

## West Heselton CE Long Term Curriculum Plan

### Our Curriculum Intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heselton CE Long Term Curriculum Plan

#### Year A - EXPLORE - Autumn Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Exploring our World (Geography Focus)</b>		
<b>Class Topic Title</b>	<b>All about me</b> (superheroes) <b>After dark</b> (celebrations)	Marvellous Maps	Our World and Beyond
<b>Moral Focus</b>	Conflict	Change	Prejudice
<b>English Writing</b> (Hannah Shackley)	<b>Fairy Tales Letters</b>  Talk for Writing/The Write Stuff Helicopter Stories Squiggle Whilst You Wiggle	Letters- formal Postcard- informal Poetry – Kennings  The Write Stuff	Science fiction stories Biography Non-chronological reports  The Write Stuff
<b>Reading</b>	Supersonic Phonic Friends <b>Reception</b> – The Basics 2 <b>Year 1</b> – The Basics 4 Higher Levels 5 (Choose to Use)	Poetry Narrative Non fiction	Poetry Narrative - contemporary Non fiction

	<p>Nursery rhymes  Story Stools Books  Super Six Books  Drawing Club</p>		
<p><b>Mathematics</b>  (Sheryl Woodward)</p>	<p><b>NCETM Mastering Number</b>  <b>EYFS –</b>  (Wk 1-5)  (Wk 6-10)</p> <p><b>Year 1</b>  (Wk 1-5)  (Wk 6-10)</p>	<p><b>NCETM Mastering Number</b>  <b>Year 2 –</b>  (Wk 1- 10)</p>	
	<p><b>White Rose Maths</b>  <b>EYFS –</b>  (Measure, Shape and Spatial Thinking ONLY)  Just like me:  - Compare size, mass and capacity  - Explore pattern</p> <p>(Measure, Shape and Spatial Thinking ONLY)  It's me 123:  - Circles and triangles  - Positional language</p> <p>(Measure, Shape and Spatial Thinking ONLY)  Light and Dark:  - Shapes with 4 sides  - Time</p> <p><b>Year 1</b>  Number: Place value within 10</p>	<p><b>White Rose Maths</b>  <b>Year 2</b>  Place Value  Addition and Subtraction  Multiplication and Division</p> <p><b>Year 3</b>  Place Value  Addition and Subtraction  Multiplication and Division</p> <p><b>Year 4</b>  Place Value  Addition and Subtraction  Multiplication and Division</p>	<p><b>White Rose Maths</b>  <b>Year 5</b>  Place Value  Four Operations  Fractions</p> <p><b>Year 6</b>  Place Value  Four Operations  Fractions</p>

	<p>Number: Addition and Subtraction within 10</p> <p>Geometry: Shape</p>		
	<p>Drawing Club</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>
<p><b>Science</b> (Joanne Bickerton)</p>	<p>Working Scientifically</p> <p>Biology – Animals, including Humans</p> <p>Physics – Seasonal changes (continual)</p>	<p>Working Scientifically</p> <p>Physics – Forces</p> <p>Physics – Magnets</p>	<p>Working Scientifically</p> <p>Physics – Earth and Space</p> <p>Physics – Forces: gravity, resistance, mechanisms</p>
<p><b>RE</b> (Joanne Bickerton)</p>	<p>Believing</p> <p>F1 Key Question: Which stories are special and why?</p> <p>F2 Key question: Which people are special and why?</p> <p>1.4 Key Question: What can learn from sacred books?</p> <p>1.1 Key Question: Who is a Christian and what do they believe?</p>	<p>Believing</p> <p>1.1 Key Question: Who is a Christian and what do they believe?</p> <p>1.2 Key Question: Who is a Muslim and what do they believe?</p> <p>L2.1</p> <p>Key question: What do people believe about God?</p>	<p>Believing</p> <p>U2.3</p> <p>Key question: What do religions say to us when life gets hard?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Changes within living memory</p> <p>Events Beyond Living Memory (national or global)</p> <ul style="list-style-type: none"> <li>- Gunpowder plot</li> </ul> <p>Significant People (national and international)</p>	<p>A study of an aspect or theme in British History</p> <ul style="list-style-type: none"> <li>- WW1 and 2</li> </ul>	<p>World history</p> <p>Black History Month</p> <ul style="list-style-type: none"> <li>- linked to science (space race/NASA Computers – Katherine Johnson)</li> </ul>

	<ul style="list-style-type: none"> <li>- Guy Fawkes</li> </ul> <p>Significant Historical Events and Places:</p> <ul style="list-style-type: none"> <li>- Gunpowder plot/Houses of Parliament</li> </ul>		
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>West Heslerton Local Field Study – linked to family locations</u></p> <p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p>	<p><u>United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a regions of the United Kingdom</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><u>United Kingdom</u></p> <ul style="list-style-type: none"> <li>- <u>links to North America where possible</u></li> </ul> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

	<ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<ul style="list-style-type: none"> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Drawing – self portrait, fruits and vegetables</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Shape</li> <li>- Tone</li> <li>- Texture</li> </ul> <p>Artist – Guiseppe A</p> <p>Printing - Fireworks</p> <ul style="list-style-type: none"> <li>- Hard and soft materials</li> <li>- Make marks on rollers and palettes</li> <li>- Simple prints</li> <li>- Roll ink over objects</li> <li>- Make repeating patterns</li> <li>- Make simple print blocks</li> <li>- Colour – Overprinting</li> <li>- Texture – rubbings</li> </ul> <p>Artist - Yves Klein</p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Printing</p> <ul style="list-style-type: none"> <li>- relief or impressed blocks</li> <li>- repeating patterns</li> <li>- two overlays</li> </ul>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines, marks, tone, form and texture</li> <li>- Perspective and Composition</li> </ul>
<p><b>Design and Technology</b></p>	<p>Free standing structures</p>	<p>Food – Healthy and a varied diet</p>	<p>Electrical systems – more complex switches and circuits</p>

(Sheryl Woodward)		Electrical Systems: Simple Programming and Control	Mechanical systems – Pulleys and gears
<b>Music</b> (Angela Durant)	TBC Performance this term	Speech rhymes So-la-so-mi songs Melodic contour (shape) Solfege hand-signs Groups of Beat (2,3,4) Simple Time Rhythms recap: ta, titi, sa Tempo: presto/allegro/largo Dynamics: forte/piano & fortissimo/pianissimo Body percussion Untuned percussion Tuned percussion Recorder B-A Emotion & artistic response to music Harvest/ Christmas	Songs within an Octave range Partner songs Melodic ostinato Groupings of Beat (2,3,4) Simple Time Rhythms ta, titi, tika-tika, sa Tempo: largo/allegro/presto Body percussion Untuned percussion ensemble Tuned percussion Recorder – B-A-G Emotion in music & artistic response Harvest/Christmas
<b>Physical Education</b> (Rachel Wells)	Swimming  Forest Schools	Swimming  Sporting activities to match the locally agreed competition programme.  Forest Schools	Sporting activities to match the locally agreed competition programme.  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	My healthy lifestyle Me and my relationships	My healthy lifestyle	My healthy lifestyle
<b>Ancient and MFL</b> (Victoria Cordingley)		French: Ma famille et moi Les cadeaux	French: Comment t'appelles-tu? Le calendrier des fêtes
<b>Computing</b> (Joanne Bickerton)	<i>Generic Skills: Using technology</i>  Computing Skills 1  Word Processing Skills 1	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i>  Drawing and Desktop Publishing 3	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i>  Radio Station 5

	Painting 1/Computer Art 2	Word Processing 3 and 4 Presentation Skills 2	Scratch Animated Stories 6
<b>Key celebrations occurring this term</b>	Remembrance Bonfire Night Christingle Christmas		

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Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

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#### Year A DISCOVER - Spring Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Discovering Our Past (History Focus)</b>		
<b>Class Topic Title</b>	<b>Ticket to Ride</b> (transport/toys) <b>Animal Explorers</b> (cold/hot places)	Groovy Greeks	Eras and English Entertainment
<b>Moral Focus</b>	Tradition	Loyalty	Fear
<b>English Writing</b> (Hannah Shackley)	<b>Instructions Poetry</b>  Talk for Writing/The Write Stuff Helicopter Stories Squiggle Whilst You Wiggle	Myths and Legends Stories set in historical contexts  The Write Stuff	Balanced Argument Persuasive letter Traditional and/or Folk Tales  The Write Stuff
<b>Reading</b>	Supersonic Phonic Friends <b>Nursery</b> – Firm Foundations (Aspect 1-Aspect4) <b>Reception</b> – The Basics 3 <b>Year 1</b> - Higher Levels 5	Poetry Narrative Myths and Legends Stories set in historical contexts Non-fiction	Poetry Narrative Non-fiction



	<p>(Switch It Spell sounds) Suze's Super Spelling Rules</p> <p>Nursery rhymes Story Stools Books Super Six Books Drawing Club</p>		
<p><b>Mathematics</b> (Sheryl Woodward)</p>	<p><b>NCETM Mastering Number</b> <b>EYFS –</b> (Wk 11-15) (Wk 16-20)</p> <p><b>Year 1</b> (Wk 11-15) (Wk 16-20)</p>	<p><b>NCETM Mastering Number</b> <b>Year 2 –</b> (Wk 11- 20)</p>	
	<p><b>White Rose Maths</b> <b>Nursery –</b> Number 1, Weight, Number 2 Number 3, Length and Height, Number 4</p> <p><b>EYFS –</b> (Measure, Shape and Spatial Thinking ONLY) Alive in 5: - Compare Mass (2) - Comparing Capacity (2)</p> <p>(Measure, Shape and Spatial Thinking ONLY) Growing 6, 7, 8: - Length and Height - Time -</p>	<p><b>White Rose Maths</b> <b>Year 2</b> Multiplication and Division Length and Height Fractions Mass, capacity and temperature</p> <p><b>Year 3</b> Multiplication and Division Length, perimeter and area Fractions Mass and Capacity</p> <p><b>Year 4</b> Multiplication and Division Length, perimeter and area Fractions Decimals</p>	<p><b>Year 5</b> Fractions Decimals and Percentages Decimals Converting Units Perimeter, Area and Volume Statistics</p> <p><b>Year 6</b> Ratio Decimals and Percentages Algebra Converting Units Perimeter, Area and Volume Statistics</p>

	<p>(Measure, Shape and Spatial Thinking ONLY)          Building 9 and 10:          - 3D shape          Pattern (2)</p> <p><b>Year 1</b>          Number: Place value within 20</p> <p>Number: Addition and Subtraction within 20</p> <p>Number: Place value within 50</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass and Volume</p>		
	<p>Drawing Club</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>
<p><b>Science</b>          (Joanne Bickerton)</p>	<p>Working Scientifically</p> <p>Physics – Seasonal changes (continual)</p> <p>Chemistry – Everyday Materials</p>	<p>Working Scientifically</p> <p>Chemistry – Materials, states of matter</p> <p>Physics - Sound</p>	<p>Working Scientifically</p> <p>Physics – Electricity</p>
<p><b>RE</b>          (Joanne Bickerton)</p>	<p>Expressing</p> <p>F3 Key question: Which places are special and why?          F4 Key question: Which times are special and why?</p> <p>1.6 Key Question: How and why do we celebrate sacred times?</p>	<p>Expressing</p> <p>1.5 Key question: What makes some places sacred?</p> <p>L2.4          Key question: Why do people pray?</p>	<p>Expressing</p> <p>U2.4          Key question: If God is everywhere, why go to a place of worship?</p>

	1.5 Key Question: What makes some places sacred?		
<b>History</b> (Hannah Shackley)	<p>Significant People (national and international) Explorers - Shackleton</p> <p>Events beyond living memory – First flight Lives of individuals -Amelia Earhart etc Lives of individuals - Explorers - Shackleton</p>	<p>Ancient Greece A study of Greek life and achievements and their influence on the western world</p>	<p>British history, that extends chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>- leisure and entertainment in the 20<sup>th</sup> Century</li> </ul>
<b>Geography</b> (Sheryl Woodward)	<p><u>World wide – hot/cold regions</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate the world's 7 continents and 5 oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</li> </ul>	<p><u>Europe - Greece</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on key physical and human characteristics and major cities</li> <li>-</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers, mountains</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe</p>	<p><u>World Wide – including Europe and Russia</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul>

	<p>valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	-	<p>including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Painting – landscapes with transport</p> <ul style="list-style-type: none"> <li>- Variety of tools and techniques</li> <li>- Mix and match colours</li> <li>- Different scales</li> <li>- Name types of paint and properties</li> <li>- Colour – primary and mix primary shades</li> <li>- Texture – textured paint</li> </ul> <p>Artist – Lowry/Yayoi Kusama/Piet Mondrian/Kandinsky</p> <p>Textiles – animal prints</p> <ul style="list-style-type: none"> <li>- Match and sort fabric</li> <li>- Change and modify threads and fabrics</li> </ul>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Join clay</li> <li>- Construct clay base for extending</li> <li>- Patterns and textures</li> <li>- Papier–mache object</li> </ul>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Recycled, natural and man-made materials</li> </ul>

	<ul style="list-style-type: none"> <li>- Use scissors</li> <li>- Join – stitching and glue</li> <li>- Apply decoration</li> <li>- Create plaits</li> <li>- Colour – apply in different ways, use natural dye</li> <li>- Texture – weaving</li> </ul> <p>Artist -  <a href="https://art-educ4kids.weebly.com/african-art.html">https://art-educ4kids.weebly.com/african-art.html</a></p>		
<b>Design and Technology</b> (Sheryl Woodward)	Mechanisms – wheels and axles, sliders and levers	Mechanical systems – Levers and linkages	Food – celebrating culture and seasonality
<b>Music</b> (Angela Durant)	<p>Speaking vs singing voice</p> <p>Moving voices</p> <p>High &amp; low</p> <p>So-la-so-mi pitch match</p> <p>Melodic contour (shape)</p> <p>So-mi on the music staff</p> <p>Beat</p> <p>Tempo: allegro/fast &amp; adagio/slow</p> <p>Dynamics: loud/forte &amp; soft/piano</p> <p>Body percussion</p> <p>Untuned percussion</p> <p>Nursery Rhymes</p>	TBC Performance this term	<p>Treble Staff B-A-G</p> <p>Simple Time Rhythms extend to: ta-a-a-a (semibreve), ta-a(minim), ta-a-a(dotted minim)</p> <p>Rhythm v Beat</p> <p><b>Tempo:</b> largo/andante/allegro/presto</p> <p><b>Dynamics:</b>  pianissimo/fortissimo/piano/forte  Mezzo forte/mezzo piano</p> <p>Recorder B-A-G</p> <p>Sing Up Day</p>
<b>Physical Education</b> (Rachel Wells)	<p>Dance</p> <p>Sporting activities to match the locally agreed competition programme</p> <p>Forest Schools (spring seasonal focus)</p>	<p>Dance</p> <p>Sporting activities to match the locally agreed competition programme</p> <p>Forest Schools</p>	<p>Dance</p> <p>Sporting activities to match the locally agreed competition programme</p> <p>Forest Schools</p>
<b>PSHE</b> (Joanne Bickerton)	Keeping myself safe	Keeping myself safe	Keeping myself safe

<b>Ancient and MFL</b> (Victoria Cordingley)	-	French: La jungle Bon appetit – tutti frutti	French: Cher zoo Le petit déjeuner
<b>Computing</b> (Joanne Bickerton)	<i>Generic Skills: Using technology</i> Online Safety 1 and 2 Using the internet 2 Programming with Toys 1	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i> Online Safety 3 and 4 Internet Research and Communication 3	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i> Online Safety 6 Internet Research and Webpage Design 5
<b>Key celebrations occurring this term</b>	E Safety Week Fairtrade Fortnight World Book Day Lent Easter		

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Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

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#### Year A CREATE- Summer Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Creating (Arts focus)</b>		
<b>Class Topic Title</b>	<b>Come outside</b> (woodland) <b>Fun at the seaside</b> (seaside/dinosaurs)	Water of the World	Creative Communication
<b>Moral Focus</b>	Strength	Beauty	Diversity and democracy
<b>English Writing</b> (Hannah Shackley)	<b>Diary</b> <b>Non-Chronological Report</b>  Talk for Writing/The Write Stuff Helicopter Stories Squiggle Whilst You Wiggle	Modifying well- known stories Instructions/explanation  The Write Stuff	Playscripts  The Write Stuff
<b>Reading</b>	Supersonic Phonic Friends <b>Nursery</b> - Firm Foundations (Aspect 5- Aspect7) <b>Reception</b> – The Basics 4 <b>Year 1</b> - Higher Levels 5	Poetry Narrative Non-fiction	Poetry Narrative Non-fiction

	<p>(Switch It Spell sounds) Suze's Super Spelling Rules</p> <p>Nursery rhymes Story Stools Books Super Six Books Drawing Club</p>		
<p><b>Mathematics</b> (Sheryl Woodward)</p>	<p><b>NCETM Mastering Number</b> <b>EYFS –</b> (Wk 21-25) (Wk 26-31)</p> <p><b>Year 1</b> (Wk 21-25) (Wk 26-31)</p>		
	<p><b>White Rose Maths</b> <b>Nursery –</b> Number 5, One more/One less, Shapes My Day, Capacity, Positional Language</p> <p><b>EYFS –</b> (Measure, Shape and Spatial Thinking ONLY) To 20 and beyond: - Spatial Reasoning (1) - Match, Rotate, Manipulate</p> <p>(Measure, Shape and Spatial Thinking ONLY) First, Then, Now: - Spatial Reasoning (2) - Compose and Decompose</p> <p>(Measure, Shape and Spatial Thinking ONLY)</p>	<p><b>White Rose Maths</b> <b>Year 2</b> Money Time Statistics Properties of Shape/ Position and Direction</p> <p><b>Year 3</b> Decimals/Money Time Statistics Properties of Shape</p> <p><b>Year 4</b> Decimals/Money Time Statistics Position and Direction</p>	<p><b>White Rose Maths</b> <b>Year 5</b> Properties of Shape Position and Direction</p> <p><b>Year 6</b> Properties of Shape Position and Direction</p>



	<p>Find My pattern:  - Spatial Reasoning (3)  - Visualise and Build</p> <p>(Measure, Shape and Spatial Thinking ONLY)  Find My pattern:  - Spatial Reasoning (4)  - Mapping</p> <p><b>Year 1</b>  Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p> <p>Number: Place value within 1-0</p> <p>Measurement: Money</p> <p>Measurement: Time</p>		
	Drawing Club	TT Rockstars	TT Rockstars
	Big Maths	Big Maths	Big Maths
<p><b>Science</b>  (Joanne Bickerton)</p>	<p>Working Scientifically</p> <p>Physics – Seasonal changes (continual)</p> <p>Biology - Living things and habitats (woodland/seaside)</p> <p>Biology – Plants</p>	<p>Working Scientifically</p> <p>Biology - Plants</p>	<p>Working Scientifically</p> <p>Biology - Animals, including humans</p>

<p><b>RE</b> (Joanne Bickerton)</p>	<p>Living F5 Key question: Being special - Where do we belong? F6 Key question: What is special about our world?</p> <p>1.2 Key Question: Who is a Muslim and what do they believe? 1.8 Key Question: How should we care for others and the world and why does it matter?</p>	<p>Living</p> <p>1.7 What does it mean to belong in a faith community?</p> <p>L2.7 Key question: What does it mean to be a Hindu in Britain today?</p>	<p>Living</p> <p>U2.6 Key question: What does it mean to be a Muslim in Britain today?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Changes within living memory People/places in locality – Scarborough</p> <p>Lives of individuals – Grace Darling Mary Anning</p>	<p>A study of an aspect or theme in British History Inventions</p>	<p>The achievements of the earliest civilisations</p> <ul style="list-style-type: none"> <li>- An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>United Kingdom – Contrasting locality (Scarborough)</u></p> <p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of West Hesterton/London</li> </ul>	<p><u>World wide – including North America</u></p> <p><u>Rivers and Water Cycle - Local field work</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical characteristics</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions physical characteristics, key topographical features (coasts and rivers)</li> </ul>	<p><u>World wide – Egypt</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>

	<p>Human and physical geography Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of physical geography of rivers in United Kingdom, rivers in a European country, and rivers in North America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers and the water cycle</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Drawing</p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Textiles</p>

	<p>Collage – textures and patterns, farm animals, seasons, woodlands</p> <ul style="list-style-type: none"> <li>- Variety of media</li> <li>- Arrange and glue</li> <li>- Sort and group materials</li> <li>- Fold, crumple, tear overlap</li> <li>- Colour – collect, sort, name, match</li> <li>- Shape – create and arrange</li> <li>- Texture – use textured paper</li> </ul> <p>Artist – Eric Carle</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Manipulate malleable materials</li> <li>- Form - Construct and join</li> <li>- Texture – change the surface</li> </ul> <p>Artist – Andy Goldsworth (Forest Schools)</p>	<ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Form and shape</li> <li>- Tone</li> </ul>	<ul style="list-style-type: none"> <li>- 3D structures</li> <li>- Grades of thread and needles</li> <li>- Batik</li> <li>- Overlap and layer</li> </ul>
<p><b>Design and Technology</b> (Sheryl Woodward)</p>	<p>Food – Preparing fruit and vegetables</p> <p>Textiles – templates and joining techniques</p>	<p>Structures – shell structures using computer-aided design</p> <p>Textiles – 2D shape to 3D product</p>	<p>Textiles – using computer aided design in textiles.</p>
<p><b>Music</b> (Angela Durant)</p>	<p>Build repertoire including mi-re-do. Sing in Solfege with hand-signs WORD (syllabic) Rhythms Derive, notate &amp; perform simple time rhythms: ta, ti-ti &amp; sa Percussion Ensemble Introduction to tuned percussion Articulation: smooth/legato or short/staccato Cumulative (“Add-on”) Songs Mood intent of music Verse-Chorus Sing Up Day 2021</p>	<p>mi-re-do songs 2-part Canon Treble Staff B-A-G Simple Time Rhythms: consolidate ta, titi, sa Introduce tika-tika Rhythmic ostinato Articulation: accent Dynamics: fortissimo/pianissimo Recorder B-A-G Verse-Chorus A-B-A-C form Sing Up Day</p>	<p>TBC Performance this term</p>

<b>Physical Education</b> (Rachel Wells)	Athletics Sporting activities to match the locally agreed competition programme  Forest Schools - Artist – Andy Goldsworthy	Athletics Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	Becoming an active citizen Me and My future	Becoming an active citizen	Becoming an active citizen
<b>Ancient and MFL</b> (Victoria Cordingley)	-	French: Le temps libre: vive le sport Destination vacances: La météo	French: Vive le temps libre A la plage
<b>Computing</b> (Joanne Bickerton)	<i>Generic Skills: Using technology</i> Programming with Scratch Junior 1  Preparing for and Programming Turtle Logo and Scratch 1 and 2	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i>  Programming Turtle Logo and Scratch 3 and 4  Using and Applying 3,4	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i>  Spreadsheets 6  Using and Applying 5,6
<b>Key celebrations occurring this term</b>	Whitsun Trinity Sunday Olympics/World Cup Whole Sports Event Leavers Events		

## West Heslerton CE Long Term Curriculum Plan

### Our Curriculum Intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan

#### Year B EXPLORE - Autumn Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Exploring our World (Geography Focus)</b>		
<b>Class Topic Title</b>	<b>All about me</b> (superheroes) <b>After dark</b> (celebrations)	Bright Sparks	Sensational South America
<b>Moral Focus</b>	Conflict	Power	Wealth
<b>English Writing</b> (Hannah Shackley)	<b>Fairy Tales Letters</b>  Talk for Writing/The Write Stuff Helicopter Stories Squiggle Whilst You Wiggle	Stories with Morals/Fables Biography  The Write Stuff	Adventure stories Explanations  The Write Stuff
<b>Reading</b>	Supersonic Phonic Friends <b>Reception</b> – The Basics 2 <b>Year 1</b> – The Basics 4 Higher Levels 5 (Choose to Use)	Poetry Narrative Stories with Morals/Fables Non-fiction - Biography	Poetry Narrative Non-fiction

	Nursery rhymes Story Stools Books Super Six Books Drawing Club		
<b>Mathematics</b> (Sheryl Woodward)	<b>NCETM Mastering Number</b> <b>EYFS –</b> (Wk 1-5) (Wk 6-10)  <b>Year 1</b> (Wk 1-5) (Wk 6-10)	<b>NCETM Mastering Number</b> <b>Year 2 –</b> (Wk 1- 10)	
	<b>White Rose Maths</b> <b>EYFS –</b> (Measure, Shape and Spatial Thinking ONLY) Just like me: - Compare size, mass and capacity - Explore pattern  (Measure, Shape and Spatial Thinking ONLY) It's me 123: - Circles and triangles - Positional language  (Measure, Shape and Spatial Thinking ONLY) Light and Dark: - Shapes with 4 sides - Time  <b>Year 1</b> Number: Place value within 10	<b>White Rose Maths</b> <b>Year 1</b> Place Value Addition and Subtraction Multiplication and Division  <b>Year 2</b> Place Value Addition and Subtraction Multiplication and Division  <b>Year 3</b> Place Value Addition and Subtraction Multiplication and Division	<b>White Rose Maths</b> <b>Year 5</b> Place Value Four Operations Fractions  <b>Year 6</b> Place Value Four Operations Fractions

	<p>Number: Addition and Subtraction within 10</p> <p>Geometry: Shape</p>		
	<p>Drawing Club</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>
<p><b>Science</b> (Joanne Bickerton)</p>	<p>Working Scientifically</p> <p>Biology – Animals, including Humans</p> <p>Physics – Seasonal changes (continual)</p>	<p>Working Scientifically</p> <p>Physics – Electricity</p> <p>Physics – Light</p>	<p>Working Scientifically</p> <p>Chemistry - Materials, filtering, changes</p>
<p><b>RE</b> (Joanne Bickerton)</p>	<p>Believing</p> <p>F1 Key Question: Which stories are special and why?</p> <p>F2 Key question: Which people are special and why?</p> <p>1.4 Key Question: What can learn from sacred books?</p> <p>1.1 Key Question: Who is a Christian and what do they believe?</p>	<p>Believing</p> <p>1.4 Key question: What can we learn from sacred books</p> <p>L2.2</p> <p>Key question: Why is the Bible important to Christians today?</p>	<p>Believing</p> <p>U2.2</p> <p>Key question: Can we live by the values of Jesus in the 21<sup>st</sup> century?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Changes within living memory</p> <p>Events Beyond Living Memory (national or global)</p> <ul style="list-style-type: none"> <li>- Gunpowder plot</li> </ul> <p>Significant People (national and international)</p>	<p>Britain's settlements by Anglo-Saxons and Scots</p> <p><i>This could include</i></p> <ul style="list-style-type: none"> <li>- <i>Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire</i></li> <li>- <i>Scots invasion from Ireland to north Britain (now Scotland)</i></li> </ul>	<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>- Mayan civilization AD 900</li> </ul>



	<ul style="list-style-type: none"> <li>- Guy Fawkes</li> </ul> <p>Significant Historical Events and Places: Gunpowder plot/Houses of Parliament</p>	<ul style="list-style-type: none"> <li>- <i>Anglo-Saxon invasions, settlements and kingdoms (place names and village life</i></li> <li>- <i>Anglo-Saxon art and culture</i></li> <li>- <i>Christian conversion – Canterbury, Iona and Lindisfarne</i></li> </ul> <p>A local History Study <i>For example</i></p> <ul style="list-style-type: none"> <li>- <i>a depth study linked to one of the British studies listed</i></li> <li>- <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></li> <li>- <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</i></li> </ul>	
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>West Heslerton Local Field Study – linked to family locations</u></p> <p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul>	<p><u>United Kingdom – Malton/Scarborough Local Field Study</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place knowledge</p>	<p><u>World wide – South America</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world’s countries, using maps to focus South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge</p>

	<p>Human and physical geography Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers mountains</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p>	<p>Working as an artist (generic skills)</p> <p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p>

	<p>Drawing – self portrait, fruits and vegetables</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Shape</li> <li>- Tone</li> <li>- Texture</li> </ul> <p>Artist – Guiseppe A</p> <p>Printing - Fireworks</p> <ul style="list-style-type: none"> <li>- Hard and soft materials</li> <li>- Make marks on rollers and palettes</li> <li>- Simple prints</li> <li>- Roll ink over objects</li> <li>- Make repeating patterns</li> <li>- Make simple print blocks</li> <li>- Colour – Overprinting</li> <li>- Texture – rubbings</li> </ul> <p>Artist - Yves Klein</p>	<p>Painting</p> <ul style="list-style-type: none"> <li>- Different effects and textures</li> <li>- Range of scales</li> <li>- Create effects and textures</li> <li>- Colour - primary, secondary, tints and shades</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>- Painting from a drawing</li> <li>- Different media and materials</li> <li>- Create from a variety of sources</li> <li>- Colour - atmosphere and light, primary, secondary, complimentary colours</li> </ul>
<p><b>Design and Technology</b> (Sheryl Woodward)</p>	<p>Free standing structures</p>	<p>Electrical Systems: Simple circuits and switches</p>	<p>Textiles - Combining different fabric shapes</p> <p>Structures – frame structures</p>
<p><b>Music</b> (Angela Durant)</p>	<p>TBC</p> <p>Performance this term</p>	<p>Speech rhymes</p> <p>So-la-so-mi songs</p> <p>Melodic contour (shape)</p> <p>Solfege hand-signs</p> <p>Groups of Beat (2,3,4)</p> <p>Simple Time Rhythms recap: ta, titi, sa</p> <p>Tempo: presto/allegro/largo</p> <p>Dynamics: forte/piano &amp; fortissimo/pianissimo</p> <p>Body percussion</p> <p>Untuned percussion</p> <p>Tuned percussion</p> <p>Recorder B-A</p>	<p>Songs within an Octave range</p> <p>Partner songs</p> <p>Melodic ostinato</p> <p>Groupings of Beat (2,3,4)</p> <p>Simple Time Rhythms ta, titi, tika-tika, sa</p> <p>Tempo: largo/allegro/presto</p> <p>Body percussion</p> <p>Untuned percussion ensemble</p> <p>Tuned percussion</p> <p>Recorder – B-A-G</p> <p>Emotion in music &amp; artistic response</p> <p>Harvest/Christmas</p>

		Emotion & artistic response to music Harvest/ Christmas	
<b>Physical Education</b> (Rachel Wells)	Swimming  Forest Schools	Swimming  Sporting activities to match the locally agreed competition programme: football, dodgeball  Forest Schools	Sporting activities to match the locally agreed competition programme: football, netball, basketball, cross-country, dodgeball.  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	My healthy lifestyle Me and my relationships	Me and my future	Me and my future
<b>Ancient and MFL</b> (Victoria Cordingley)		French: Les monstres Les couleurs	French: Les portraits On fait la fête
<b>Computing</b> (Joanne Bickerton)	<i>Generic Skills: Using technology</i>  Computing Skills 1  Word Processing 1  Painting 1/Computer Art 2	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i>  Presentation Skills 3  Word Processing 3 and 4	<i>Generic Skills: Word Processing, Presentation, using technology and the internet</i>  Film Making
<b>Key celebrations occurring this term</b>	Remembrance Bonfire Night Christingle Christmas		

## West Heselton CE Long Term Curriculum Plan

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To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heselton CE Long Term Curriculum Plan

#### Year B DISCOVER - Spring Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Discovering Our Past (History Focus)</b>		
<b>Class Topic Title</b>	<b>Ticket to Ride</b> (transport/toys) <b>Animal Explorers</b> (cold/hot places)	(Romans)	Vicious Vikings
<b>Moral Focus</b>	Fairness	Failure	Wisdom and sustainability
<b>English Writing</b> (Hannah Shackley)	<b>Instructions Poetry</b>  Talk for Writing/The Write Stuff Helicopter Stories Squiggle Whilst You Wiggle	Shape poetry Traditional and/or Folk Tales Persuasive  The Write Stuff	Narrative Recount  The Write Stuff
<b>Reading</b>	Supersonic Phonic Friends <b>Nursery</b> – Firm Foundations (Aspect 1-Aspect4) <b>Reception</b> – The Basics 3 <b>Year 1</b> - Higher Levels 5 (Switch It Spell sounds)	Poetry Narrative Non-fiction	Poetry Narrative Non-fiction

	<p style="text-align: center;"><b>Suze's Super Spelling Rules</b></p> <p>Nursery rhymes  Story Stools Books  Super Six Books  Drawing Club</p>		
<b>Mathematics</b> (Sheryl Woodward)	<b>NCETM Mastering Number</b> <b>EYFS –</b> (Wk 11-15) (Wk 16-20)  <b>Year 1</b> (Wk 11-15) (Wk 16-20)	<b>NCETM Mastering Number</b> <b>Year 2 –</b> (Wk 11- 20)	
	<b>White Rose Maths</b> <b>Nursery –</b> Number 1, Weight, Number 2 Number 3, Length and Height, Number 4  <b>EYFS –</b> (Measure, Shape and Spatial Thinking ONLY) Alive in 5: - Compare Mass (2) - Comparing Capacity (2)  (Measure, Shape and Spatial Thinking ONLY) Growing 6, 7, 8: - Length and Height - Time - (Measure, Shape and Spatial Thinking ONLY)	<b>White Rose Maths</b> <b>Year 2</b> Multiplication and Division Length and Height Fractions Mass, capacity and temperature  <b>Year 3</b> Multiplication and Division Length, perimeter and area Fractions Mass and Capacity  <b>Year 4</b> Multiplication and Division Length, perimeter and area Fractions Decimals	<b>White Rose Maths</b> <b>Year 5</b> Fractions Decimals and Percentages Decimals Converting Units Perimeter, Area and Volume Statistics  <b>Year 6</b> Ratio Decimals and Percentages Algebra Converting Units Perimeter, Area and Volume Statistics

	<p>Building 9 and 10: - 3D shape Pattern (2)</p> <p><b>Year 1</b> Number: Place value within 20</p> <p>Number: Addition and Subtraction within 20</p> <p>Number: Place value within 50</p> <p>Measurement: Length and Height</p> <p>Measurement: Mass and Volume</p>		
	<p>Drawing Club</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>
<p><b>Science</b> (Joanne Bickerton)</p>	<p>Working Scientifically</p> <p>Physics – Seasonal changes (continual)</p> <p>Chemistry – Everyday Materials</p>	<p>Working Scientifically</p> <p>Biology – Animals, including Humans</p>	<p>Working Scientifically</p> <p>Biology - Evolution and Inheritance</p>
<p><b>RE</b> (Joanne Bickerton)</p>	<p>Expressing</p> <p>F3 Key question: Which places are special and why?</p> <p>F4 Key question: Which times are special and why?</p> <p>1.6 Key Question: How and why do we celebrate sacred times?</p> <p>1.5 Key Question: What makes some places sacred?</p>	<p>Expressing</p> <p>1.6 Key question: How and why do we celebrate special and sacred times?</p> <p>L2.5 Key question: Why are festivals important to religious communities?</p>	<p>Expressing</p> <p>U2.5 Key question: Is it better to express your religion in arts and architecture or in charity and generosity?</p>

<p><b>History</b> (Hannah Shackley)</p>	<p>Significant People (national and international) Explorers - Shackleton</p> <p>Events beyond living memory – First flight Lives of individuals -Amelia Earhart etc Lives of individuals - Explorers - Shackleton</p>	<p>The Roman Empire and its Impact on Britain <i>This could include</i></p> <ul style="list-style-type: none"> <li>- Julius Caesar’s attempted invasion in 55-54 BC</li> <li>- The Roman Empire by AD 42 and the power of its army</li> <li>- Successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>- British resistance, Boudicca</li> <li>- Romanisation of Britain, impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>Vikings and Anglo-Saxons (Kingdom of England to Edward the Confessor) <i>This could include</i></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- Resistance by Alfred the Great and Athelstan, first King of England</li> <li>- Further Viking Invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p>A local History Study - York <i>For example</i></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British studies listed</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</li> </ul>
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>World wide – hot/cold regions</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate the world’s 7 continents and 5 oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of a</li> </ul>	<p><u>Europe - Italy</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator,</li> </ul>	<p><u>United Kingdom – York</u> <u>Local Field Study</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some</li> </ul>



	<p>small area in a contrasting non-European country</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Northern Hemisphere, Southern Hemisphere</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, rivers, mountains</li> <li>- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe</li> </ul>	<p>of these aspects have changed over time</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Art and Design</b>	Working as an artist (generic skills)	Working as an artist (generic skills)	Working as an artist (generic skills)

<p>(Hannah Shackley)</p>	<p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Painting – landscapes with transport</p> <ul style="list-style-type: none"> <li>- Variety of tools and techniques</li> <li>- Mix and match colours</li> <li>- Different scales</li> <li>- Name types of paint and properties</li> <li>- Colour – primary and mix primary shades</li> <li>- Texture – textured paint</li> </ul> <p>Artist – Lowry/Yayoi Kusama/Piet Mondrian/Kandinsky</p> <p>Textiles – animal prints</p> <ul style="list-style-type: none"> <li>- Match and sort fabric</li> <li>- Change and modify threads and fabrics</li> <li>- Use scissors</li> <li>- Join – stitching and glue</li> <li>- Apply decoration</li> <li>- Create plaits</li> <li>- Colour – apply in different ways, use natural dye</li> <li>- Texture – weaving</li> </ul> <p>Artist - <a href="https://art-educ4kids.weebly.com/african-art.html">https://art-educ4kids.weebly.com/african-art.html</a></p>	<p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Variety if techniques (e.g. dyeing, weaving, stitching)</li> <li>- Stitching, joining, cutting</li> <li>- Paste resist</li> </ul>	<p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Printing</p> <ul style="list-style-type: none"> <li>- relief and impressed blocks</li> </ul> <p>three overlays</p>
<p><b>Design and Technology</b> (Sheryl Woodward)</p>	<p>Mechanisms – wheels and axles, sliders and levers</p>	<p>Mechanical systems - Pneumatics</p>	<p>Electrical systems – monitoring and control</p>
<p><b>Music</b> (Angela Durant)</p>	<p>Speaking vs singing voice Moving voices High &amp; low</p>	<p>TBC Performance this term</p>	<p>Treble Staff B-A-G Simple Time Rhythms extend to:</p>

	<p>So-la-so-mi pitch match  Melodic contour (shape)  So-mi on the music staff  Beat  Tempo: allegro/fast &amp; adagio/slow  Dynamics: loud/forte &amp; soft/piano  Body percussion  Untuned percussion  Nursery Rhymes</p>		<p>ta-a-a-a (semibreve), ta-a(minim), ta-a-a(dotted minim)  Rhythm v Beat  <b>Tempo:</b> largo/andante/allegro/presto  <b>Dynamics:</b>  pianissimo/fortissimo/piano/forte  Mezzo forte/mezzo piano  Recorder B-A-G  Sing Up Day</p>
<p><b>Physical Education</b>  (Rachel Wells)</p>	<p>Gymnastics  Sporting activities to match the locally agreed sports festival programme: multi sports, football  Forest Schools (spring seasonal focus)</p>	<p>Gymnastics  Sporting activities to match the locally agreed competition programme: basketball, netball.  Forest Schools</p>	<p>Gymnastics  Sporting activities to match the locally agreed competition programme: tbc  Forest Schools</p>
<p><b>PSHE</b>  (Joanne Bickerton)</p>	<p>Keeping myself safe</p>	<p>Keeping myself safe online</p>	<p>Keeping myself safe online</p>
<p><b>Ancient and MFL</b>  (Victoria Cordingley)</p>	<p>-</p>	<p>French:  Les animaux  Au marché</p>	<p>French:  Le carnaval des animaux  Au café</p>
<p><b>Computing</b>  (Joanne Bickerton)</p>	<p><i>Generic Skills: Using technology</i>  Online Safety 1 and 2  Using the Internet 2  Programming with Toys 1</p>	<p><i>Generic Skills: Word Processing and Presentation</i>  Animation 4</p>	<p><i>Generic Skills: Word Processing and Presentation</i>  3D Modelling Sketch up 5</p>
<p><b>Key celebrations occurring this term</b></p>	<p>E Safety Week  Fairtrade Fortnight  World Book Day  Lent  Easter</p>		

## West Heslerton CE Long Term Curriculum Plan

### Our Curriculum Intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan      Year B CREATE - Summer Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	Creating (Arts focus)		
<b>Class Topic Title</b>	<b>Come outside</b> (woodland) <b>Fun at the seaside</b> (seaside/dinosaurs)	Awesome Earth	Our Coastline
<b>Moral Focus</b>	Dreams	Consequences	Community
<b>English Writing</b> (Hannah Shackley)	<b>Diary</b> <b>Non-Chronological Report</b>  Talk for Writing/The Write Stuff Helicopter Stories Squiggle Whilst You Wiggle	Adventure Stories Balanced argument  The Write Stuff	Newspapers Scary stories  The Write Stuff
<b>Reading</b>	Supersonic Phonic Friends <b>Nursery</b> - Firm Foundations (Aspect 5-Aspect7) <b>Reception</b> – The Basics 4 <b>Year 1</b> - Higher Levels 5	Poetry Narrative Adventure Stories Non-fiction	Poetry Narrative Non-fiction

	<p>(Switch It Spell sounds) Suze's Super Spelling Rules</p> <p>Nursery rhymes Story Stools Books Super Six Books Drawing Club</p>		
<p><b>Mathematics</b> (Sheryl Woodward)</p>	<p><b>NCETM Mastering Number</b> <b>EYFS –</b> (Wk 21-25) (Wk 26-31)</p> <p><b>Year 1</b> (Wk 21-25) (Wk 26-31)</p>		
	<p><b>White Rose Maths</b> <b>Nursery –</b> Number 5, One more/One less, Shapes My Day, Capacity, Positional Language</p> <p><b>EYFS –</b> (Measure, Shape and Spatial Thinking ONLY) To 20 and beyond: - Spatial Reasoning (1) - Match, Rotate, Manipulate</p> <p>(Measure, Shape and Spatial Thinking ONLY) First, Then, Now: - Spatial Reasoning (2) - Compose and Decompose</p> <p>(Measure, Shape and Spatial Thinking ONLY)</p>	<p><b>White Rose Maths</b> <b>Year 2</b> Money Time Statistics Properties of Shape/ Position and Direction</p> <p><b>Year 3</b> Decimals/Money Time Statistics Properties of Shape</p> <p><b>Year 4</b> Decimals/Money Time Statistics Position and Direction</p>	<p><b>White Rose Maths</b> <b>Year 5</b> Properties of Shape Position and Direction</p> <p><b>Year 6</b> Properties of Shape Position and Direction</p>

	<p>Find My pattern:  - Spatial Reasoning (3)  - Visualise and Build</p> <p>(Measure, Shape and Spatial Thinking ONLY)  Find My pattern:  - Spatial Reasoning (4)  - Mapping</p> <p><b>Year 1</b>  Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p> <p>Number: Place value within 1-0</p> <p>Measurement: Money</p> <p>Measurement: Time</p>		
	<p>Drawing Club</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>	<p>TT Rockstars</p> <p>Big Maths</p>
<p><b>Science</b>  (Joanne Bickerton)</p>	<p>Working Scientifically</p> <p>Physics – Seasonal changes (continual)</p> <p>Biology - Living things and habitats (woodland/seaside)</p> <p>Biology – Plants</p>	<p>Working Scientifically</p> <p>Biology: Living Things and Habitats</p> <p>Chemistry: Rocks</p>	<p>Working Scientifically</p> <p>Biology: Living things and habitats</p> <p>Physics – Light</p>

<p><b>RE</b> (Joanne Bickerton)</p>	<p>Living F5 Key question: Being special - Where do we belong? F6 Key question: What is special about our world?</p> <p>1.2 Key Question: Who is a Muslim and what do they believe? 1.8 Key Question: How should we care for others and the world and why does it matter?</p>	<p>Living</p> <p>1.8 Key question: How should we care for others and the world and why does it matter?</p> <p>L2.9 Key question: What can we learn from religions about what is right and wrong?</p>	<p>Living</p> <p>U2.7 Key question: What matters most to Christians and Humanists?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Changes within living memory</p> <p>People/places in locality – Scarborough</p> <p>Lives of individuals – Grace Darling Mary Anning</p>	<p>Changes in Britain from the Stone Age to the Iron Age <i>This could include:</i></p> <ul style="list-style-type: none"> <li>- <i>Late Neolithic hunter-gatherers and early farmers</i></li> <li>- <i>Bronze age religion and travel</i></li> <li>- <i>Iron age hill forts, farming, art and culture</i></li> </ul>	<p>- <i>Links to Whitby's heritage, where possible</i></p>
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>United Kingdom – Contrasting locality (Scarborough)</u></p> <p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical</li> </ul>	<p><u>World wide – Mountains, Volcanoes and Earthquakes</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and physical characteristics, key topographical features (including hills, mountains)</li> </ul>	<p><u>United Kingdom - Whitby</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate</li> </ul>

	<p>geography of West Heselton/London</p> <p>Human and physical geography Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of physical geography of the mountains in the United Kingdom, of the mountains in a European country, and of the mountains in South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>countries and describe features studied</p> <ul style="list-style-type: none"> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Art and Design</b>	Working as an artist (generic skills)	Working as an artist (generic skills)	Working as an artist (generic skills)



<p>(Hannah Shackley)</p>	<p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Collage – textures and patterns, farm animals, seasons, woodlands</p> <ul style="list-style-type: none"> <li>- Variety of media</li> <li>- Arrange and glue</li> <li>- Sort and group materials</li> <li>- Fold, crumple, tear overlap</li> <li>- Colour – collect, sort, name, match</li> <li>- Shape – create and arrange</li> <li>- Texture – use textured paper</li> </ul> <p>Artist – Eric Carle</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Manipulate malleable materials</li> <li>- Form - Construct and join</li> <li>- Texture – change the surface</li> </ul> <p>Artist – Andy Goldsworth (Forest Schools)</p>	<p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Collage</p> <ul style="list-style-type: none"> <li>- range of techniques – tearing, overlapping, layering</li> <li>- represent texture</li> </ul>	<p><i>Art history</i> <i>Links to lives of artists, architects and designers</i></p> <p>Collage</p> <ul style="list-style-type: none"> <li>- add to a painted, printed or drawn background</li> <li>- Range of media</li> <li>- Different techniques</li> </ul>
<p><b>Design and Technology</b> (Sheryl Woodward)</p>	<p>Food – Preparing fruit and vegetables</p> <p>Textiles – templates and joining techniques</p>	<p>Structures – Shell structures</p>	<p>Mechanical systems - Cams</p>
<p><b>Music</b> (Angela Durant)</p>	<p>Build repertoire including mi-re-do. Sing in Solfege with hand-signs WORD (syllabic) Rhythms Derive, notate &amp; perform simple time rhythms: ta, ti-ti &amp; sa Percussion Ensemble Introduction to tuned percussion Articulation: smooth/legato or short/staccato Cumulative (“Add-on”) Songs</p>	<p>mi-re-do songs 2-part Canon Treble Staff B-A-G Simple Time Rhythms: consolidate ta, titi, sa Introduce tika-tika Rhythmic ostinato Articulation: accent Dynamics: fortissimo/pianissimo Recorder B-A-G Verse-Chorus A-B-A-C form</p>	<p>TBC Performance this term</p>

	Mood intent of music Verse-Chorus Sing Up Day 2021	Sing Up Day	
<b>Physical Education</b> (Rachel Wells)	Athletics  Sporting activities to match the locally agreed sports festival programme: summer sports  Forest Schools - Artist – Andy Goldsworthy	Athletics  Sporting activities to match the locally agreed competition programme: rounders  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme: rounders  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	Becoming an active citizen Me and My future	Me and my relationships	Me and my relationships
<b>Ancient and MFL</b> (Victoria Cordingley)	-	French: Je suis le musicien A la mode	French: Tour de France Destinations
<b>Computing</b> (Joanne Bickerton)	<i>Generic Skills: Using technology</i>  Programming with Scratch Junior 1  Preparing for and Programming Turtle logo and Scratch 1 and 2	<i>Generic Skills: Word Processing and Presentation</i>  Programming Turtle Logo 4  Scratch Questions and Quizzes 4	<i>Generic Skills: Word Processing and Presentation</i>  Scratch 3.0 Developing Games 5  Kodu Programming 6
<b>Key celebrations occurring this term</b>	Whitsun Trinity Sunday Whole School Sports Event Leavers Event		