter  | <b><u>Mechanical systems: Cam Toy</u></b><br>Make a 3D quiz about animal classification.             | Revision of Science and application of understanding through a Science / History Project<br><br><b><u>Textiles: 2D Shape to 3D Product</u></b> |
| <b>Year 5</b>       | 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.  |
| <b>SITE Project</b> | <b><u>Mechanical Systems: Pulleys</u></b>  | <b><u>Textiles: Combining</u></b>   | <b><u>Structures: Frame Structures</u></b><br>Make a weather system to observe  | <b><u>Textiles: Combining different fabric shapes</u></b> Make a   | <b><u>Textiles: Combining different fabric shapes</u></b>  | Revision of Science and application of understanding through a Science / History Project   |

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|                     | Make a space buggy   | <b><u>different fabric shapes</u></b><br>Parachutes                                  | evaporation, condensation and precipitation cycle   | pair of Greek sandals | Felt book with sewn life cycle of a plant – designed for KS1.   | <b><u>Electrical Systems: Switches and Circuits</u></b>                                   |
| <b>Year 6</b>       | 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. |
| <b>SITE Project</b> | <b><u>Electrical Systems: More complex circuits and switches</u></b><br><br>Build an electric coding machine – morse code, buzzer, light that can be camouflaged, hidden | <b><u>Structures: Frame Structures</u></b><br>Build a spying device like a periscope | <b><u>Mechanical Systems: Pulleys</u></b><br>Design and build a device to collect water samples/living things in the pond – boat with rubber band/electric motor pulling a net, pulley system, lever system |                       | Revision of Science and application of understanding through a Science / History Project<br><br><b><u>Mechanical Systems: Gears</u></b> |   |

## Computing

| Year Group       | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|------------------|--|--|--|---|---|---|
| <b>Reception</b> | In Reception the children have daily access to the smartboard, where they can access several games linked to learning. Children have access to programmable toys and develop their skills throughout the year. Time is allocated each term for the class to use the iPads. They can draw or access child appropriate games linked to reading, music and maths. Later in the year children are encouraged to take photographs of their creations, so that these can be shared with parents on tapestry. |  |  |   |   |   |
| <b>Year 1</b>    | <b>Computer Science:</b><br>Algorithms – making sandwiches   | <b>Computer Science:</b><br>Espresso Coding 1a: On the move  | <b>Digital Literacy:</b><br>E-safety<br><b>IT:</b><br>Make a factfile about Sir Francis Drake – creating, saving, inserting photos.              | <b>Computer Science:</b><br>Espresso Coding 1b: Simple inputs   | <b>Computer Science:</b><br>Directions with beebots                         | <b>IT:</b><br>Using ipads to record a weather report – use technology purposefully  |
| <b>Year 2</b>    | <b>Computer Science:</b><br>Espresso Coding Starter Unit<br><b>Digital Literacy:</b><br>E-safety   | <b>Computer Science:</b><br>Espresso Coding Unit 2a – Different sorts of inputs and 2b – buttons and instructions  | <b>IT:</b><br>Design a poster advertising Australia as a holiday destination. (create, organise, store, manipulate and retrieve digital content) | <b>Digital Literacy:</b><br>E-safety - keeping safe online, passwords, sharing information.   | <b>Computer Science:</b><br>Algorithms using beebots, create beebot game.   | <b>IT:</b><br>Design a presentation to perform with visual stimulus and record using ipads.<br><br>Use search engines safely to retrieve information. |
| <b>Year 3</b>    | <b>Computer Science</b><br>Espresso Coding (Starter Unit and Unit 3A)  | <b>Digital Literacy</b><br>(Research / Word order)   | <b>Digital Literacy and IT skills</b><br>(Imovie)  | <b>Computer Science:</b><br>Espresso Coding (Unit 3B)   | <b>Digital Literacy</b><br>(Branching stories)                              | <b>I.T – Data handling and presenting research in PPT</b>   |
| <b>Year 4</b>    | <b>Computer Science:</b><br>Espresso Coding Starter Unit: Revision   | <b>Digital Literacy:</b><br>E-Safety → Use technology safely, respectfully and responsibly. Recognise acceptable/ unacceptable behaviour. Know a range of ways | <b>Computer Science:</b><br>Espresso Coding Unit 4a<br>Introduction to Variables   | <b>IT:</b><br>Creating Content → Select, use and combine a variety of software (including internet services) on a range of digital devices. Design and create a range | <b>Computer Science:</b><br>Espresso Coding Unit 4b<br>Repetition and Loops | <b>IT:</b><br>Searching → Use search technologies effectively. Appreciate how search results are selected and ranked.                                 |

|               |  |  |   |  |   |   |
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|               |  | to report concerns and inappropriate behaviour. Be discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration |   | of programs, systems and content that accomplish given goals. Collecting, analysing, evaluating and presenting data and information. |   |   |
| <b>Year 5</b> | <b>Computer Science:</b><br>Espresso Coding<br>Starter Unit:<br>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).   |
| <b>Year 6</b> | <b>Computer Science:</b><br>Year 6 Starter<br>Unit for Revision          | <b>Information Technology:</b><br>Digital Citizenship<br>Spreadsheet Design<br>Green Screen<br>Presentation of Dambusters Raid linked to Read Write Perform                  | <b>Computer Science:</b> Espresso Coding Unit 6A :<br>More Complex Variable | <b>Digital Literacy:</b><br>Internet Safety<br>Questionnaire Design  | <b>Computer Science:</b><br>Espresso Coding Unit 6B:<br>Object Properties | <b>Digital Literacy:</b><br>Internet Safety linked to SRE<br><br><b>Information Technology:</b><br>understanding networks/internet linked to research on production themed topic. |

| Design Technology |   |          |   |          |  |          |
|-------------------|---|----------|---|----------|--|----------|
| Year Group        | Autumn 1  | Autumn 2 | Spring 1  | Spring 2 | Summer 1   | Summer 2 |
| Reception         | <p>Creating with Materials being imaginative</p> <p>Explore and learn how to use the workshop: scissors, sellotape dispenser, masking tape</p> <p>Design model before making.</p>   |          | <p>Design and label model.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> |          | <p>Create collaboratively sharing ideas, resources and skills.</p> |          |
| KS1               | <p><b><u>Design:</u></b><br/>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><b><u>Make:</u></b><br/>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><b><u>Evaluate:</u></b><br/>Explore and evaluate a range of existing products.<br/>Evaluate their ideas and products against design criteria</p> <p><b><u>Technical knowledge:</u></b><br/>Build structures, exploring how they can be made stronger, stiffer and more stable.<br/>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.<br/>These aspects are taught through SITE projects.</p> |          |   |          |  |          |
| KS2               | <p><b><u>Design:</u></b><br/>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.<br/>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><b><u>Make:</u></b><br/>Select from and use a wider range of tools and equipment to perform practical tasks accurately.<br/>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><b><u>Evaluate:</u></b><br/>Investigate and analyse a range of existing products.<br/>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.<br/>Understand how key events and individuals in design and technology have helped shape the world.</p>                          |          |   |          |  |          |

**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 Reception are taught to:**

use the basic principles of a healthy and varied diet to prepare dishes from school grown produce. The children will also learn how to make playdough independently by verbally recalling the method, as well as measuring, mixing and kneading the ingredients.

### **Pupils in KS1 are taught to:**

use the basic principles of a healthy and varied diet to prepare dishes and to understand where food comes from.

### **Pupils in KS2 are taught to:**

understand and apply the principles of a healthy and varied diet, to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## COOKING and NUTRITION SKILLS

| Year Group | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|------------|--|--|--|--|---|---|
| Reception  | <b>Play-dough Apple Crumble</b>  | <b>Play-dough Christmas Buns &amp; Biscuits</b>  | <b>Play-dough Bird Feeders</b>   | <b>Play-dough Easter Nests</b>   | <b>Play-dough Garlic bread</b>  | <b>Play-dough Potato Salad<br/>Fruit Salad</b>  |
| Year 1     | <b>Banana muffins</b><br>Skills: claw knife technique, all in one cake mixing, scraping out a bowl, dividing mixture into tins, mashing banana.<br><b>Cucumber sandwiches</b><br>Skills: bridge knife technique, spreading | <b>Gingerbread</b><br>Skills: measuring ingredients, mixing, rolling out                                       | <b>Easter nests</b><br>Skills: measuring ingredients, melting, combining ingredients, dividing into cases, moulding into shape | <b>Jamaican fruit salad</b><br>Skills: claw knife technique, bridge knife technique, grating, peeling    |   | <b>To learn about the eatwell plate – health week</b><br><br><b>To design a healthy lunch for Mr Grinling</b><br>Skills: learning food groups, balanced diet. |
| Year 2     | <b>Apple Crumble.</b><br>Skills: bridge knife technique, rubbing fat into flour.   |  | <b>Quiche.</b><br>Skills: grating soft foods, cracking and beating an egg.   |  |   |   |
| Year 3     |  | <b>Scotch Eggs.</b><br>Skills: coating with egg/breadcrumbs shelling a hard-boiled egg.                        |  | <b>Butterscotch cookies</b><br>Skills: weighing, creaming butter and sugar, rolling, sieving and baking. |   |   |
| Year 4     |  | <b>Apple Muffins.</b><br>Skills: grating harder foods, creaming fat and sugar, folding flour, cracking an egg. |  |  | <b>Quiche</b><br>Skills: Handling short crust pastry, grating a soft food and seasoning to taste. |   |

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

| <b>Art and Design</b> |  |   |  |  |  |  |
|-----------------------|--|---|--|--|--|--|
| <b>Year Group</b>     | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>  |
| <b>Reception</b>      | <b>Sketching and paints - Portraits</b><br><br>Learn how to access and use basic art provision: tempera blocks, pastels, chalks and water colours. | <b>Pastels - Georgia O'Keeffe – Oil pastel poppies – Remembrance Day</b><br><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings | <b>Colour Mixing - Kandinsky – shape Art - The Dot - Emotions</b><br><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings | <b>Sketching and Water Colours</b><br><br>Daffodils – Still life<br><br>Explore, use and refine a variety of artistic effects to express their ideas and feelings painting | <b>Drip technique - Pollock</b><br><br>Return to and build on their previous learning, refining ideas and developing their ability to represent, create collaboratively, sharing ideas, resources and skills | <b><u>Natural Art Outside - Andy Goldsworthy</u></b><br><br>Return to and build on their previous learning, refining ideas and developing their ability to represent create collaboratively, sharing ideas, resources and skills |
| <b>Year 1</b>         | <b>Sketching &amp; painting</b> for topic Queen and Country.<br>Self-portraits and   | <b>Colour mixing</b> for space topic. Van Gogh (Starry night picture in particular focus).  | <b>Collage and printing</b> for Jamaica geography topic.<br><i>Artist: Matisse</i>   | <b>Colour mixing with mixed media.</b> Comparing the effects of sketching, oil   | <b>Sketching, oil pastels, painting, modelling and weaving</b> of sunflowers for plants and growing topic.   | <b>3D modelling</b> of lighthouses, <b>printing (repeating patterns) and painting</b> of seaside pictures for seaside topic.   |

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|               | <p>Portraits of the Queen.<br/><i>Artists: Picasso, Warhol, Derek Russell</i></p>   | <p>Explore all Van Gogh sky pictures to compare a range of techniques and mood of paintings though colours.<br/><i>Other abstract sky artists for comparisons: Akseli Galen-Kallela and Edvard Munch</i></p> <p><b>3D Clay Modelling – Diwa</b><br/><b>Chalk drawings - the Moon</b></p> | <p><b>Printing with shapes</b> (maths link) for animals and humans science topic.<br/><i>Artist: Piet Mondrian</i></p>                         | <p>pastels and paint for creating Hokusai's wave.</p> <p><i>Analyse other Hokusai work and Hiroshige for inspiration (sky link from A1).</i></p> | <p><i>Artists: Van Gogh, Henri Matisse, Andy Goldsworthy, Ellen Jackson.</i></p>   |  |
| <b>Year 2</b> | <p><b>Colour mixing and printing with different natural medias</b> (fingers and cotton buds) for topic dotty dinosaurs.<br/><i>Artists: George Seurat, Paul Signac, Camille Pissarro, (more subtle for Y1 link) Van Gogh.</i></p> | <p><b>Application of colour mixing skills</b> for background wash. <b>Drawing and collage</b> for significant figure topic.<br/><i>Artists: L.S. Lowry, Edward Hopper, Pierre Adolphe Valette, Helen Bradley and Ellen Jackson (for matieral layering, Y1 link)</i></p>                  | <p><b>Aboriginal Art focus study. Colour mixing and painting.</b><br/><i>Artists: Clifford Possum and Tjapaltjarri (aboriginal artist)</i></p> | <p><b>Collage of</b> Australian birds.<br/><i>Artist: Brett Whitely (Australian artist)</i></p>  | <p><b>Printing with blocks.</b><br/>See print making as a means of drawing. Create order, symmetry, and irregularity. Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p><i>Artists: Andy Warhol, Picasso, Henri Matisse (Y1 link), Paul Klee</i></p> | <p><b>Clay sculptures.</b><br/>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.<br/>Understand the safety and basic care of materials and tools.</p> <p><i>Artist: Picasso (Y1 link)</i></p> |
| <b>Year 3</b> | <p><b>Mixed media skill focus (tone and texture)</b></p>  | <p><b>Shading and gradient of pencil understanding.</b></p>  | <p><b>Water colours.</b><br/>Focus on landscapes (link to Lake District topic)</p>   | <p><b>Clay modelling of canopic jars</b> (link to Ancient Egyptians topic).</p>  | <p><b>Understanding the term abstract and develop knowledge on colour mixing, textures lines</b></p>   | <p><b>3D modelling study – link to changes in technology and Bronze Age to Iron Age topic.</b></p>   |

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|                      | <p>To create a landscape scene linked to UK topic.<br/><i>UK Artists: Megan Coyle and Eilleen Coyle. Artists to link prior knowledge: Van Gogh, Paul Signac and Matisse.</i></p>  | <p>Focus on drawings from the caves of Lascaux - link to Stone age, bronze age and rocks topic.</p>   | <p>to create an atmospheric perspective and develop understanding of the colour wheel.<br/><i>Artists: David Mandle and Geoff Kersey</i></p>   | <p>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><b>and shape to create an effect.</b><br/>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>Create clay canopic beakers engraved with Celtic symbols.</p>  |
| <p><b>Year 4</b></p> | <p><b>Sketching and precision drawing.</b><br/><br/>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).<br/><br/><i>Illustration artists: Quentin Blake,</i></p> | <p><b>Modelling of mosaics.</b><br/><br/>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</i></p> | <p><b>Colour mixing in oil pastels for portraits.</b><br/><br/>Develop skills in colour mixing to create mood and feeling for effect.<br/><br/><i>Study Cubism and artist Picasso and Gaudi for link to Spanish geography topic.</i></p> | <p><b>Modelling and embossing to create an Anglo-Saxon Brooch.</b><br/><br/>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><b>Colour mixing with paint and oil pastels</b> to create a landscape.<br/><br/>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.<br/><br/>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</p> | <p><b>3D Modelling</b> to create a Viking Shield and use colour mixing with <b>paint</b> to decorate.<br/><br/>Plan, design and adapt model.<br/><br/>Use a variety of materials – based on research of Viking shields.</p> |

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|               | <i>Brett Helquist, Korki Paul.</i>  | <i>patterns by Escher).</i>  |  |   | children's opinion of which media is most appropriate.   |  |
|               |   |  |  |   | Contrast to Monet and Degas artists who have been inspired by Monet and Degas: Ross Turner, L. Diane Johnson.  |  |
| <b>Year 5</b> | <p><b>Modelling and collage</b><br/>Explore the texture in colour and a range of materials/medium to create each planet in our solar system as a link to Space (link to Year 1 prior learning).</p> <p><b>Pencil work sketching and shading.</b><br/>Henri Rousseau and Jill Denton artist focus for final piece on rainforest (link to our world topic, forests)<br/><i>Other Artists: Morris and Matisse (Prior knowledge of print making).</i></p> | <p><b>Clay sculptures and models</b> of Mayan Gods and titles.</p> <p><i>Pattern artists: Morris, Sol Lewitt, Bridget Riley and Miro.</i></p> <p>To develop sketching skills further from A1: interpret Mayan stories and music as drawings.</p> | <p><b>Mixed media study</b> with a focus on a chaotic scene of the Braiziliam Favelas.</p> <p>Children to use knowledge of medias to make a choice for their piece.</p> <p><i>Artists: Antoni Sierra, Patrick Bornemann, Domingos, Moraes, Herve/ Escher</i></p> | <p><b>Colour blending with oil pastels</b><br/>Study of Georgia O'Keeffe for life cycles of plants topic.</p> <p>Other artists: Ida O'Keeffe and Van Gogh (prior knowledge link).</p> | <p><b>Colour blending with watercolours</b><br/>Landscape artwork linked to maps and coordinates study. Focus on scenery, perspective depth.</p> <p><i>Artists: Turner, Monet (prior Y4), Munch (prior Y1) as well as local English watercolour artists.</i></p> | <p><b>Collage and mixed media</b><br/>Local buildings link to local study topic and developing Sum1 perspective knowledge.<br/><i>Artists: Gustav Klimt (bright golds and bold colours), Jackson Pollock (abstract)</i><br/>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> |

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| <p><b>Year 6</b></p> | <p><b>Sketching and shading with pencil, charcoal and wax resist.</b><br/> <b>WWII topic link -</b><br/> Study of Henry Moore and his life and works.</p> <p>Sketching skills to replicate his drawings of the London Underground bomb shelters including hatching, cross-hatching, stipple, tone and shade.</p> <p>How can medias change mood in a picture?<br/> Chagall artist.</p> | <p><b>Collage and mixed media</b><br/> 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 pen, and chalk for clouds.</p> | <p><b>Colour blending and graphic design with crayon, oil pastes and water colours.</b><br/> Link back to Year 4 illustration design. Pop art logo design and printing. Study artists Andy Warhol and Paul Klee.</p> | <p><b>Colour blending with a range of medias – children’s choice.</b><br/> Landscape focus for rivers and mountains topic. Focus on David Hockney abstract artist.</p> | <p><b>Sketching and mixed media study on self-portraits with expression.</b><br/> Study German expressionism. <i>Artists: Ernst Ludwig Kirchner, Alexeg Georgewitsch von Jawlensky, Oskar Koloschka, Rodrigo Wise.</i></p> <p><b>Props and set design and building.</b></p> |  |

**Physical Education (P.E)**

| <b>Year Group</b> | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>  |
|-------------------|---|--|---|--|---|--|
| <b>Reception</b>  | <p>Negotiate space and obstacles safely.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</p> <p>Further develop the skills needed to manage the school day successfully: lining up and queuing, mealtimes, and personal hygiene.</p> | <p>Revise and refine the fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</p> | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> | <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> | <p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> |
| <b>Year 1</b>     | Games – Rolling<br>Games - Kicking  | Games – Rolling<br>Games - Kicking   | Gymnastics<br>Dance   | Gymnastics<br>Dance  | Games - Throwing & Catching<br>Athletics  | Games - Throwing & Catching<br>Athletics   |
| <b>Year 2</b>     | Games – Rolling<br>Games - Kicking  | Games – Rolling<br>Games - Kicking   | Gymnastics<br>Dance   | Gymnastics<br>Dance  | Games - Throwing & Catching<br>Athletics  | Games - Throwing & Catching<br>Athletics   |



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| <b>Year 3</b> | Outdoor & Adventurous Activities<br>Striking & Fielding Games  | Net/Wall Games<br>Striking & Fielding Games                   | Gymnastics<br>Dance          | Gymnastics<br>Invasion Games (Netball)             | Invasion Games (Tag Rugby)<br>Dance           | Athletics<br>Invasion Games (Football) |
| <b>Year 4</b> | Outdoor & Adventurous Activities<br>Striking & Fielding Games  | Net/Wall Games<br>Striking & Fielding Games                   | Gymnastics<br>Dance          | Gymnastics<br>Invasion Games (Netball)             | Invasion Games (Tag Rugby)<br>Dance           | Athletics<br>Invasion Games (Football) |
| <b>Year 5</b> | Invasion Games (Tag Rugby)<br>Invasion Games (Netball)<br>Swimming   | Invasion Games (Tag Rugby/<br>Netball/Hockey)<br>Swimming     | Gymnastics/Dance<br>Swimming | Net/Wall Games<br>Swimming                         | Athletics<br>Outdoor & Adventurous Activities | Athletics<br>Striking & Fielding Games |
| <b>Year 6</b> | Invasion Games (Tag Rugby)<br>Invasion Games (Netball)<br>Some Athletics – Linked to Sports Hall Athletics | Invasion Games (Tag Rugby/Netball)<br>Invasion Games (Hockey) | Gymnastics<br>Dance          | Net/Wall Games<br>Outdoor & Adventurous Activities | Athletics<br>Striking & Fielding Games        | Athletics<br>Striking & Fielding Games |

| French       |  |  |  |   |  |  |
|--------------|--|--|--|---|--|--|
| Year Group   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
| R and 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.<br>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.<br>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.<br>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.                                      |

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| <p><b>Year 5</b></p> | <p>Jolie Ronde scheme of work<br/>Shops, asking directions.<br/>French Day – immersing in French culture and understanding other locations that speak the language</p>         | <p>Jolie Ronde scheme of work<br/>Telling the time, Christmas activities.</p>   | <p>Jolie Ronde scheme of work<br/>Revision – days of the week, months of the year, hobbies.</p>                        | <p>Jolie Ronde scheme of work<br/>Numbers 0-50, Food.</p>                                  | <p>Jolie Ronde scheme of work<br/>Breakfast, ingredients for baking – following recipes. La petite poule rousse book.</p> | <p>Jolie Ronde scheme of work<br/>Weather, seasons.</p>   |
| <p><b>Year 6</b></p> | <p>Jolie Ronde scheme of work<br/>Classroom routines &amp; objects.<br/>French Day – immersing in French culture and understanding other locations that speak the language</p> | <p>Jolie Ronde scheme of work<br/>Describing the weather, occupations &amp; family members.<br/>Playscript – les cadeaux de grand-mere.</p> | <p>Jolie Ronde scheme of work<br/>Grammar focus on prepositions and verbs.<br/>Homes. Estate Agent advertisements.</p> | <p>Jolie Ronde scheme of work<br/>Furniture.<br/>Descriptive writing of an ideal home.</p> | <p>Jolie Ronde scheme of work<br/>Holidays &amp; places to visit.<br/>Presentation of a planned holiday.</p>              | <p>Jolie Ronde scheme of work<br/>Making reservations.<br/>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   |
| Reception  | Nursery rhymes<br>All About Me Songs  | Nursery rhymes<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Christmas Show | Nursery rhymes<br>Explore and engage in music making and dance, performing solo or in groups.<br>Musicians to visit   | Nursery rhymes<br>Explore and engage in music making and dance, performing solo or in groups.<br>Singing Show     | Nursery rhymes<br>Listen attentively, move to and talk about music, expressing their feelings and responses.   | Watch and talk about dance and performance art, expressing their feelings and responses<br>Summer Show   |
| Year 1     | Learn National Anthem<br>Listening and Appraising Anthems from the 4 countries of the UK. | Holst – Mars- Planets – BBC 10 pieces classical music unit.<br>Listening and appraising and composition.                       | Specialist Music Teacher – Pirates Performances. (Sarah Crowley)  | Charanga- Rhythm in the way we walk- adapted for Covid (if needed).<br>Musical skills- rhythm and pulse, singing. | Charanga – Your imagination- adapted for Covid (if needed).<br>Instruments   | BBC ten pieces- Lark Ascending – Ralph Vaughan Williams<br>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<br>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<br><b>Listening and exploring different elements and layers that make a song</b> | Charanga – Summer Units<br>Playing percussion instruments,<br>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  | Charanga – Let your spirit fly. Creating your own actions that match the lyrics.                                      | 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.  |

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|               |  | developing playing skills.  | Understanding different styles of music – adapted for Covid.  |   |  |  |
| <b>Year 4</b> | ABBA – Mamma Mia<br>Reflect, rewind and Play.<br>Listening and appraising. | 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.<br>This unit builds on the previous unit, Glockenspiel Stage<br>Summary Topic: Reflect, Rewind and Replay.<br>Children listen to and appraise classical Music and compare music from different eras.<br>Follow Charanga. | Stop! – A song/rap about bullying.<br>Listen & Appraise music. Progressive Warm-up Games.<br>Opportunity for improvisation and composing.<br><br>Follow Charanga. | Specialist Music Teacher – Anglo Saxon song writing   | The Beatles – Blackbird<br>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.<br><br>Follow Charanga |  |
| <b>Year 5</b> | 7 planets song<br>7 continent song<br>Good citizen rap                     | Rock music:<br>Main song focus: Livin' on a Prayer by Bon Jovi<br>Reflecting on songs with a particular cause or emotion which unites people when they are singing together,  | Pop ballads:<br><br>Main song focus: Make you feel my love by Adele<br><br>Follow charanga scheme   | Specialist Music Teacher – Body Percussion and Making Musical Instruments on the Ancient Greeks | Old school hip hop:<br><br>Main song focus: Fresh Prince of Bel-Air<br><br>Follow charanga covid scheme  |  |

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|                      |   | <p>Listen to different rock anthems and pick out the instruments and tempo of each song. What instruments are typical of rock music?</p> <p>Learn to play and perform Livin on a prayer on an instrument.</p>              |   |   |  |  |
| <p><b>Year 6</b></p> | <p><b>Livin' on a Prayer (Charanga)</b></p> <p><b>Musical skills</b></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.</p> | <p><b>WW2 Songs Listening and appraising</b></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><b>New Instrument: Ukulele (Supported by Charanga)</b></p> <p><b>Reading music</b></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><b>Music and Me (Charanga)</b></p> <p><b>Music History</b></p> <p>Series of lessons looking at inspirational women working in music. 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> |  |  |

## Outdoor Learning Opportunities

| Year Group       | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|------------------|--|--|---|--|---|--|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>• Outdoor Fridays</li> <li>• Harvest - bake and sell fruit and vegetables</li> <li>• Pond dipping</li> <li>• Collect leaves to create mulch</li> <li>• Leaf crowns</li> <li>• Pattern making</li> </ul> | <ul style="list-style-type: none"> <li>• Plant garlic</li> <li>• Minibeast hotels</li> <li>• Clear vegetable beds</li> <li>• Plant bulbs</li> <li>• Pond dipping</li> <li>• Road safety</li> <li>• Create bonfires and sparklers.</li> </ul> | <ul style="list-style-type: none"> <li>• Den building</li> <li>• Pond dipping</li> <li>• Explore state of matter - ice</li> <li>• Big Bird Watch</li> <li>• Make bird feeders</li> <li>• Winter Explorer Day</li> </ul> | <ul style="list-style-type: none"> <li>• Minibeast hunt</li> <li>• Pond dipping</li> <li>• Earth day</li> <li>• Plant teddy bear sunflower seeds</li> <li>• Plant potatoes</li> <li>• Plant green beans</li> <li>• Bluebell Woods</li> </ul> | <ul style="list-style-type: none"> <li>• Plant lettuces and radishes</li> <li>• Harvest garlic</li> <li>• Pond dipping</li> <li>• Bird Watching</li> </ul>  | <ul style="list-style-type: none"> <li>• Plant bee and butterfly friendly plants.</li> <li>• Harvest potatoes, beans, radishes and lettuces.</li> <li>• Summer Explorer Day</li> <li>• Bluebell Woods</li> </ul> |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>• Use knowledge of forces to create a simple picture frame</li> <li>• Land art</li> <li>• Squirrel assault course</li> </ul>  | <ul style="list-style-type: none"> <li>• Make a space environment</li> <li>• Use pond area</li> <li>• Outdoor Christmas card (photography)</li> </ul>  | <ul style="list-style-type: none"> <li>• Exploration walk – link to English – make journey sticks</li> <li>• Make something for a teddy to wear in an April shower.</li> <li>• Make weather vanes</li> </ul>            | <ul style="list-style-type: none"> <li>• Create boats</li> <li>• Exploration walk</li> <li>• Outdoor day – Discussion about what might be needed and create an outdoor “base” for the day.</li> </ul>  | <ul style="list-style-type: none"> <li>• Growing sunflowers</li> <li>• Tree walk using APP to identify trees</li> <li>• Create a clay mask trail.</li> <li>• BEEBOT work</li> </ul>               | <ul style="list-style-type: none"> <li>• Create a seaside experience</li> <li>• Water role play and sensory walk.</li> <li>• Observation of seasonal changes in Summer</li> </ul>                                |
| <b>Year 2</b>    | <ul style="list-style-type: none"> <li>• Make bird feeders and discuss appropriate locations around the school grounds.</li> </ul>   | <ul style="list-style-type: none"> <li>• Link with formation of fossils by making fossil footprints in wet mud &amp; making other fossils.</li> <li>• Model the length / height of dinosaurs.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Trip to Ledston Woods</li> <li>• Making a clock out of sticks and stones.</li> </ul>   | <ul style="list-style-type: none"> <li>• Scavenger hunt with links to materials</li> </ul>   | <ul style="list-style-type: none"> <li>• Make a habitat for Bog Baby using model of the Bog Baby. Make a garden in small trays</li> <li>• Buttercup and daisy survey link (maths link)</li> </ul> | <ul style="list-style-type: none"> <li>• Trip to Harlow Carr - planting seeds workshop</li> <li>• Science – life cycles of butterflies</li> </ul>  |
| <b>Year 3</b>    | <ul style="list-style-type: none"> <li>• Identifying magnetic materials around school;</li> </ul>  | <ul style="list-style-type: none"> <li>• Soil experiment – types of soil;</li> <li>• Natural materials to build stone age shelters.</li> </ul>   | <ul style="list-style-type: none"> <li>• Science link – growing plants outside (Grow Your Own Potatoes).</li> <li>• Observing growth in plants</li> </ul>   | <ul style="list-style-type: none"> <li>• Exploring effect of friction from movement (surfaces around school)</li> </ul>  | <ul style="list-style-type: none"> <li>• Outdoor shadow puppet theatre / shadow clock</li> <li>• Compass points; Mapping school grounds; Grid</li> </ul>  | <ul style="list-style-type: none"> <li>• SITE project Build a structure which will protect plants from predators;</li> <li>• Bronze Age Day – immersive learning day</li> </ul>                                  |

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|               | <ul style="list-style-type: none"> <li>• Landscape collages / outdoor map of UK.</li> <li>• Exploring outdoor areas for English vocabulary work.</li> </ul>  | <ul style="list-style-type: none"> <li>• Cave paintings (natural paint)</li> <li>• Christmas art work; poetry link</li> </ul>  |  | <ul style="list-style-type: none"> <li>• SITE/history project: irrigation—making a shaduf and investigating irrigation systems.</li> </ul>                          | references scavenger hunt  |   |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>• Natural materials to make sounds e.g. grass, sticks.</li> </ul>   | <ul style="list-style-type: none"> <li>• Roman weapons from natural resources</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Village walk – comparison (then / now)</li> </ul>               | <ul style="list-style-type: none"> <li>• Anglo-Saxon foods over a fire and stove</li> </ul>   | <ul style="list-style-type: none"> <li>• Grid referencing outside</li> </ul>   | <ul style="list-style-type: none"> <li>• Scavenger hunt/ long boats.</li> </ul>   |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• Light and shadow – hours through the day.</li> </ul>  | <ul style="list-style-type: none"> <li>• Rotation and movement</li> <li>• Create a scale model of the solar system.</li> </ul> | <ul style="list-style-type: none"> <li>• Make a tribal home using outdoor materials.</li> </ul>          | <ul style="list-style-type: none"> <li>• Give a range of fabric –find the material that holds liquid the best.</li> </ul>   | <ul style="list-style-type: none"> <li>• Plant Press – notice parts of a flower.</li> </ul>  | <ul style="list-style-type: none"> <li>• Draw a map of Bramham on a walk around the village.</li> </ul>                                 |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>• Import / export of vegetables and fruit.</li> <li>• Angles of shadows</li> <li>• Packages from home e.g. Spanish tomatoes</li> <li>• Seasonal responsibilities</li> </ul> | <ul style="list-style-type: none"> <li>• WW2 evacuation day using torches for Morse code.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Pre-map skills treasure hunts</li> <li>• Residential</li> </ul> | <ul style="list-style-type: none"> <li>• Translation / symmetry / position of objects outside (art link)</li> <li>• Angles using chalk on the playground</li> </ul> | <ul style="list-style-type: none"> <li>• Classifying plants and flowers from around school</li> <li>• Mindfulness sessions outside.</li> </ul> | <ul style="list-style-type: none"> <li>• Heart – planting / digging up (monitor heart rate and compare to other activities).</li> </ul> |



## Visits and Visitors

| Year Group | Autumn 1   | Autumn 2  | Spring 1   | Spring 2                           | Summer 1   | Summer 2                                |
|------------|--|---|--|------------------------------------|--|---|
| Reception  | Nurse – How to stay healthy.<br><br>Hedgehog Rescue centre<br><br>Local farmer - harvest | Firefighter - Bonfire night<br><br>Church – Christmas Story<br><br>Police Officer – Road Safety<br><br>Post Office – post Christmas cards | Musicians<br><br>Teddy Doctors<br><br>Bluebell Woods   | Bluebell Woods<br><br>Dental Nurse | Bluebell Woods<br><br>Visit the library<br><br>Butterflies | Bluebell Woods                          |
| 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<br><br>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               |