



SUBJECT OVERVIEWS AND PROGRESSION DOCUMENTS





Yew Tree Primary School Curriculum Vision

“Learning Without Limits”

CURRICULUM AIM	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses ‘Learning Without Limits’ so that children are empowered and able to achieve their full potential.											
OBJECTIVES	To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.			To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.			To develop the child as a life-long learner who has a range of skills which ensure a high level of achievement.					
PEDAGOGICAL APPROACH	ENGAGE Using interests and experiences to provoke thought, interest & curiosity			DEVELOP Teaching knowledge & skills required to progress in a number of areas			INNOVATE Applying learning & developing enterprise, independent thinking & creativity			EXPRESS Reflecting, analysing & celebrating learning so that next steps are clear		
KEY AREAS OF LEARNING	LANGUAGE & LITERACY		NUMERACY & MATHEMATICS		SCIENCE		ART & DESIGN		COMPUTING		PHYSICAL EDUCATION	
	HISTORY		GEOGRAPHY		DESIGN & TECHNOLOGY		LANGUAGES		RELIGIOUS EDUCATION		MUSIC	
CURRICULUM ENRICHMENT	PSHE & CITIZENSHIP LOCAL LEARNING				COLLECTIVE WORSHIP GLOBAL DIMENSIONS			OUTDOOR LEARNING/VISITS FAMILY ENGAGEMENT				
ASSESSMENT FOR LEARNING	PUPIL LED LEARNING	KNOWLEDGE DRIVEN	RETRIEVAL SKILLS	TARGET SETTING	CREATIVE LEARNING	FEEDBACK & GAPS	PEER & SELF ASSESSMENT	CELEBRATING SUCCESS	LEARNING EVALUATION			
LEARNING EXPERIENCES	INVESTIGATION CHALLENGING & ENGAGING		CROSS-CURRICULAR SUPPORTIVE ENVIRONMENT		RELEVANT & ENJOYABLE CULTURALLY DIVERSE		MEDIA RICH POSITIVE REINFORCEMENT		INTEGRATED SKILLS LEARNING STYLES		ACTIVE & HANDS ON ENQUIRY BASED LEARNING	OFFERS CHOICE ONGOING REFLECTION
CORE VALUES	RESPONSIBILITY			RESPECT			COURAGE		AMBITION			PRIDE



Yew Tree Primary School

NON-CORE ASSESSMENT GUIDANCE

Learning can be defined as "a lasting changing in pupil's capabilities or understanding" (DfE, 2020)

- Our [curriculum vision](#) concerns itself with pedagogy and AfL as well as content/input. This is because teaching, without learning is futile. Our teaching should be driven by an understanding of children's capabilities and a desire to drive lasting change so that the children know more, remember more and can do more.
- Consequently, within EVERY lesson in EVERY year group, we consistently check what the children know and understand (from previous and current learning) through the Power of 3 questions. However, throughout lessons, teaching staff should also be making frequent use of retrieval strategies to consistently check for understanding and ensure that new learning is built on solid foundations, by addressing misconceptions as they arise.
- At the end of lessons or, at the very least weekly during PPA time, teaching staff should consider their individual/class assessments and should RAG rate the applicable programmes of study in their curriculum handbook. This should then be used as an indicator for planning to highlight areas of learning which may need to be revisited in the future and any gaps in learning which exist.
- Furthermore, subject leaders could/should look at the curriculum handbooks as part of any MER (e.g. book looks, T&L audits etc) in order to triangulate evaluations of learning and to identify trends which may lead in to CPD for their subject area, e.g. chronology in history.

RAG COLOUR	APPROXIMATE % OF CHILDREN SHOWING STRONG UNDERSTANDING	DESCRIPTION
	60% or below	Overall, the class demonstrates a weak understanding. This must be revisited for all children in the future.
	61% - 79%	Overall, the class demonstrates an average understanding. This should be revisited for most children in the future.
	80%+	Overall, the class demonstrates a strong understanding. This may only need to be revisited as a 'light touch' in the future.



Yew Tree Primary School Topic Overview 2026 / 2027

	AUTUMN	SPRING	SUMMER
Whole School Focus Weeks	Rights Respecting School A focus on children's rights and Unicef including World Children's Day	Opportunity Oracy A focus on Voice 21	Everything Outdoors A focus on using the grounds to support learning in ALL subjects
Enrichment Days (Subject to change)	Diversity Day / European Day of Languages Harvest Day Frank Chapman residential (Year 4) Pantomime Creative Arts Day	Young Voices Concert (Year 5 and 6) Plas Gwynant (Year 6) Safer Internet Day World Book Day	Outdoor People Residential (Y2) Sports Days Talent Show Day

Layered Curriculum	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PROVISION	Forest School	Music tuition Recorders	Modern Foreign Languages Spanish	Swimming	Modern Foreign Languages Spanish

Nursey topic weeks	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community / Exploring Autumn	Once Upon a Time / Sparkle and Shine	Starry Night / Winter Wonderland	Dangerous Dinosaurs / Puddles & Rainbows	Sunshine and Sunflowers / Reflections	Big Wide World / Splash
Reception topic weeks	TOPIC 1 (8 WEEKS APPROX)		TOPIC 2 (8 WEEKS APPROX)		TOPIC 3 (8 WEEKS APPROX)	
YR	Let's Explore / Build it up		Long Ago / Stories and Rhymes		Animal Safari / Creep, Crawl and Wriggle	

KS1 and KS2 topic weeks	TOPIC 1 (8 WEEKS APPROX)	TOPIC 2 (8 WEEKS APPROX)	TOPIC 3 (8 WEEKS APPROX)
Y1	Our Wonderful World Childhood + Funny faces + Textiles (Essential Geography + History KRP + Art & Design + DT)	Bright Light, Big City Taxi Rain and Sunrays (Geography KRP + DT + Art)	School Days Street View Chop, Slice and Mash (Food) (History KRP + Art & Design + DT)
Y2	Let's Explore the World Movers and Shakers + Still Life + Mechanisms (Essential Geography + History KRP + Art & Design + DT)	Coastlines Beach hut Flower Head (Geography KRP + DT + Art)	Magnificent Monarchs Portraits and Poses Food technology (History KRP + Art & Design + DT)
Y3	Our Planet, Our World Through the Ages + Prehistoric Pots + Textiles (Essential Geography + History KRP + Art and Design + DT)	Rocks, Relics and Rumble Ammonite Structures (Geography KRP + Art + DT)	Emperors and Empires Mosaic Masters Food technology (History KRP + Art and Design + DT)
Y4	Interconnected World Invasion + Warp and Weft + Structures (Essential Geography + History KRP + Art and Design + DT)	Misty Mountain, Winding River Vista Food technology (Geography KRP + Art & Design + DT)	Ancient Civilisations Islamic Art Mechanisms (History KRP + Art & Design + DT)
Y5	Investigating Our World Firedamp and Davy Lamp + Pitmen Painters + Electrical circuits (Essential Geography + Local History + Art and Design + DT)	Sow, grow and farm Eat the Seasons Line, Light and Shadows (Geography KRP + DT + Art)	Ground-breaking Greeks Architecture Mixed Media (History KRP + DT + Art)
Y6	Our Changing World Maafa + Trailblazers and Barrier Breakers + Mechanisms (Essential Geography + History + Art + DT)	Frozen Kingdoms Environmental Artists Electrical systems (Geography KRP + Art & Design + DT)	A Child's War Bees, Beetles and Butterflies Make Do and Mend (History + Art + DT)

YEW TREE PRIMARY SCHOOL



ART & DESIGN



Yew Tree Primary School

ART AND DESIGN CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Art and Design? - High quality art and design in our curriculum should engage, inspire and challenge our children to embody some of the highest forms of creativity. - Our art and design curriculum is designed to equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It allows them to think critically and develop a more rigorous understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. - Our art and design curriculum helps pupils to produce creative work, explore their ideas and record their experiences. - Pupils will build on their skills and knowledge and become proficient in drawing, painting, sculpture and other art, craft and design techniques. - Pupils will develop a wide-ranging art and design vocabulary to explain, evaluate and analyse creative works. - Through our curriculum, pupils will know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Art and Design Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community and Exploring Autumn  Paint Use cars, paint rollers and brushes to create communal painting. Make marks in paint and explore what happens as paints mix. Malleable Explore dough by encouraging them to knead, roll, squeeze and shape the dough. Natural Art/Printing Use leaves and natural materials to make prints in dough.	Once Upon a Time and Sparkle and Shine 	Starry Night and Winter Wonderland  Paint Create icy art by using frozen paint. Talk about what happens as the paint melts and the colours mix. Drawing Create pictures of places from imagination or experience. Printing Make Moon pictures by using various printing tools. Create simple ice themed prints using objects.	Dangerous Dinosaurs and Puddles and Rainbows  Paint Make multicoloured puddles by exploring colour and application of paint using a range of different tools. Water painting using watering cans, spray bottles, pots of water and large paintbrushes. Paper and Fabric Create a collage dinosaur using different materials, textures and paint.	Sunshine and Showers and Reflections  Paint/Paper and Fabric Create sunflower pictures using ready-mixed paint, brushes, tissue paper, textured paper, glue and scissors. Malleable Explore ways of changing shape or texture of playdough using rolling pins and cuttings to make dough sunflowers.	Big Wide World and Splash  Drawing/Paint Draw or paint their favourite animal using pastels, coloured pencils or ready-mixed paint.

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	Let's Explore and Build it up  <u>Paper and Fabric</u> Cut tear and fold paper and fabric. <u>Paint</u> Decorate colourful homes. Paint a landscape or imaginary world. Use a range of paint brushes. Draw or paint a place from memory. Represent different parts of the human body from observation, imagination or memory with attention to some detail using paint to create. Make simple prints. <u>Malleable</u> Use malleable materials to create different shapes.	Long Ago and Stories and Rhymes  <u>Digital art</u> Use software to create images. <u>Significant art</u> Look at famous portraits and talk about them. <u>Drawing</u> Draw faces with attention to detail to create portraits. Use a range of materials to create a card from somebody that they love. <u>Painting</u> Explore Chinese characters and painting. Create drawings or paintings of royalty. Use the primary colours and begin to explore secondary colours through mixing. Paint a rainbow. <u>Malleable</u> Use clay to create a sculpture of themselves. Make a range of items including rainbows and cakes (provision). <u>Natural art</u> Use a range of natural materials and loose parts to create 2D and 3D art.	Animal Safari and Creep, Wriggle and Crawl  <u>Drawing</u> Show accuracy and care when drawing. Use a range of drawing pencils to make observational drawings of animals. <u>Paper and Fabric</u> Create animal skeletons using a range of papers. Use a range of materials to create bird artwork. Look at and recreate patterns on feathers. Use collage materials to create animal masks. Weave and create patterns and webs. <u>Paint</u> Use paint to create animal camouflage prints. Paint a landscape. <u>Malleable materials</u> Use clay to create a minibeast. Express their feelings about their artwork. <u>Significant art</u> Explore work by Henry Matisse.

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3
Y1	Childhood + Funny faces Artists: Picasso, Andy Warhol Outcome: Use collage to create a portrait  <u>Comparison</u> Describe and explore the work of a significant artist, explaining how the portraits are similar or different to each other and explore features such as unusual placement of facial features or expressions. Say what they like about their own or others' work using simple artistic vocabulary. <u>Drawing</u> Explore portraits and represent the human face, using drawing and sculpture from observation, imagination or memory with some attention to facial features. <u>Malleable</u> Manipulate plasticine by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. <u>Paint</u> Identify and use paints in the primary colours. <u>Paper and Fabric</u> Create an individual composition of a portrait using collage techniques.	Bright Light, Big City + Rain and Sunrises Artists: Steven Wiltshire Outcome: Weather collagraphs  <u>Drawing</u> Use soft and hard pencils to create different types of line. Draw a place from observation using pencils. <u>Printing</u> Make simple prints and patterns using a range of liquids. Collagraphy <u>Collage</u> Use a range of materials to create transient art of weather motifs. Explore textures and fabrics. <u>Paint</u> Use paints and inks in the primary colours to create a print. <u>Evaluation</u> Say what they like or dislike about the work they have created using artistic vocabulary.	School Days + Street View Artists: James Rizzi Outcome: 3D Mural  <u>Drawing</u> Use soft and hard pencils to create different types of line and shape. <u>Paint</u> Identify and use paints in the primary and secondary colours. <u>Drawing</u> Draw or paint a building from memory, imagination or observation by identifying and including specific features. <u>Comparison</u> Identify similarities and differences in the materials used, the subject matter and the use of colour, shape and line between two or more pieces of art. <u>Significant Artist</u> Describe and explore the work of a significant artist, James Rizzi. <u>Malleable</u> Explore how James Rizzi created form by using layers of foam to create a 3-D effect and create their own 3-D mural. <u>Evaluation</u> Say what they like or dislike about the work they have created, and describe how they used an artist's work to inspire theirs.

Y2

Movers and Shakers + Still Life

Artists: Paul Cezanne, Van Gogh, Jan Brueghel

Outcome: Still life sketch and painting



Comparison

Describe similarities and differences between still life artwork.

Paint

Identify and mix secondary colours.

Complete a colour study.

Drawing

Make simple sketches to explore and develop ideas.

Draw natural forms from observation.

Evaluation

Analyse and evaluate their own and others' work using artistic vocabulary.

Coastlines + Flowerhead

Artists: Yayoi Kusami

Outcome: Flower sculpture



Comparison

Describe similarities and differences between artwork on a common theme.

Explore colour, shape, texture and form.

Drawing

Make simple sketches to explore and develop ideas.

Draw flowers with some attention to detail.

Paint

Create a 'waves' themed landscape using materials and paint.

Identify and mix secondary colours.

Printing

Develop block print.

Explore and create a range of textures.

Malleable

Press objects into a malleable material to make textures.

Sculpture

Sculpt natural forms from memory.

Magnificent Monarchs + Portraits and Poses

Artists: Hans Holbein, George Gower

Outcome: Royal Portraits



Significant Art

Explore the role of royal portraiture in history and to analyse aspects of the paintings to explain why a painting, piece of artwork, body of work or artist is important.

Malleable

Create a 2-D or 3-D model of a monarch.

Drawing

Make a simple sketch of a person or object through observation to explore and develop ideas.

Create different patterns, textures and lines, and explore shape, form and space.

Create a regal portrait of themselves and add drawn details.

Represent the human form.

Digital Art

Use art software to create a line drawing of a monarch.

Evaluation

Analyse and evaluate their own and others' work using artistic vocabulary.

Y3

Through the Ages + Prehistoric Pots

Outcome: Decorated bell-beaker pot



Significant Art

Understand the importance and cultural significance of the Bell Beaker pottery and make links to their historical studies of prehistoric Britain.

Drawing

Explore Bell Beaker pottery looking closely at the form, shape and use of pattern.

Create preliminary sketches of aspects of the Bell Pots and annotate their sketches with observations about shape, pattern and form.

Malleable

Explore using different clay techniques including rolling coils, using slip, making a pinch pot and joining clay.

Create a 3-D Bell Pot using clay.

Photography

Use tablets to take photographs of their finished sculptures by experimenting with positioning and lighting to emphasise shape and form.

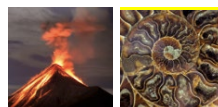
Evaluation

Make suggestions for ways to adapt and improve a piece of artwork.

Rocks, Relics and Rumble + Ammonite

Artists: Lucy Unwin, Mark Reed, Peter Pandall-Page

Outcome: Sketching and printmaking



Natural Art

Use nature and natural forms as a starting point for artwork.

Drawing

Use fine line pens to make a series of small-scale drawings to show the ammonites' features.

Enhance form and texture in using techniques such as hatching, cross-hatching and shading.

Create a series of thumbnail drawings to capture the essence of the Fibonacci pattern.

Create a motif based on the Fibonacci pattern.

Printing

Make a two-colour print by relief printing.

Comparison

Describe what they observe using artistic vocabulary, including pattern, form and shape.

Emperors and Empires + People and Places

Artists: LS Lowry, Olga Rozanova, David Hockney

Outcome: A detailed artwork showing people in a scene (Roman or everyday life)



Drawing

Sketch human figures in a variety of poses.

Sketch Lowry figures and colour using appropriate colours.

Add detail and tone to drawings using linear, cross hatching, scumbling and stippling.

Draw with attention to detail.

Paint

Identify, mix and use contrasting coloured paints.

Digital art

Create a digital collage of urban landscapes.

Use and combine a range of visual elements in artwork.

Evaluation

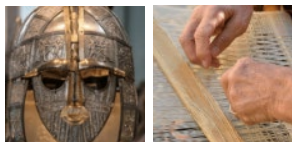
Reflect and make suggestions for ways to adapt and improve a piece of artwork.

Y4

Invasion + Warp and Weft

Outcome: A woven wall hanging

Artist: Maryanne Moodie



Comparison

Compare and contrast weaving/artwork from different times and cultures using their knowledge of historical periods.

Make observations of the artform as it develops over time, referring to the use of colour, pattern, materials, style and technology.

Paper and Fabric

Explore and create weaving using the technique simple loom weaving.

Create a mini shape sample using a weaving technique.

Give constructive feedback to others about ways to improve a piece of artwork.

Drawing

Sketch a weaving design looking at line, tone, shape, pattern and colour.

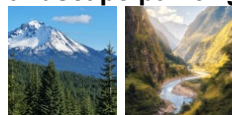
Evaluation

Evaluate their work, describing what went well and what they found difficult.

Misty Mountain, Winding River + Vista

Artists: Paul Cezanne, Van Gogh

Outcome: Landscape painting or drawing



Comparison

Compare and contrast mountainous landscapes from different times and cultures looking at the composition and techniques used by the artists.

Drawing

Use viewfinders to choose an interesting or unusual perspective or viewpoint for a landscape.

Draw thumbnail sketches of views, focusing on relative proportion, line and shape.

Explore atmospheric perspective using fine line pens, ink, watercolour paints or soft pencils.

Paint

Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting by creating a variety of thumbnail colour combinations.

Compare colour studies and discuss their findings.

Paint a mountainous landscape to include warm and cool colours.

Evaluation

Give constructive feedback to others about ways to improve a piece of artwork

Ancient Civilisations + Islamic Art (linked to RE)

Outcome: A geometric tile



Significant Art

Explain the significance of art, architecture or design from history and create work inspired by it.

Drawing

Use a range of pencils to create geometric shapes.
Create geometric patterns to form motifs.
Use art techniques to create motifs.

Digital Art

Create digital tessellation art using geometric shapes.

Painting

Use contrasting and complementary colours to paint and decorate a relief motif.

Malleable

Clay relief sculpture to create a geometric tile.

Y5

Firedamp and Davy Lamp

Artists: The Pitmen Painters

Outcome: a painting inspired but the Pitmen Painters style.



Significant Art

Study the work of Ashington Group, also known as the Pitmen Painters of Northumberland.

Comparison

Describe and discuss how different artists and cultures have used a range of visual elements in their work.

Drawing

Sketch scenes from photographs and historical images of the local area, including mines and mining.

Use their sketches and a range of drawing and painting techniques to create artwork showing past or present life in their community.

Painting

Mix and use tints and shades of colours using paint.

Evaluation

Compare and comment on the ideas, methods and approaches in their own and others' sketches to improve and develop ideas.

Sow, grow and farm + Line, Light and Shadow

Artist: Pablo Picasso, Rembrandt

Outcome: Pencil drawing of fruit / nature



Significant Art

Discuss how artists use a range of visual element in their work.

Drawing

Experiment with continuous drawings.

Create a series of sketches.

Practise shading techniques.

Use pen and ink wash to add light or shade to artwork.

Digital Art

Record and edit natural forms, animals or landscapes with clarity, using digital photography and photo editing software.

Create black and white photographs and explore line and tone.

Evaluation

Compare and comment on the ideas, methods and approaches in their own and others' sketches to improve and develop ideas.

Ground-breaking Greeks + Mixed Media

Artists: Kurt Schwitters

Outcome: Ancient Greek inspired mixed media collage



Drawing

Use a series of sketches to draft ideas.

Paper and Fabric

Use paper to explore traditional crafting techniques e.g. quilling, marbling, decoupage.

Create fabric collages and use embellishment to add detail.
Add applique.

Add text or printed materials to a background.

Collage

Use paper to represent an element e.g. colour or line.

Evaluation

Evaluate mixed media collages.

Y6

Maafa + Trailblazers and Barrier Breakers

Artists: Barbara Walker, Chris Ofili, Turgu Bastien

Outcome: a piece of artwork in a medium of their choice to capture historic or personal meaning.



Significant Art

Explain the significance of artworks from different times and cultures

Comparison

Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art

Painting

Use knowledge of colour and colour theory to create art.

Use colour palettes and characteristics of an artist to create a replica of a piece or part of a piece of art.

Drawing

Use a range of techniques to create art in the style of a significant artist

Evaluation

Adapt and refine their work in line with comments.

Frozen Kingdoms + Environmental Artists

Artists: Edith Meusnier, Miwa Koizumi, Robert Bradford, Anthony Heywood

Outcome: Environmental Sculpture



Malleable

Use a range of materials and combine them to create art.

Paper and Fabric

Understand how textures and materials can be combined.

Natural Art

Create art inspired by or giving an environmental message.

Comparison

Share and compare their choices and articulate their preferences.

Significant Art

Create a mood board or montage to inform their thinking about a piece of art.

Digital Art

Photograph their art, communicating a clear message by applying knowledge of perspective and lighting.

A Child's War + Bees, Beetles and Butterflies

Artists: Lucy Arnold and Andy Warhol

Outcome: Insect inspired artwork using a range of media.



Significant Art

Discuss and make observations about art by significant artists.

Painting

Use knowledge of colour and colour theory to create insect inspired art.

Create pop art bees.

Drawing

Draw insects using line, tone or shape to draw observational detail or perspective.

Paper and Fabric

Create a mixed media collage of a beetle by combining elements to create textural effects.

Evaluation

Evaluate their compositions and refine their work.



Yew Tree Primary School

ART AND DESIGN CURRICULUM OVERVIEW

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Yew Tree Primary School

Art and Design Key Skills Progression

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	Use a range of media, tools and techniques to create images, show ideas and different emotions.	Create art in a range of ways to show their ideas and feelings about a theme.	Design and make art to show ideas.	Choose the best materials and techniques to develop an idea.	Use and combine a range of elements (e.g. line, colour, texture) in artwork.	Experiment in order to develop techniques to create different types of art.	Create work on a theme, by developing ideas through a range of initial sketches or models.	Create art that has personal, historic or conceptual meaning.
Topics where covered	Me and My Community Starry Night Dangerous Dinosaurs Puddles and Rainbows Sunshine and Sunflowers Big Wide World	Long Ago Animal Safari Creep Wriggle and Crawl	Funny Faces and Fabulous Features Street View Rain and Sunrays	Coastline Portraits and Poses Still Life	Ammonite Prehistoric Pots People and Places	Vista Warp and Weft Islamic Art	Sow, Grow and Farm Line Light and Shadows Mixed media	Trailblazers, Barrier breakers Environmental Artists
Exploring and generating ideas	Talk about and represent ideas, sounds, movement and emotions through their creations.	Talk about their ideas as they are creating artwork.	Share ideas simply before creating artwork.	Make simple sketches to explore and develop ideas.	Use preliminary sketches to communicate an idea or experiment with a technique.	Create a series of sketches to develop ideas on a theme or show mastery of a technique.	Review ideas and sketches to improve and develop ideas.	Gather, record and develop information to create a mood board or montage to inform their thinking
Topics where covered	All projects	All projects	Funny Faces and Fabulous Features Street View	Portraits and Poses Still Life Flower Head	Prehistoric Pots People and Places	Vista Warp and Weft Islamic Art	Firedamp and Davy Lamps Line Light and Shadows Mixed Media	Bees, Beetles and Butterflies Trailblazers and Barrier Breakers Environmental Artists
Evaluating	Say what they like or dislike about their work.	Share their creations with others, explaining their intentions and the techniques and tools they used.	Share what they like about their own or others' work using simple artistic vocabulary	Analyse and evaluate their own and others' work using artistic vocabulary.	Make suggestions for ways to change and improve a piece of artwork.	Give feedback to others about ways to improve a piece of artwork.	Compare and comment on the ideas, methods and approaches in their own and others' work.	Change and refine artwork as a result of constructive feedback and reflection.
Topics where covered	Ongoing	Animal Safari Creep, wriggle and crawl	Funny Faces and Fabulous Features Street View Rain and Sunrays	Portraits and Poses Flowerhead Still Life	Ammonite Prehistoric Pots People and Places	Vista Warp and Weft Islamic Art	Firedamp and Davy Lamps Line Light and Shadows Mixed Media	Bees, Beetles and Butterflies Trailblazers and Barrier Breakers

Use of malleable materials (Sculpture)	Explore ways of changing the shape or texture of malleable materials.	Manipulate malleable materials into different shapes and forms using their hands and other tools.	Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Manipulate paper and card to create a simple form by cutting, layering and overlapping.	Press objects into a malleable material to make textures, patterns and imprints.	Create a 3-D form using malleable or rigid materials, or a combination of materials.	Use clay to create a detailed 3-D form.	Create a relief form using a range of tools, techniques and materials.	Create a 3-D form using malleable materials in the style of a significant artist, architect or designer.
Topics where covered	Exploring Autumn Sparkle and Shine Starry Night Winter Wonderland Dangerous Dinosaurs Sunshine and Sunflowers	All projects	Funny Faces and Fabulous Features Street View	Flowerhead	Ammonite Prehistoric Pots	Islamic Art		Environmental Artists
Use of paper, fabric, metal and plastic (including collage)	Use a variety of paper and fabric to make images.	Cut, tear, fold and stick papers and fabrics.	Use textured materials to create a simple collage.	Create a range of textures using different types of paper.	Use over and under weaving to create a simple pattern.	Weave natural or man-made materials on looms to make patterns or pictures.	Use paper to explore traditional crafting techniques.	Combine different materials to create textural effects.
Topics where covered	Me and My Community Dangerous Dinosaurs	Let's Explore Animal Safari Creep, wriggle and crawl	Funny Faces and Fabulous Features Rain and Sunrays	Flowerhead		Warp and Weft	Mixed Media	Bees, beetles and butterflies Environmental artists
Painting	Explore colour and ways to apply paint using a range of different tools.	Use primary and other coloured paint using range of methods of application. Use a range of tools to explore painting techniques.	Identify and use paints in the primary and secondary colours. Hold a paintbrush correctly and try out different sized brushes.	Name and mix secondary colours. Make, describe and use a range of hues Choose the correct paintbrush for a task.	Identify, mix and use contrasting coloured paints. Choose and use the correct paintbrush for purpose.	Identify, mix and use warm and cool colours to show warmth or coolness. Choose a paintbrush appropriate to the task and explain why	Mix and use tints and shades of colours using a range of different materials. Use brushstrokes for effect.	Use knowledge of colour / colour theory including contrasting and analogous colours. Make choices about the use of painting tools and techniques.
Topics where covered	Me and My Community Winter Wonderland Dangerous Dinosaurs Puddles and Rainbows Sunshine and Sunflowers	Let's Explore Long Ago Ready Steady Grow Signs of Spring Stories and Rhymes Creep Wriggle and Crawl	Funny Faces and Fabulous Features Street View	Still Life Flowerhead	People and Places	Vista	Firedamp and Davy Lamp Sow, Grow and Farm	Bees, beetles and butterflies Trailblazers and Barrier Breakers

Drawing	Use a range of drawing tools to make continuous lines and closed shapes which represent their ideas and make patterns.	Use and choose a variety of drawing tools and media.	Use soft and hard pencils to create different types of line and shape.	Use pencil, ink and charcoal to create patterns, textures and lines, and explore shape, form and space.	Add tone to a drawing by using linear and cross hatching, scumbling and stippling.	Use the different properties of pen, ink and charcoal to create a range of effects in drawing.	Use pen and ink (ink wash), chalk and charcoal to add perspective, texture and light and shade with increasing realism.	Use line and tone to draw detail or perspective.
Topics where covered	Puddles and Rainbows Sunshine and Sunflowers	Build it up Long Ago Animal Safari Creep Wriggle, Crawl	Bright Lights, Big City Street View Rain and Sunrays	Coastline Portraits and Poses Flower Head	Ammonite People and Places	Vista	Line Light and Shadows	Bees, beetles and butterflies
Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.	Make simple prints and patterns using liquids including ink and paint.	Use materials such as clay or polystyrene, to develop a block print.	Make a print that has two colours.	Combine printmaking techniques and materials to create a print on a theme.	Add text photographs or pictures to a print.	Use the work of a significant printmaker to influence artwork.
Topics where covered	Exploring Autumn Starry Night Winter Wonderland Dangerous Dinosaurs	Build it up Let's explore Long Ago Creep wriggle and crawl Animal Safari	Rain and Sunrays	Flowerhead	Ammonite		Mixed Media	
Use of natural materials	Explore natural materials to make patterns and images.	Use natural materials to make 2-D and 3-D art.	Make transient art and pattern work using both man-made and natural materials.	Draw, paint and sculpt natural forms from observation, imagination and memory.	Use nature and natural forms as a starting point for artwork.	Show the detailed patterns found in nature such as water, weather or animal skins	Clearly record natural forms, animals and landscapes using digital photography and graphics software.	Create art inspired by or giving an environmental message.
Topics where covered	Big Wide World	Lets Explore Stories and Rhymes Animal Safari Creep Wriggle Crawl	Rain and Sunrays	Still Life Coastline Flower Head	Ammonite Prehistoric Pots		Line, Light and Shadows Firedamp and Davy Lamp	Environmental Artists
Human Form	Use different kinds of lines and marks to draw people by observing, imagining and remembering.	Draw parts of the human body and add details drawing on what can be observed, imagined or remembered.	Use drawing, painting or sculpture to represent the human face with attention to details of facial features, using what has been observed, imagined or remembered.	Represent the human form, including face and features, from what has been observed, imagined or recalled.	Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay	Explore and develop art that uses the human form from different starting points e.g., history or more modern eras	Explore and create expression in portraits.	Use techniques such as distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing.
Topics where covered	Me and My Community – Optional	Lets Explore Long Ago	Funny Faces and Fabulous Features Childhood	Portraits and Poses Magnificent Monarchs	People and Places		Ground-breaking Greeks	

Landscapes	Create pictures of places that are imagined or from real life experiences.	Draw or paint an imaginary or observed place	Draw or paint an imagined, observed or remembered place.	Include some attention to detail when drawing or painting features of a landscape	Draw, collage, paint or photograph a landscape.	Choose a perspective or viewpoint for a landscape.	Use different materials to make imaginative and fantasy landscapes.	Create landscape art with or without typical perspective.
Topics where covered	Starry Night Big Wide World	Lets Explore Stories and Rhymes Animal Safari Signs of Spring	Bright Lights, Big City Street View	Coastline Flower Head	People and Places	Vista		
Comparing and Contrasting	Say how their artwork is the same or different to someone else's.	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.	Identify similarities and differences between two or more pieces of art. Identify and compare different textures	Describe similarities and differences between artwork.	Compare and contrast artists, architects and designers identifying characteristics of the style of artwork, structure and product through time.	Compare and contrast artwork from different times and cultures.	Describe and discuss how different artists and cultures have used a range of visual elements in their work.	Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
Topics where covered	Ongoing	Ready, Steady Grow Animal Safari	Funny Faces and Fabulous Features Street View	Coastline Portraits and Poses Still Life Flower Head	People and Places	Vista Warp and Weft	Firedamp and Davy Lamps Line, Light and Shadows	Trailblazers and barrier Breakers
Work of other artists (including movements)	Explore and talk about pictures of famous artwork as they paint and draw.	Explore artwork by famous artists and talk about their likes and dislikes.	Describe and explore the work of a significant artist.	Explain why a painting, piece of artwork, body of work or artist is important.	Work in the style of a significant artist, architect, culture or designer.	Explain the significance of art, architecture or design from history and create work inspired by it.	Investigate and develop artwork using the characteristics of an artistic movement or genre.	Explain the significance of artworks from a other times and cultures. Use elements of these to create their own artworks.
Topics where covered	Ongoing	Long Ago Creep Wriggle and Crawl	Funny Faces and Fabulous Features Street View	Portraits and Poses Still Life	Prehistoric Pots People and Places	Vista Islamic Art	Mixed Media	Trailblazer and Barrier Breakers
Digital Art	Use simple drawing apps to create art.	Use digital devices to photograph their work. Create digital pictures.	Create an image in a simple paint application	Use software to create a line drawing.	Create a digital collage of landscapes.	Create a piece of art work which includes digital tessellation.	Record and edit natural forms to create digital photographs.	Use digital devices to record artwork considering lighting and perspective.
Topics where covered	Ongoing	Ongoing Long Ago / Stories and Rhymes		Portraits and Poses	People and Places	Islamic Art	Line, Light and Shadows	Environmental Artists

YEW TREE PRIMARY SCHOOL



COMPUTING



Year Yew Tree Primary School

COMPUTING CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

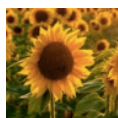
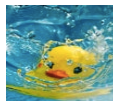
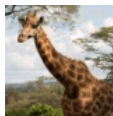
We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Computing • High quality computing in our curriculum is designed to equip pupils to use computational thinking and creativity to understand and change the world. • The core of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. • Pupils will build on their computing knowledge and understanding to use information technology to create programs, systems and a range of content. • Our pupils will become digitally literate able to use, and express themselves and develop their ideas through, information and communication technology • We aim to ensure all pupils can understand and apply the basic fundamental principles and concepts of computer science. • Pupils will be able to analyse problems in computational terms, and will be given repeated practical experience of writing computer programs in order to solve such problems.
	Curriculum Objectives	• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Computing Key Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community and Exploring Autumn  	Once Upon a Time and Sparkle and Shine  	Starry Night and Winter Wonderland  	Dangerous Dinosaurs and Puddles and Rainbows  	Sunshine and Flowers and Shadows and Reflections  	Big Wide World and Splash  
	Notice things that people do on digital devices, such as playing games and communicating with others (Communication and language) Use a variety of digital technology, such as smartphones and tablets. Begin to talk about what they would do if they saw something online that makes them sad, scared or worried (PSED). Input simple instructions, with support, into floor robots and other technological toys . Operate technological toys, including floor robots. Be aware of a range of computing hardware (Communication and Language). Use a variety of digital technology, such as technological toys and mobile devices.					
YR	Let's Explore and Build It Up  		Long Ago and Stories and Rhymes  		Animal Safari and Creep, Wriggle and Crawl 	
	Explain that digital technology is used in the home and at school for communication (Communication and Language) Ask to use digital devices to create work in a safe and responsible way Describe what they would do if they saw something online that made them sad, scared or worried. They should tell an adult straight away (PSED). Input simple instructions to make technological toys operate, including floor robots and onscreen sprites (Communication and Language). Use age-appropriate software independently to create images and record sounds and videos (Communication and Language). Recognise that digital work can be saved, shared and accessed from other device.					

Y1

Just Paint and Write – Pt 1 – All about me Information Technology

Children will create a number of drawings and text files, save them and then use them in a Jit5 “Write” and “paint” software to produce pieces of work entitled ‘All about me’

Key Skills

- Use a range of tools within paint - change the brush size, colour, and texture to draw pictures. Know how to clear a mistake. Save as a paint file, an image, and stamp
- Become familiar with typing on a keyboard and begin to use simple tools to change the appearance of the text. Upload an image as a background
- Independently use paint tools, including adding relevant stamps, to build up a picture
- Know how to add a text stamp and customise the text before adding to the paint file
- With increasing independence, type on the keyboard and begin to use simple tools to change the appearance of the text. Upload an image as a background

Collect Photographs and Paint Pictures – Pt 2 Information Technology

By the end of this topic, children will create a digital portfolio using Photographs, Jit5 ‘Write’, ‘Paint’ and ‘Mix’ tools.

Key Skills

- With increasing independence, type on the keyboard and begin to use simple tools to change the appearance of the text. Upload an image as a background
- Know what makes a good photograph composition and how to use a digital camera to take a photograph. Compose and capture own photographs
- Independently use a range of tools within paint – change the brush size, colour and texture to draw pictures. Know how to clear a mistake
- Know that photographs can be changed after taking them using image editing tools to change the colour effect and overall appearance of an image
- Create a compilation of work and explain the tools used to create each piece of work

Simple Algorithms and Programs Part 1 Computer Science

Demonstrate logical thinking to support algorithmic thinking, prediction and debugging.

Encode algorithms to a program to control a floor turtle. Activity types are unplugged and physical computing.

Key Skills

- To understand, write and execute an algorithm, debugging where necessary
- To understand what sequence means and to follow an algorithm in order
- Understand how to control a floor-based robot, write an algorithm and convert to code using route-based programming
- Use logical thinking to predict the position of a floor robot whilst creating a route-based program that achieves a specific outcome. During execution, debug code where necessary

Gathering Data and Creating Charts Information Technology

Children will be using Jit5 Chart and Pictogram to develop an understanding of data from a chart and present work in Mix.

Children will be able create their own graphs and charts using data they have gathered.

Key Skills

- Know what the term data means and how we can collect data and present it in the form of a tally chart and pictogram
- Collect data to create a tally chart. Use the chart to create a pictogram and explain what the pictogram shows by interpreting the data
- Gather data and present as a pictogram. Know that data can be represented in other ways than using a tally chart or pictogram. Use the pictogram to create a block chart

Create Simple Programs Part 2 Computer Science

By the end of this topic, children will use logical thinking to evaluate algorithms and route-based programs in Jit5 Turtle to improve outcomes.

Key Skills

- To give precise instructions and follow instructions given to achieve a specific outcome
- Use logical thinking to predict the position of a floor robot whilst creating a route-based program that achieves a specific outcome. During execution, debug code where necessary
- Create and debug simple programs to control an onscreen sprite using route-based programming to achieve a specific outcome
- Create and debug simple programs to control an onscreen sprite using route-based programming to achieve a specific outcome. Use logical thinking to evaluate and improve the program

Digital Literacy (Project Evolve)

Children will be learning about becoming good online citizens.
They will cover 2 areas of digital literacy throughout the year:

- Privacy and Security
- Copyright and Ownership
- Other skills will be covered through PSHE lessons

In addition, basic computer skills; including logging in/out and using a keyboard will begin to be developed throughout In addition, basic computer skills; including logging in/out and using a keyboard will begin to be developed throughout this topic.

Key Skills

- Explain how passwords are used to protect information, accounts and devices
- Understand what is meant by personal information and explain why it is important to speak to an adult before sharing personal information online
 - Explain why work created using technology belongs to the individual
 - Save work under a suitable name
- Understand that work created by others does not belong to them even if they save a copy

Y2

Ways to Present Information Information Technology

By the end of this topic, pupils will learn how digital images can be used to create posters. They will also learn about people that use these skills in their jobs such as graphic designers and those that work in marketing.

Children will be designing assets using JiT5 'Paint', 'Write' and 'Animate' tools.

Key Skills

- Search for appropriate images online and use paint tools to create additional features to design a digital picture that tells/explains a specific story or process

Collecting, Organising and Presenting Data Information Technology

Develop a better understanding of interpreting data from a chart – using JIT 'Chart' and 'Pictogram' tools. Gather opinions using the j2vote software and present the findings.

Key Skills

- Know what a multiple-choice question is and why they are a good way of collecting data from lots of people. Answer multiple-choice questions for the purpose of collecting data
- Know that there are other ways to gather data by asking questions

Sequencing Simple Algorithms and Programs Computer Science

Sequences are the main logical structure of algorithms or programs. Children will predict and investigate route-based programs to answer numerous challenges. Some of the tasks will require the children to modify route-based programs and make their own route-based programs.

Key Skills

- Provide clear and precise verbal instructions in a sequence for another person to listen carefully to and follow to complete a given task. Begin to

Create a Topic Based e- book Information Technology

By the end of this topic, pupils will have created their own e-book based on the current topic.

Children will be able use Jit tools to create an e-book in Jit Mix tool – include a mixture of text, painting and photos within a variety of page layouts.

Key Skills

- Make appropriate choices on the layout and presentation of a title page. Include an image – either digital photo or a drawing and add text

Art of Animation Information Technology

By the end of this topic, children will be able design animations that present information.

Design animations that present information about oceans. Each lesson assets will be drawn using JiT5 'Paint' as well as adding backgrounds and shared images to combine and create an effective animation.

Key Skills

- Upload an image from shared files to a paint file and use the fill tool to add colour to certain areas of the image. Save as a paint file and as an image

	- Use digital pictures created as backgrounds for writing. Use the mouse cursor to select text then use text editing tools to change the appearance of the text - Know that animation is another method to present information. Create multiple frames that contain images with each image being slightly different from the previous one	that are not multiple-choice by using yes/no questions. Design multiple-choice questions and yes/no questions to gather data - To create charts from information in tally tables and interpret the data from the chart - Know what characteristics are and how to use them to sort groups of objects by using yes/no questions. Use a branching database to answer questions - Understand that mistakes can be made when collecting and organising data. If the mistakes are not found it makes the data unreliable	use logical reasoning to predict outcomes to design a program to control movement - Use logical reasoning to follow a program and identify what the outcome will be and compare the prediction to the program outcome - Using logical reasoning to predict outcomes, identify specific instructions within a program that need to be changed and replace with new instructions that will achieve the required outcome - Create algorithms and programs using a set number of commands to achieve specific outcomes - Follow a program in reverse to predict the starting position from a given finish position	- Use digital pictures as backgrounds for writing. Use the mouse cursor to select text then use text editing tools to change the appearance of the text - Use paint and write programs to design and create content, making use of the various tools to produce paint files, stamps and write files. Combine work in a digital portfolio	- Upload image saved to animate, duplicate frames and add ABC.. stamps to particular frames, using them as labels to identify the continents and oceans, making sure that the frames last long enough for the information to be read before moving on to the next labelled frame - Create a paint project and use a variety of tools to create a scene and save as a paint file and an image - Create individual paint projects and use a variety of tools to create objects related to the scene and save each one as a paint file and a stamp - Create an animation using onion skinning as the technique when working on the next frame to show movement. Upload the image of the scene as a background, stamps created in Paint and stamps saved in shared files to tell a story -
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Digital Literacy (Project Evolve)

Children will be learning about becoming good online citizens.
They will cover 3 areas of digital literacy throughout the year:

- Privacy and Security
- Copyright and ownership
- Managing Online Information

In addition, basic computer skills; including logging in/out and using a keyboard will continue to be developed throughout this topic.

Key Skills

- Know who to ask before sharing things online
- Understand how online information can be seen by others
 - Use simple keywords in a search engine
- Understand why some information I find online may not be true
 - Recognise the importance of passwords
- Other skills will be covered through PSHE lessons

Y3

Organising, Creating and Presenting Information Technology

Use 3 types of multi-media: text, image and animation to create, organise and present content effectively, considering layout choices and appropriate presentation styles depending on purpose

Key Skills

- Know how to add text, borders, and images, making appropriate choices regarding position, size, colour and theme
- Know how to present work clearly and for appeal/interest. Use tools to layer and arrange images and text that can be clearly read/seen

QR Codes Information Technology

Children will be exploring what QR codes are and how they are created.

By the end of this topic, children will record sound files and create QR codes to allow others to access and listen to the sound files.

Key Skills

- Create QR codes using a QR code generator. Understand how the QR code links to the location of where the information is stored
- Scan QR Codes to access information easily. Understand that each QR code is unique and can only link to one

Write a Program Part 1 – block-based sequence Computer Science

This unit will look at debugging sequences of code. Use j2Code tool 'Visual' to create a scene with two characters having a conversation/telling a joke.

Key Skills

- Decompose a task into smaller parts and give precise instructions in sequence to complete a task
- Know how to use block-based programming, using Motion blocks, to move a sprite forward and backwards
- Read and follow a block-based program to identify and correct

Create a Branching Database and Interrogating Simple Databases Information Technology.

Understand what a database is and how frequently we use them in life. Use JiT Branch to create and use a branching database, focusing on questions to ask to uniquely identify objects/people. Use j2Data to interrogate a simple database.

Key Skills

- Know what characteristics are and how to use them to sort groups of objects by using yes/no questions. Use a branching database to answer questions

Write a Program Part 2 – Drawing Shapes Computer Science

Complete some 'unplugged activities' (activities without a computer) to improve concepts of debugging, logical reasoning. Use j2Code tool 'Visual'. Create the code in Visual to draw simple shapes and patterns. Introduce pupils to repetition in code.

Key Skills

- Use logical reasoning to follow and give precise instructions, including identifying errors and correcting them
- Use sequencing to create algorithms and identify patterns when drawing a simple polygon. Make the

	- Take photographs and mask the background to make the image transparent. Upload and layer onto other images - Create an animation using onion skinning technique and save as a GIF. Embed the GIF into another document	location/information source - Record an audio file and create a QR code to share its location with others	errors that prevent the desired outcome from being achieved - Use Look blocks in sequence using block-based programming and specify a time to display the look before changing to another look block command - Use delay commands from the Control blocks to structure the sequence to achieve the desired timing outcomes - Identify inputs and outputs within a program. Use inputs to trigger events within the code	- Know that yes/no questions need to be ordered carefully when grouping objects to create the structure for a branching database - Know the term 'database' and how they are used to store and organise data using key characteristics - Use tools within a database to order and answer questions about the data using simple searches - Develop search techniques to match data from more than one field using 'AND' and 'OR' to refine results - Know that a database may contain errors and can affect search results	algorithm more efficient by using repetition where patterns have been identified. - Use sequencing to create algorithms and identify patterns when drawing a more complex polygon. Make the algorithm more efficient by using repetition where patterns have been identified. - Encode algorithm to block-based programming - Use coding blocks that draw single polygons and embed these within a nested loop to extend the use of repetition to draw repeated shape patterns
	Digital Literacy (Project Evolve) Children will be learning about becoming good online citizens. They will cover 3 areas of digital literacy throughout the year: - Self-Image and Identity - Privacy and Security - Copyright and ownership <u>Key Skills</u> - Describe simple strategies for creating and keeping passwords private - Give reasons why someone should only share information with people they choose and can trust - Explain why copying someone's work from the internet without permission isn't fair - Other skills will be covered through PSHE lessons				

Y4

Multi-media Fact File Information Technology

Create a researched based fact file based upon a topic being studied.

Plan and create fact files pages that are hyperlinked from the home page include a range of multimedia – images, sounds, images and video

Key Skills

- Know how to present information on a page using text and images. Plan a non-linear presentation, making appropriate choices for layout and content to present the information clearly. Be aware of copyright issues surrounding the use of images online
- Know and use different ways of presenting information to make the content more engaging and accessible through the use of sound files and embedded videos
- Create multiple pages for their presentation and use hyperlinks to link them together as detailed in their planning to create a non-linear presentation

What is Computer Technology? Computer Science

Looks at computers to understand what a computer is made up of, how the components all work together to provide access to the technology we use today.

Key Skills

- To understand what a computer is and to know the difference between hardware and software, and to differentiate between input and output devices
- To understand what the main parts of a computer are called and what their function is
- Know where and how internal components of a computer, such as the CPU, RAM and hard drive are located and how they work together to process and store data
- Know how data is stored and processed as binary digits in the form of bytes by the CPU and RAM. Use ASCII Code to decode bytes
- Know how simple binary image data is stored and

Scratch Programming from Algorithms to Code Computer Science

This unit will use Scratch 3. Pupils will use various inputs and output to make this move, change size or play sounds. They will also learn how to use 'broadcast' as a conditional input.

Key Skills

- Edit a sprites costume using the drawing tools and create a program using block-based coding to change the costumes of the sprite using the Looks command blocks and a loop and delay from the Control command blocks
- Programme several sprites that each have a different Event block that controls the start of each program. Include a variety of Looks and Motion command blocks to change the appearance and position of each of the sprites, using Control command blocks to delay between changes where necessary
- Programme several sprites that each have a variety of Looks and Music command blocks to change the appearance and audio

Creating and Interrogating Simple Databases Information Technology

Discuss how information is collected and organised for use in a database.

Design a database, considering audience and purpose. Interrogate data contained within a database using the sort and search functions.

Key Skills

- To locate data organised in a paper-based record card database, identifying fields and data to answer specific questions
- Design a questionnaire using a range of data types and open and closed questions to gather useful data that is fit for purpose to solve a given problem
- Use an electronic database to look at how data can be recorded. Enter data to create records under appropriate field names
- Use an electronic database to examine how data can be viewed, sorted and searched for

On the Move with Programming Computer Science

Using Scratch 3 to introduce movement blocks to animate sprites, changing backgrounds and using conditional statements If..Then.. Reinforcing sequence, repetition, and selection in programming.

Key Skills

- Control a sprite to move on the stage. Adding code so a sprite will go to an exact position on the stage
- Control a sprite to move with the mouse pointer
- Control a sprite to move using the arrow keys, changing costumes and the direction that the sprite faces to improve the aesthetics of movement
- Know that when selection/conditional statements if...then...are used a decision is made based on inputs received that determine which output is achieved
- Design and create a simple maze game that includes controlling the movement of a sprite

		processed by the CPU and RAM, and displayed on screen in the form of pixels - Know that coloured images have more data per pixel than black and white images and they are saved as larger data files	played for each sprite. Include two forms of repetition from the Control command blocks- a count-controlled loop and a continuous loop to control the number of iterations that occur - To use broadcasting as a method to direct the timing of events within code to trigger a script to run	- Create and use charts to visually compare data and answer questions about it	with the mouse or arrows keys, using selection to detect maze walls/objects that trigger another event
	Digital Literacy (Project Evolve) Children will be learning about becoming good online citizens. They will cover 5 areas of digital literacy throughout the year: - Privacy and Security - Copyright and ownership - Online Relationships - Online Reputation - Managing Online Information Key Skills Describe how you can have safe and fun experiences in different online social environments Know how to find out information about others by searching online Analyse information to make a judgement about its accuracy Describe strategies for keeping personal information private Explain what is meant by fake news • Other skills will be covered through PSHE lessons				
Y5	Computers for Communication and Collaboration Computer Science Children will learn how computers are used for communication and collaboration. The changes of technology over time will be	Infographics Information Technology Develop an understanding of what makes infographics a popular choice to present and share information. Develop an understanding of colour, styling and the use of charts/graphs/tables to	Programming Making Games (12 Lessons) Computer Science Develop logical thinking and coding using Scratch 3 to make a range of computer games. Key Skills - Use sequence, repetition, and selection to link and control the movement of one sprite with	Creating and Using Spreadsheets Information Technology Use and create spreadsheets to support solving mathematical problems, use simple formulae to carry out calculations and answering what if type questions. Present	

	explored and the people that influenced these changes. <u>Key Skills</u> - Know that the Internet is required to send an email and explain how email software works and what information is required to successfully send an email - Know that the Internet is required to send instant or direct messages and explain how they are different to other lines of communication such as email Know that a wiki is designed for collaboration and can be edited by all users. Explain why being discerning in evaluating the content of a wiki is required when using it as a source of information	effectively present information. They will research and select key information to present as an infographic in J2e5 <u>Key Skills</u> - Know that an infographic is a creative way of presenting key information through text, images, tables, charts, and graphs - Know how colour can be used to enhance ways of presenting information, making careful choices regarding legibility and the intended effect on mood and associations - Make choices about the style of text and images to use. Understand about copyright issues on images and abide by licences - Organise and present information in the style of an infographic. -	another when conditions are met using sensing blocks related to sprites or colours as an input - Use sequence, repetition, and multiple selection blocks to control the movement of a sprite when conditions are met using a variety of keyboard keys as inputs to control a sprite - Use sequence, repetition, and selection. Create own variables and include them within a program to keep track of a score - Use sequence, repetition, and selection. Include the use of operators to allow for a range of values to be included under the selection/conditional blocks - Use sequence, repetition, and selection to create procedures and sub procedures. Use procedures effectively, as part of abstraction, to help simplify complex code	information in the form of graphs where required. <u>Key Skills</u> - Organise data into columns and rows to create own data sets and apply formulae using cell references that include a range of cells to calculate data - Use a spreadsheet to answer questions and identify that changing inputs will change the output of a calculation where formula is used - Create a spreadsheet by organising data into columns and rows using appropriate headings and create simple formulae using the four basic maths operations (+, -, x and ÷) using cell references where appropriate to calculate the data to model and answer questions - Create a spreadsheet by organising data into columns and rows using appropriate headings and create formulae, including minimum, maximum and average, using cell references to calculate the data - Design a spreadsheet to model a real-life problem using appropriate formulae using cell references to calculate data. Create graphs to display data to evaluate results in comparison to the problem being modelled
	Digital Literacy (Project Evolve)			

	Children will be learning about becoming good online citizens. They will cover 3 areas of digital literacy throughout the year: - Privacy and security - Managing Online Information - Copyright and ownership <u>Key Skills</u> - Know when and why you should be 'sceptical' when using online technology - Explain what is meant by the term 'stereotype' - Explain what a strong password is and demonstrate how to create one - Explain what app permissions are and give some examples - Other skills will be covered through PSHE lessons				
Y6	The Internet and the World Wide Web Computer Science Understand what the internet is and discuss the services it provides. Focus in on the world wide web as a service and how data and information travels around the network. Consider how search engines help to find information and how to improve search techniques when looking for information online. <u>Key Skills</u> - To create a drawing and text that explains what the Internet and WWW are - Know what is involved in the process of requesting information from the Internet, how it is received by relevant components and returned to the user's device	Understanding Big Data Information Technology Children will find out what big data is, the impact on privacy and security of data, and how data is used by others in both authorised and unauthorised ways. <u>Key Skills</u> - Understand how our data can be actively and passively collected, stored, and used by others when we connect to the Internet - Know that data can't be collected by companies without prior consent from the user. Understand the importance of terms and conditions and a user's 'choice' to allow data to be collected, stored, and shared - Know how data can be accessed and used without user consent or	Game Design Computer Science Using Scratch 3 to effectively plan, design, and build complex code that uses pseudocode, cloning and conditional operators (Boolean). <u>Key Skills</u> - To know what Boolean Logic is and demonstrate how to use it with If Then Else blocks - Use selection/conditional statements if...then...else. Include variables and operators to control conditions - Create own variables and use cloning to make a copy of a sprite and its script which runs independently of the original. Include broadcasting to control events	Artificial Intelligence and Machine Learning Information Technology Explore real world applications that use Artificial Intelligence (AI) and Machine Learning (ML) and reflect on its potential for the future of different industries and job roles that may not yet exist. Students will learn how to create their own Smart Classroom <u>Key skills</u> - Know how to be discerning in evaluating digital content showing an awareness of misinformation and disinformation - Know how artificial intelligence and machine learning works using big data to learn from - Understand artificial intelligence and machine	Analyse and Interpret Data Using Spreadsheets Information Technology Create spreadsheets that are fit for purpose and support the user in finding the answers to problems by modelling real life situations. Consider layout options to improve the user experience and create complex formula, that uses brackets, to carry out two step calculations. <u>Key Skills</u> - Create formulae using cell references, including a range of cells to produce calculated data - Create formulae using the four basic maths functions (+, -, x, ÷) and cell addresses where appropriate, using brackets to order mathematical operations - Apply appropriate number and text formats to cells. Remove and add data to a spreadsheet and adjust

	- Know how data is broken into packets to travel from one location to another on the Internet when requested - Know how search engines work to index web pages and rank results returned to the user - Know how to effectively use search terms and read the anatomy of a web address to find more accurate and relevant sources of information on the web	knowledge through hacking. Understand that hacking is a criminal offence and ethical hacking is not - Know that a cookie is used by websites to remember you, your preferences, and your habits online	- Use sequence, repetition, and selection to design a program to create a game that matches a design brief. Create a user manual for others to follow	learning and how it benefits others - Using IBM Watson train a Smart Assistant to switch devices on/off e.g. a lamp and a fan using AI and ML	formulae where required. Use the spreadsheet model to answer questions that model real-life events - Create a spreadsheet by organising data into columns and rows using appropriate headings and create simple formulae using the four basic maths operations (+, -, x and ÷) using cell references where appropriate to calculate the data to model and answer questions - Add data to a pre-populated spreadsheet and use formulae, using cell addresses and cell ranges where appropriate to model real-life scenarios and answer questions
	Digital Literacy (Project Evolve) Objectives 2, 4, 5 and 6 are covered within Big data unit Children will be learning about becoming good online citizens. Throughout the year they will look at 1 area of digital literacy: - Copyright and ownership <u>Key Skills</u> - Demonstrate the use of search tools to find and access online content which can be reused by others. - Demonstrate how to make references to and acknowledge sources I have used from the internet. - Other skills will be covered through PSHE lessons				



Yew Tree Primary School

COMPUTING CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Computing • High quality computing in our curriculum is designed to equip pupils to use computational thinking and creativity to understand and change the world. • The core of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. • Pupils will build on their computing knowledge and understanding to use information technology to create programs, systems and a range of content. • Our pupils will become digitally literate able to use, and express themselves and develop their ideas through, information and communication technology • We aim to ensure all pupils can understand and apply the basic fundamental principles and concepts of computer science. • Pupils will be able to analyse problems in computational terms, and will be given repeated practical experience of writing computer programs in order to solve such problems.
	Curriculum Objectives	• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Computing Key Skills Progression

Strand	Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	Programming	Use electronic and mechanical toys and show an interest in how they work.	Describe how mechanical and electronic toys work. Show an interest in using a programmable toy (e.g. BeeBot)	Demonstrate logical thinking to support algorithmic thinking, prediction and debugging. Encode algorithms to a program to control a floor turtle. Activity types are unplugged and physical computing. Use logical thinking to evaluate algorithms and route-based programs to improve outcomes.	Predict and investigate route-based programs to answer numerous challenges.	Debug sequences of code and use logical reasoning to draw simple patterns with coded repetition.	Use inputs and outputs to make a sprite move. Begin to use repetition and conditional inputs in a program.	Develop logical thinking and coding using Scratch 3 to make a range of computer games.	Use Scratch 3 to effectively plan, design, and build complex code that uses pseudocode, cloning and conditional operators (Boolean).
	Networks						Understand the main components of a computer and that different technologies can connect to the internet.	Explain how computers can be used for communication and collaboration. Discuss changes to online technologies over time.	Understand what the internet is and discuss the services it provides. Focus in on the world wide web as a service and how data and information travels around the network. Consider how search engines help to find information and how to improve search techniques when looking for information online.

Information Technology	Data Handling, Databases and Spreadsheets			Know what the term data means and how we can collect data and present it in the form of a tally chart, pictogram and block charts. Collect data and present it in the form of a pictogram and block chart and explain what these show by interpreting the data.	Know what a multiple-choice question is and why they are a good way of collecting data from lots of people. Know that there are other ways to gather data by using yes/no questions. Design multiple-choice questions and yes/no questions to gather data. Create charts from information in tally tables and interpret the data from the chart. Know what characteristics are and how to use them to sort groups of objects by using yes/no questions. Use a branching database to answer questions and understand that mistakes can be made when collecting and organising data and if they are not found it makes the data unreliable.	Know what characteristics are and how to use them to sort groups of objects by using yes/no questions. Use a branching database to answer questions Know that yes/no questions need to be ordered carefully when grouping objects to create the structure for a branching database Know the term 'database' and how they are used to store and organise data using key characteristics Use tools within a database to order and answer questions about the data using simple searches Develop search techniques to match data from more than one field using 'AND' and 'OR' to refine results Know that a database may contain errors and can affect search results	Locate data organised in a paper-based record card database, identifying fields and data to answer specific questions Design a questionnaire using a range of data types and open and closed questions to gather useful data that is fit for purpose to solve a given problem Use an electronic database to look at how data can be recorded. Enter data to create records under appropriate field names Use an electronic database to examine how data can be viewed, sorted and searched for Create and use charts to visually compare data and answer questions about it.	Organise data into columns and rows to create data sets and apply formulae using cell references that include a range of cells to calculate data Use a spreadsheet to answer questions and identify that changing inputs will change the output of a calculation where formula is used Create a spreadsheet by organising data into columns and rows using appropriate headings and create simple formulae using the four basic maths operations (+, -, x and ÷), minimum, maximum and average using cell references where appropriate to calculate the data to model and answer questions Create graphs to display data to evaluate results in comparison to the problem being modelled	Create formulae using cell references, including a range of cells to produce calculated data Apply appropriate number and text formats to cells. Remove and add data to a spreadsheet and adjust formulae where required. Use the spreadsheet model to answer questions that model real-life events Create a spreadsheet by organising data into columns and rows using appropriate headings and create simple formulae using the four basic maths operations (+, -, x and ÷), using cell references where appropriate to calculate the data to model and answer questions

	Collecting, Evaluating and Presenting Information	Use an iPad to take photos. View a taken photo using the camera roll.	Take close up photos of interesting things ensuring the subject is in focus. Access the camera roll on an iPad with growing independence.	Create drawings and text files, save them and then use them in JiT5 'Write' and 'Paint' software to produce pieces of work entitled 'All about Me' Create a digital album using Photographs, JiT5 'Write', 'Paint' and 'Mix' tools	Design assets using paint, write and animate tool. Design animations that present information about oceans. Draw objects using JiT5 'Paint' as well as adding backgrounds and shared images to combine and create an effective animation Use JiT tools to create an eBook in Jit Mix tool – include a mixture of text, painting and photos within a variety of page layouts	Use 3 types of multi-media: text, image and animation to create, organise and present content effectively, considering layout choices and appropriate presentation styles depending on purpose Explore what QR codes are and how they are created to present information to a user. Record a sound file and create a QR code to allow others to access and listen to the sound file	Create a research based fact file based upon a topic being studied. Plan and create fact file pages that are hyperlinked from the home page including a range of multimedia – images, sounds, and video	Develop an understanding of what makes infographics a popular choice to present and share information. Develop an understanding of colour, styling, enhanced editing tools and the use of charts/graphs/tables to effectively present information. Research and select key information to present as an infographic in J2e5	Understand what big data is, the impact on privacy and security of data, how data is used by others in both authorised and unauthorised ways Explore real world applications that use Artificial Intelligence (AI) and Machine Learning (ML) and reflect on its potential future use in different industries Create their own Smart Classroom
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	Using technology	Begin to show an interest in using a range of electronic and mechanical toys and digital technologies.	Show an interest in, and independently access, a range of electronic and mechanical toys and digital technologies. Starting to show an understanding of using technology in moderation.	Log into a laptop, sometimes with support, using a simple CVC password. Use a keyboard to type simple sentences.	Log into a laptop independently, using a simple CVC password. Use a keyboard to type sentences with mostly correct punctuation and capitalisation.	Log into a laptop independently using a password made up of initials and date of birth Use a keyboard to type sentences independently. Know how to capitalise letters, and access alternate symbols, using the shift key.	Log into a laptop independently using a password made up of initials and date of birth Use a keyboard to type extended pieces of text; developing an increased typing speed.	Log into a laptop using a randomly generated password. Start to show an understanding of how to store a password safely/securely. Continue to develop typing speed with a reduction in typing errors.	Independently log in to a laptop using a randomly generated password. Starting to show an understanding of how to keep digital accounts safe using two-factor authentication. Continue to develop typing speed with a reduction in typing errors.
Digital Literacy	Self-Image and Identity		Recognise that anyone can say 'no' online or offline. Know when to speak to somebody who makes them feel uncomfortable, embarrassed or upset.	Recognise that people online could make someone feel sad, embarrassed or upset. Give examples of when and how to speak to a trusted adult.	Explain how other people may act differently online and offline. Give examples of online issues that may cause somebody to feel uncomfortable or upset and how they might get help.	Understand what is meant by the term 'identity'. Explain how people can represent themselves in different ways online. Explain how someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media)	Explain how your own online identity could be different to your offline identity. Describe positive ways people can interact online and understand how this will positively impact them. Know that others online can pretend to be someone else and understand why people may do this.	Explain how identity online can be copied, modified or altered. Start to demonstrate how to make responsible choices about having an online identity.	Identify and critically evaluate online content relating to protected characteristics (e.g. gender, race) and why this should be challenged. Describe online issues and how to get help both on and offline. Explain the importance of asking until getting the help needed.
	Health, Well-being and Lifestyles	Follows rules relating to the use of technology around the school.	Identify rules that help keep use safe and healthy when using technology, giving simple examples.	Explain rules to keep safe when using technology in, and beyond, the home.	Explain simple guidance for using technology in different environments or settings (e.g. accessing online	Explain why spending too much time using technology can sometimes have negative impacts.	Understand how technology can be a distraction from other things, in both a positive and negative way.	Describe ways technology can affect health and well-being positively and negatively. Suggest strategies	Know common regulatory bodies for age-related content (e.g. PEGI, parental warnings) and explain their

					technologies in public places vs. the home) Explain how these rules help everybody accessing this technology.	Understand and respect age restrictions for online activities. Know who to talk to if being pressured to do something online that makes you feel uncomfortable.	Identify times when someone may need to limit the amount of time they use technology.	to promote health and wellbeing with regards to technology. Understand the importance of seeking permission before purchasing anything online (e.g. in-app purchases, lootboxes)	purpose. Make suggestions on how to manage the pressures that technology can place on somebody. Independently access strategies to lessen the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture)
	Online Bullying		Begin to describe ways people can be unkind online. Know that people you talk to online could be anywhere in the world.	Describe how to behave online in ways that do not upset people and give simple examples.	Understand what bullying is and how it makes people feel. Know different ways to get help if experiencing bullying.	Explain appropriate ways to behave to people online and why this is important. Recognise how bullying behaviour could appear online and how to get support.	Recognise when someone is upset, hurt or angry online. Know how people can be bullied through a range of media (e.g. image, video, text, chat) Understand the importance of thinking before posting or commenting on an online service.	Identify similarities and differences between online bullying and bullying in the physical world. Understand that people perceive jokes differently. Know how to block abusive users. Describe helpline services which can help people experiencing bullying (e.g. Childline)	Know how to capture bullying content as evidence (e.g. screen-grab) to share with other who can help. I know how someone would report online bullying in different contexts.
	Online Relationships	Start to interact with people in different ways. Know that	Recognise some ways the internet can be used to communicate.	Begin to understand when to ask permission to do something online.	Understand why a trusted adult should be asked before sharing anything online	Describe how the internet can bring people with similar interests together.	Describe strategies for safe and fun experiences in a range of online	Give examples of technology specific forms of communication (e.g. emojis, memes,	Explain how sharing something online can have a positive or

		technology can be used to communicate over long distances.	Give examples of technology that can be used to communicate with familiar people.	Explain why it is important to be considerate and kind to people online. Use the internet, with support, to communicate with familiar people.	about yourself or others. Understand the right to say 'no' or 'I will have to ask someone'. Know what to do if you feel under pressure.	Understand what it means to 'know someone' online and how this is different to know someone offline. Know that you can change your mind about trusting someone online if you are made to feel nervous or uncomfortable.	social environments. Give examples of how to be respectful to other online. Recognise healthy and unhealthy online behaviours.	GIFs) Understand that some people online may want to do harm. Describe how people can be involved in online communities and how they can make positive contributions. Demonstrate how to support others online.	negative impact. Describe how to be kind and show respect to other online users. Show clear boundaries of what to share online about themselves. Understand that taking or sharing inappropriate images can have an impact for the sharer and others.
	Online Reputation			Understand that information stays online and can be copied. Describe what information should not be shared online.	Explain how information put online about someone can last a long time. Understand that anyone's online information could be seen by others.	Show an understanding of how to search for information about others online. Give examples of what people may, or may not, be willing to share online. Explain who to ask if unsure about putting something online.	Show an understanding of how to search for information about others online giving examples. Explain ways that information about anyone online could have been created, copied or shared by others.	Independently search for information about an individual online and summarise the collected information. Describe ways that information can be used to make judgements and how these could be incorrect.	Explain how anybody can develop a positive online reputation. Explain strategies to protect their 'digital personality' and online reputation, including degrees of anonymity.
	Managing Online Information		Start to identify devices which can be used to access the internet.	Give simple examples of how to find information using digital technologies. Understand that good and bad	Use simple keywords in a search engine. Explain, and use, voice activated searching. Show an understanding that this is not a	Use key phrases in a search engine to gather information. Explain what autocomplete is and mostly select the best	Begin to analyse information to make a judgement about its accuracy. Describe some methods used to encourage	Explain what is meant by 'being sceptical'. Give examples of when and why it is important to be sceptical. Evaluate digital	Explain how search engines work and how results are selected and ranked. Describe and give examples of

				things can be found online. Know how to get help from a trusted adult if content that makes you feel uncomfortable is seen.	real person (e.g. Alexa, Google, Siri) Know the difference between imaginary and real things. Explain why some information online may not be real or true.	suggestion. Explain how the internet can be used to sell and buy things. Explain the difference between 'belief', 'opinion' and 'fact'. Give examples of where these could be shared online.	people to buy things online and recognise these when they appear. Explain how people sharing the same opinions online does not always make them true. Understand what is meant by 'fake news' and give some examples.	content and make choices about what is trust worthy (e.g. difference between adverts and search results)	how some online information can be opinion. Understand how companies and news outlets target people with online news. Describe the difference between online misinformation and disinformation.
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YEW TREE PRIMARY SCHOOL



DESIGN & TECHNOLOGY



Yew Tree Primary School

DESIGN AND TECHNOLOGY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

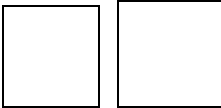
PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Design and Technology? - Design and technology is an inspiring, rigorous and practical subject. It should provide children with opportunities to use their creativity and imagination to solve problems both as individuals and as members of a group. Within topics, children should be able to design, make and evaluate their final products this also includes designing, making and evaluating different foods. - Children will follow the following process: - IDEAS (Investigative, disassembly and evaluative activities) - FPT's (Focussed practical tasks) - DMA's (Design and make activities) - In our curriculum design and technology requires children to be active learners with the confidence to 'have a go,' taking risks and the resilience to persist with a project when challenges occur - The design and technology curriculum is designed to help pupils to gain a broad range of subject knowledge whilst drawing on other subjects such as mathematics, science, engineering, computing and art. - The children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community / Exploring Autumn  <u>Expressive art and design</u> Use a variety of paper and fabric to join together to create an image of themselves of people who help us. Begin to use joining techniques (Join materials). Food – taste a range of harvest foods. Explore and try a range of foods	Once Upon a Time / Sparkle and Shine  <u>Expressive art and design</u> Make a den that would keep them safe from the wolf using a range of materials – construct with purpose (Structures). Make simple structures using a range of materials – make a bridge for small world models. Try a range of celebration foods saying what they like or dislike. (PSED) Share their designs with others and begin to respond to suggestions about how to improve.	Starry Night and Winter Wonderland  <u>Expressive Art and Design</u> Explore battery powered objects e.g. torches and lights Use a range of tools and objects safely when creating a moon picture. <i>Chinese New Year – Making Chinese new year lanterns using a range of materials and tools.</i>	Dangerous Dinosaurs/ Puddles and Rainbows  <u>Expressive art and design</u> Choose their own materials to make a dinosaur. Create dinosaur worlds using logs, plants – work collaboratively. Share their creations and answer questions about how it was made.	Sunshine and Showers / Reflections  <u>Expressive art and design</u> Explain how a range of everyday products are designed to help us e.g. mirrors. Make minibeasts from a variety of materials including fabric. – choose independently from a wide range of materials.	Big Wide World and Splash  <u>Expressive art and design</u> Make vehicles with wheels Use a variety of resources (including blocks and construction kits) to make small worlds. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. <i>Food – explore and try a range of foods from other countries.</i>
In addition, the children will: Show an understanding that tools need to be used safely. Seek support from adults to use digital devices to take records of their creations. Explore simple tools in practical tasks and experiment with joining (glue, tape, scissors)						

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	Let's Explore and Build it up  <u>Expressive art and design</u> Make dens and camps using a range of materials. Describe what they have made Collaborate with others to make a marble maze (PSED) Use a variety of tools and materials to create a home Use a range of materials to build a bridge. Test their ideas Compare what they have made. Design and build a shelter	Long Ago and Stories and Rhymes  <u>Expressive art and design</u> Use a range of materials including fabric to create a peg doll. Use construction kits and materials to create old building (provision) Construct carriages using wheels and axels (provision) Use a range of materials including textiles to decorate a T-shirt. Construct bridges (provision)	Animal Safari and Creep, Wriggle and Crawl  <u>Expressive art and design</u> Create an animal home using natural resources. Design and make an animal mask. Use techniques such as paper curling and folding. Make choices about how to hold their masks. Create webs using a range of materials. Use digital devices to take recordings of their creations. Food – use healthy ingredients to make a simple snack. Begin to identify the origins of food
	In addition children will: Use digital devices to take a digital record of their creations to share with others. Safely use a variety of equipment including scissors and glue and other joining materials. Learn to solve problems and talk about their designs. Recognise foods that are healthy and unhealthy (PSED) Suggest ingredients that could be healthy snacks.		

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3
Y1	Childhood + Funny faces Textiles Design, make and evaluate a puppet.  Key Skills Explore and evaluate – a range of puppets Use tools safely and accurately. Explore ways of joining materials e.g. glue, staples, sewing.	Bright Light, Big City + Taxi Mechanisms (wheels, axles, chassis) Design and make a taxi  Key skills Explore and evaluate – describe why products are important Explore everyday products Use a range of equipment – selecting the appropriate tool for joining and cutting. Make a moving model Understand and use wheels, axels and chassis in their products.	School Days + Street View Cooking and Nutrition Design a salad for the use in our school or for a celebration.  (Use chop, slice and mash). Key skills Begin to recognise sources of food. Select healthy ingredients for a fruit or vegetable salad. Use a selection of tools appropriate for a task. Chop, slice, grate and mix
	In all projects children will: Follow the rules to keep safe in practical tasks. <u>Design</u> Create a design to meet simple design criteria Describe the similarities and differences between two products <u>Make</u> Select the appropriate tools for a simple practical task <u>Evaluate</u> Talk about their own work and others, identifying strength and weaknesses		
Y2	Movers and Shakers + Still Life Mechanisms Make a Christmas Card that includes levers and or sliders.	Coastlines + Beach hut Structures Design and hut  make a beach	Magnificent Monarchs + Portraits and Poses Cooking and Nutrition Design and make a recipe fit for a King Charles III (use Cornerstones – Remarkable Recipes DT unit)



Key skills

Use a range of mechanisms in their products
(levers and sliders)
Compare items that are the same.

Key skills

Investigate the structure and purpose of beach
huts.
Use ICT software to create and label their design
or plan.
Explore strengthening techniques.
Using wood to make structures
Select the appropriate materials for a task.



Key Skills

Prepare food using a range of equipment by
peeling, slicing, grating and chopping.
Understand the origins of food.
Food tasting.
Express their opinions on food. Understand a
healthy diet and apply these principles.

In all projects children will:

Work safely and hygienically in construction and cooking activities.

Design

Generate and communicate their ideas through a range of different methods.

Make

Select the appropriate tool for their task and explain their choice.

Evaluate

Explain how closely their finished product meets their design criteria and say what they could do better in the future.

Y3

Through the Ages + Prehistoric Pots

Textiles

Make a Stone Age pouch / purse using a range of
stitches.

Rocks, Relics and Rumble + Ammonite

Structures

Design, make and evaluate a structure that will
withstand an earthquake

Emperors and Empires + Mosaic Masters

Cooking and Nutrition

Make a pizza or pasta dish (Use Cook well, Eat
well)



Key skills

Investigating different types of pouch
 Use a running stitch or an over stitch
 Make a template
 Measure, mark and cut fabric
 Add designs
 Explain findings and make comparisons
 Evaluate and suggest improvements



Key Skills

Create shell or frame structures using diagonal struts to strengthen them.
 Explain how an existing product can benefit the user.
 Use appliances safely under adult supervision
 e.g. glue gun.
 Use wood or nails to join.



Key skills

Understand the principles of a healthy and varied diet.
 Prepare food using a range of equipment safely including electrical appliances.
 Use preparation techniques including chopping, de-seeding, slicing, skinning
 Cook a simple savoury dish
 Identify and name food groups and their origins.
 Use ICT to design and make food packaging

In all projects children will:

Design

Develop design criteria to inform a design.

Make

Use tools safely for cutting and joining materials and components (including hacksaws, bench hooks, glue, nails, staples)

Evaluate

Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.
 Evaluate their work.

Y4

Invasion + Warp and Weft

Structures

Make Anglo Saxon homes using wood.



Key skills

Design a prototype and make framed structures (Saxon homes)

Use strengthening, stiffening and reinforcing techniques – gluing several layers of card, using triangular shapes, using 'jinx' corners and diagonal struts.

Use tools including hacksaws, bench hooks, glue guns (nails and hammers),

Misty Mountain, Winding River + Vista

Cooking and Nutrition

Make a healthy, packaged snack e.g. healthy crisps



Key skills

Use a variety of cooking techniques
Prepare a simple traditional meal
Investigate and identify design features, materials and techniques.

Compare 2 or more products.
Use techniques such as boiling, baking, frying, roasting
Follow food hygiene practises

Ancient Civilisations

Mechanisms

Pulleys or Gears – creating a mechanism to transport materials for pyramid building.



Key skills

Explore and use a range of mechanisms (levers, axles, cams, gears, pulleys) in models or products.

Use a variety of tools appropriate to the task.

In all projects, children will:

Design

Investigate and identify the design features of a familiar product.
Use annotated sketches and exploded diagrams to test and communicate their ideas.

Make

Select name and use tools with adult supervision (scissors, craft knives, junior hacksaws, bench hooks, glue guns, nails, hammers)

Evaluate

Identify what has worked well and what aspects of their products could be improved (including acting on suggestions)

Y5

Firedamp and Davy Lamp

Electrical circuits
Creating a mining torch

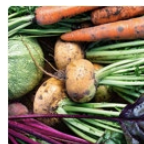
Significant people
Inventor of the Davy lamp / Benjamin Franklin



Key skills
Design and make a mining lamp, which includes an electrical circuit that can be controlled.
Describe the significance or influence of an invention
Use electrical circuits in models.

Sow, grow and farm + Eat the Seasons

Cooking and Nutrition
Making seasonal soup



Key skills
Explore and name a range of produce.
Describe seasonality and explore its benefits
Use good food hygiene skills.
Use an increasing variety of preparation techniques e.g. peeling, dicing, steaming and grating.
Cook in a variety of ways.
Evaluate meals and how they contribute to healthy diets.

Ground-breaking Greeks + Architecture

Structures
Create a new building with specific features.



Key skills
Explain how the design of a product has been influenced by the culture or society in which it was designed or made.
Build a framework using a range of supports – cross braces, diagonal struts, post and lintel structures
Identify how buildings have developed over time.

In all projects children will:

Design

Create detailed designs to communicate their ideas.

Make

Name and select increasingly appropriate tools for a task and use them safely. E.g. hacksaws, chisels

Select and combine materials with precision.

Evaluate

Test and evaluate detailed design specification and make adaptations as they develop the product.

Y6

Maafa

Mechanisms

Use CAMS to make a pop-up toy for Christmas.



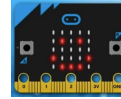
Key Skills

Explore and use mechanical systems in their products to meet a design brief (Focus on CAMS)
Use drills and saws to make their own cam parts.
Create a comparative report about two or more products.
Combine materials with precision.

Frozen Kingdoms + Inuit

Electrical systems to programme, control and monitor.

Design and make a programmable Micro:bits to track Arctic animals.



Key Skills

Explore and use electrical systems in their products to meet a design brief

Create a comparative report about two or more products.
Combine materials with precision.

A Child's War + Make Do and Mend

Textiles

Choose an item to make – bookmark, pin cushion, pencil case



Key skills - Textiles

Compare and contrast products and materials used
Create a comparative report about two or more products
Deconstruct garments
Join materials using sewing techniques

In all projects children will:

Design

Develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a range of ways.
Choose the best materials for a task showing an understanding of their characteristics.

Make

Select the appropriate tools for a task and use them safely and precisely (chisels, needles, pins, drill)

Evaluate

Use ongoing evaluation to demonstrate modifications to designs.

As a transition project Year 6 could make food to celebrate leavers.



Yew Tree Primary School

DESIGN AND TECHNOLOGY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Design and Technology. - Design and technology is an inspiring, rigorous and practical subject. It should provide children with opportunities to use their creativity and imagination to solve problems both as individuals and as members of a group. Within topics, children should be able to design, make and evaluate their final products this also includes designing, making and evaluating different foods. - Children will follow the following process: - IDEAS (Investigative, disassembly and evaluative activities) - FPT's (Focussed practical tasks) - DMA's (Design and make activities) - In our curriculum design and technology requires children to be active learners with the confidence to 'have a go,' taking risks and the resilience to persist with a project when challenges occur - The design and technology curriculum is designed to help pupils to gain a broad range of subject knowledge whilst drawing on other subjects such as mathematics, science, engineering, computing and art. - The children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Design and Technology Key Skills Progression

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating ideas (Design)	Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests. Choose the right resources to carry out their own plan (physical dev)	Create, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	Create a design to meet simple design criteria.	Generate and share their ideas through a range of different methods.	Develop design criteria.	Use annotated sketches and exploded diagrams to test and share their ideas.	Use pattern pieces and computer-aided design packages to design a product.	Create design criteria sharing ideas clearly in a range of ways.
Topics where covered	Me and My Community Once Upon a Time Dangerous Dinosaurs Big Wide World	All projects	Taxi Chop, Slice and Mash Puppets	Beach Hut Remarkable Recipes Christmas Cards	Stone Age Pouches Cook well, eat well Structures	Structures Fresh food, good food	Architecture	A Child's War Electrical Programming
Comparing and Contrasting (Design)	Share their creations with others and begin to notice how the work of others is the same or different to their own.	Describe what, why and how something was made and compare with others. Look closely at similarities and differences (Understanding the World)	Describe the similarities and differences between two products.	Compare different types of the same product and explain their similarities and differences.	Explain the similarities and difference between the work of two designers	Create a comparison table to compare two or more products.	Survey users in groups and compare results.	Produce a report that compares two or more products or inventions.
Topics where covered	Throughout projects	Build it Up Lets Explore Stories and rhymes	Taxi! Puppets	Christmas Cards	Stone Age Pouches	Fresh food, good food	Eat the Seasons	Make do and mend CAM mechanisms

Use of ICT (Make)	Begin to use digital devices to record their creations.	Use digital devices to take pictures or recordings of their creations.	Use design software to create a simple plan for a design.	Use ICT to create a simple labelled design or plan.	Write a program to make something move on a tablet or computer screen.	Write a program to control a physical device, such as a light, speaker or buzzer.	Link a physical device to a computer or tablet so that it can be controlled	Link a physical device to a computer or tablet so that it can be controlled by a program.
Topics where covered	Throughout projects	Animal Safari		Beach Hut				Electrical programming
Using tools (Make)	Explore simple tools practically and experiment with joining materials.	Choose and explore tools for simple practical tasks.	Select the appropriate tool for a practical task.	Select the appropriate tool for a task and explain their choice. <i>E.g. scissors, wood, cardboard</i>	Use tools safely for cutting and joining materials and components. <i>E.g. junior hacksaws, bench hooks, hammer, nails, needles, glue gun</i>	Select, name and use tools with adult supervision. <i>E.g. junior hacksaws, bench hooks, hammer, nails, needles, glue gun</i>	Name and select increasingly appropriate tools for a task and use them safely. <i>e.g. needles, hacksaws, bench hooks, knives, drills</i>	Select appropriate tools for a task and use them safely and precisely. <i>e.g. needles, hacksaws, bench hooks, knives, drills</i>
Topics where covered	Exploring Autumn Once Upon a Time	Build it up Long Ago	Taxi! Chop, Slice and Mash Puppets	Beach Hut Remarkable Recipes Christmas Cards	Rocks Relics and Rumbles – Structures Stone Age Pouches	Invasion - Structures	Firedamp and Davylamp – Torches	CAM toy Make Do and Mend Electrical Programming
Materials (Design and Make)	Explore and choose freely from a variety of materials when making. Select and use resources with support when needed (PSED)	Select appropriate materials when constructing and making. Constructs with a purpose in mind using a variety of resources	Select and use a range of materials, beginning to explain their choices.	Choose appropriate components and materials and suggest ways of changing them to achieve the desired effect.	Plan which materials will be needed for a task and explain why. Join materials accurately.	Choose from a range of materials based on their properties.,	Select and combine materials precisely.	Choose the best materials for a task, showing an understanding of their characteristics.
Topics where covered	Once upon a time Dangerous Dinosaurs Sunshine and Sunflowers	Build it Up Long Ago Animal Safari	Taxi!	Beach Hut Christmas Cards	Rocks, relics and rumbles - structures Stone Age Pouches	Misty Mountain, Winding River Warp and Weft Structures Mechanisms	Architecture Firedamp and Davy lamp – mining torch	Mechanisms – CAM toy Make do and mend
Safety (Make)	Begin to know that tools and equipment need to be used safely and listen to adults. Follow rules when using these. Work with others when moving large equipment.	Follow rules and instructions to keep safe.	Follow the rules to keep safe from danger during a practical task.	Work safely and hygienically in DT activities.	Use appliances safely with adult supervision. Electrical appliances must only be used under the supervision of an adult.	Work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray.	Explain the function and purpose of safety features.	Demonstrate how their products take into account the safety of the user.
Topics where covered	All projects	All projects	All projects	All projects	All projects	All projects	Mining lamps	All projects

Evaluate	Talk about their creations with others and answer questions about how they are made.	Change and refine their work as they are constructing and making. Recognise that it is possible to change and alter their designs and ideas as they are making them.	Talk about their own and each other's work, identifying strengths or weaknesses and offering support.	Explain how closely their finished products meet their design criteria and say what they could do better in the future.	Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.	Identify what has worked well and what aspects of their products could be improved, acting on suggestions,	Test and evaluate products against a detailed design specification and make adaptations as they develop the product.	Demonstrate adaptations made to a product as a result of ongoing evaluation.
Topics where covered	Once upon a Time Sparkle and Shine! Dangerous Dinosaurs	Build it up Animal Safari	Taxi! Chop, Slice and Mash Puppets	Christmas Cards Beach Hut Remarkable Recipes	Stone Age Pouches Structures Cook Well, Eatwell	All DT projects	All DT projects	All DT projects
Products in everyday life (Evaluate)	Name and explore a range of everyday products and explore how things work.	Name and explore a range of everyday products and begin to talk about how they are used.	Name and explore a range of everyday products and describe how they are used.	Explain how an everyday product could be improved.	Explain how an existing product benefits the user.	Investigate and identify the design features of a familiar product.	Explain how the design of a product has been influenced by the culture or society in which it was designed or made.	Analyse how an invention or product has significantly changed or improved people's lives.
Topics where covered	Sunshine and Sunflowers	Let's Explore	Taxi!	Beach Hut	Rocks Relics and rumbles - structures	Misty Mountains, Winding River Fresh food, Good food	Ground-breaking Greeks (Architecture) Firedamp and Davy lamp (miner's torch)	Make do and mend Electrical mechanisms
Significant people (Evaluate)	Begin to talk about important products	Explore significant products.	Describe why a product is important.	Explain why a designer or inventor is important.	Describe how key events in design and technology have shaped the world.	Explain how and why a significant designer or inventor shaped the world.	Describe the social influence of a significant designer or inventor.	Present an account of the significance of a designer or inventor.
Topics where covered		All projects	Taxi! School Days (Chop, Slice and mash)	Magnificent monarchs (remarkable recipes)	Cook well, eat well Structures	Warp and Weft Fresh food, good food	Architecture Firedamp and Davy Lamps – mining torches	Choose the most appropriate project

Structures (Technical Knowledge)	Make simple structures using a range of materials.	Construct simple structures and models using a range of materials.	Construct simple structures, models or other products using a range of materials.	Explore how a structure can be made stronger, stiffer and more stable.	Create shell or frame structures using diagonal struts to strengthen them.	Prototype shell and frame structures, showing awareness of how to strengthen, stiffen and reinforce them.	Build a framework using a range of materials to support mechanisms.	Select the most appropriate materials and frameworks for structures, explaining what makes them strong.
Topics where covered	Once Upon A Time Starry Night Dangerous Dinosaurs	All projects		Beach Hut	Rocks, Relics and Rumbles	Invasion - Structures	Architecture	
Electricity (Technical Knowledge)	Explore battery powered objects using switches to turn them off and on.	Identify products that use electricity to make them work.	Identify products that use electricity to make them work and describe how to switch them on and off.	Create an operational, simple series circuit.	Include a simple series circuit into a model.	Include circuits that use a variety of components into models or products.	Use more complex electrical circuits in their models or products, showing an understanding of control.	Understand and use electrical circuits that include a variety of components and use programming to control their products.
Topics where covered	Starry Night	Ongoing	School Days			This could be covered through the science in Year 4.	Firedamp and Davy Lamps	Electrical programming
Mechanisms (Technical Knowledge)	Explore, build and play with a range of resources and construction kits with wheels. Choose the right resources to carry out their own plan (PD)	Explore, build and play with a range of resources and construction kits with wheels and axles. Constructs with a purpose in mind using a variety of resources (e.g. making vehicles).	Use wheels and axles to make a simple moving model.	Use a range of mechanisms (levers, sliders, wheels and axles) in models or products. (Use slides / levers to make a Christmas card)	Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.	Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products. Make a mechanism to move stones to build pyramids	Use mechanical systems in their products, such as pneumatics and hydraulics.	Explain and use mechanical systems in their products to meet a design brief. (CAM operated toys)
Topics where covered	Big Wide World	Lets Explore Long Ago Stories and Rhymes	Taxi!	Christmas Cards		Ancient Civilisations - Mechanisms		CAM operated toys

Textiles (Technical knowledge)	Explore materials sating what they like.	Use a variety of materials / textiles to decorate.	Cut and join textiles using glue or simple stiches with support.	Use ways to measure, mark and cut fabric and join materials including gluing and using a simple running stitch or over-stich.	Cut and join textiles including wool and threads.	Hand sew a hem using a running stich.	Use a variety of fabrics and stiches for effect.	Use a pattern. Pin and tack materials and use a variety of stiches including running, blanket and over-stitch
Topics where covered	Ongoing	Long Ago and Stories and Rhymes	Puppets		Stone Age Pouch			Make do and mend
Cooking and Nutrition (Technical Knowledge)	Explore measuring ingredients using cups and spoons. Help to prepare a range of simple healthy snacks Explore how foods taste.	Follow instructions including simple recipes that include measures and ingredients. Say healthy ingredients that can be used to make simple snacks	Measure and weigh food items using non-standard measures. Select and prepare healthy ingredients for a fruit or vegetable salad.	Prepare ingredients by peeling, grating, chopping and slicing. Know the foods needed for a balanced diet and use these to make a simple, healthy meal.	Prepare and cook a simple sweet or savoury dish. Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).	Identify and use a range of cooking techniques to prepare a simple meal. Design a healthy snack or packed lunch and explain why it is healthy.	Use a range of preparation and cooking techniques to cook a sweet or savoury dish. Evaluate meals and consider if they contribute towards a balanced diet.	Follow a recipe that uses a more complex range of techniques and source the necessary ingredients. Plan a healthy diet, justifying why a meal contributes towards a balanced diet.
Topics where covered	Provision where necessary	Lets Explore Stories and Rhymes Animal Safari	Chop Slice and Mash (School Days)	Magnificent Monarchs (Remarkable Recipes)	Cook Well, Eat Well	Fresh food, good food	Eat the Seasons	Transition activity
Where food comes from (Nutrition)	Explore and try a range of foods and suggest where they come from.	Begin to identify the origins of some foods.	Sort foods into groups by whether they are from an animal or plant source.	Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).	Identify and name foods that are produced in different places.	Identify and name foods that are produced in different places in the UK and wider world.	Describe what seasonality means and explain some of the benefits.	Explain how organic produce is grown.
Topics where covered	Sparkle and Shine	Animal Safari	School Days (Chop, Slice and Mash)	Magnificent Monarchs (Remarkable Recipes)	Cook well, Eatwell	Fresh food good food	Sow, Grow and Farm Eat the Seasons	

YEW TREE PRIMARY SCHOOL



GEOGRAPHY



Yew Tree Primary School

GEOGRAPHY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

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We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

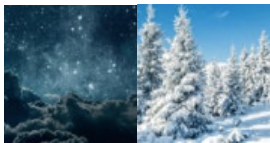
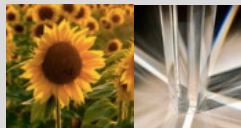
We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

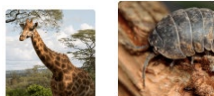
Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Geography - Geography at Yew Tree aims to inspire and develop a fascination with the world and it's people that will remain with them now and for the rest of their lives. - Children will be given the knowledge about diverse places, people, resources and natural and human environments as well as knowledge of the world's human and physical processes. - We aim to deepen their knowledge and understanding of physical and human processes as well as the formation of landscapes and environment. - Our children will interpret a range of geographical sources such as maps, diagrams, globes and aerial images as well as Geographical Information Systems. - The geography curriculum at Yew Tree will allow the children to communicate geographical findings in a number of different ways.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Geography Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community and Exploring Autumn  <u>The World</u> <u>Maps</u> Describe a familiar route- describe a route they take <u>Human Features and Landmarks</u> Begin to name features in and around the school. <u>Environment</u> Show care for their environment- tidying up the nursery. <u>Climate and Weather</u> Notice changes around them; seasonal- exploring autumn weather <u>Physical Features</u> Name some physical features in their immediate environment- looking at the outdoor environment <u>Fieldwork</u>	Once Upon a Time and Sparkle and Shine 	Starry Night and Winter Wonderland  <u>The World</u> Say how two places in their immediate environment are the same or different- local, forest, arctic <u>Changes</u> Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length. <u>World</u> Talk about places that they have been to or seen in photographs- where might animals live in the UK.	Dangerous Dinosaurs and Puddles and Rainbows  <u>The World</u> <u>Climate and Weather</u> <u>Position</u> Discuss routes and locations- exploring a route on Dinosaur Island <u>Processes</u> Notice how the wind and rain can affect their environment	Sunshine and Flowers and Shadows and Reflections 	Big Wide World and Splash  <u>The World</u> <u>Maps</u> Describe a familiar route and use maps as part of role play- optional <u>Compare and Contrast</u> Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources. <u>Significant Places</u> Talk about and ask questions about places that are important to them. <u>World</u> Talk about places that they have been to or seen in photographs- look at photos from a holiday or day trip (optional) <u>Location</u> Explore and talk about the animals can be different in different places. <u>Environment</u> Show care for living things and the environment-

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	Let's Explore and Build it up  <u>The World</u> <u>Maps</u> Make and use simple maps of the school / classroom Make and use simple maps in their play to represent places and journeys, real and imagined- memorable experience and bear hunt. Aerial photographs of the local area. <u>Location</u> Describe how the weather, plants and animals of one place is different to another- talk and draw about places they have visited. <u>Significant Places</u> Discuss and describe places that are important to them. <u>Geographical Changes</u> Notice and talk about how things have changed in the local environment- aerial photos of different periods. <u>World</u> Begin to notice and talk about the different places around the world, including oceans and seas- explore postcards/brochures <u>Fieldwork</u> Take photographs and draw simple maps- journey exploring the school grounds. Walk around the local community.	Long Ago and Stories and Rhymes  <u>The World</u> Show an awareness of the similarities and differences between people in different communities and groups from around the world. <u>Maps</u> Use photographs and maps to identify and describe human features and physical features in their local environment. <u>Environment</u> Describe ways to look after the immediate environment. <u>Climate and Weather</u> Describe simply how weather changes as the seasons change. <u>Geographical Changes</u> Discuss how the local environment has changed over time using photographs and first-hand experiences (could complete some aspects through forest school)	Animal Safari and Creep, Wriggle and Crawl  <u>The World</u> <u>Maps</u> Make and use simple maps to represent their immediate environment- draw a map of a park or garden visited. <u>Location</u> Describe how the weather, plants and animals of one place is different to another using simple geographical terms. <u>Environment</u> Describe ways to look after the immediate environment – looking after our planet. <u>Fieldwork</u> Begin to collect simple geographical data during fieldwork activities <u>World</u> Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. Begin to notice and talk about different places around the world.

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3
Y1	Our Wonderful World (Essential skills and knowledge)  <u>Human and physical geography</u> Know what human and physical features are. Use basic vocabulary to refer to key physical features on satellite images. <u>Geographical skills and fieldwork</u> Know what a map is and draw or read a simple map Use simple directional and position language to describe the location of places Find out the human and physical features in the local environment (Our Wonderful World innovate) <u>Locational knowledge</u> Name and locate the 7 continents and oceans of the world. Know the names of the continents and oceans and identify them on a world map. Name and locate the 4 countries of the UK and their capital cities Locate hot and cold places in the world <u>Place knowledge</u> Know the features of different settlements Childhood + Funny faces Local area  <u>Key Skills</u> <u>Geographical skills and fieldwork</u> Use basic maps to compare the 1950's to today. Describe how the local area has changed over time.	Bright Light, Big City + Taxi Countries and capital cities of the UK – focus on London and England  <u>Key Skills</u> <u>Locational knowledge</u> Name and locate the capital city of England <u>Geographical skills and fieldwork</u> Use maps to identify the UK countries –identify how they are connected. Use simple positional and directional language to explore London landmarks and devise routes (including simple compass points) Use aerial plans to identify landmarks and physical and human features in cities (inc landmarks). Discuss characteristics of a settlement – a city Use fieldwork to identify characteristics of the local community <u>Human and physical geography</u> Identify the weather associated with seasons <u>Place knowledge</u> Similarities and differences between two small areas (UK and non European country) Compare differences in the settlement	School Days + Street View School Grounds and area local to school Fieldwork  <u>Key skills</u> <u>Geographical skills and fieldwork</u> Use a simple picture map. Create a simple map of the local area <u>Human and physical geography</u> Identify and discuss characteristics of a settlement – the school grounds (fieldwork) <u>Breadth</u> Recognise changes on maps of the local area from Victorian times

Y2

Let's Explore the World (Essential skills)



Geographical skills

Use an atlas

Use compass directions

Draw or read simple maps with a key

Fieldwork

Collect data about cars through school

Which human feature is most used in our local area?

Locational knowledge

Name and locate the seas, oceans and continents

Locate the equator and north / south poles

Locate hot, cold and temperate places

Identify characteristics of the 4 countries of the UK.

Human and Physical features

Compare the UK with Somalia

Breadth – sustainability

Explain how conservation activities can protect the environment.

Movers and Shakers + Still Life

**Significant locations travelled to by explorers;
Historical landmarks**



Key skills

Locational knowledge

Using a large-scale map to locate places.

Coastlines + Beach hut

**Comparison of an area of the UK – Compare with
Whitby.**

Name, locate and identify the 7 continents and 5 oceans

Know characteristics of the 4 countries of the UK.

Physical and human features of coastal locations.

Name and locate the seas surrounding the UK.



Key Skills

Human and physical geography

Use geographical vocabulary to refer to and describe human and physical features (Beach, cliff etc).

Skills and fieldwork

Using aerial maps and plans to identify physical and human features and characteristics of coastal locations.

Map work – create simple maps using symbols and keys

Ask questions and collect data about location including physical and human features.

Use simple directional language and compass directions

Place knowledge

Describe similarities and differences between coastlines

Breadth

Identify and describe changes over time e.g. coastal erosion, tourism

Compare and contrast Whitby to their local area.

Sustainability

Identify how human behaviour can be beneficial to local and global environments now and in the longer term.

Magnificent Monarchs + Portraits and Poses

**Significant locations in the UK and Ireland –
identifying where royalty live.**



Key Skills

Locational knowledge

Locate the 4 countries on a map.

Geographical skills and fieldwork

Use simple aerial maps with symbols and keys to recognise landmarks.

Name and locate significant places – royal residences around the UK.

Y3

One Planet, Our World (Essential knowledge and skills)



Geographical skills and fieldwork

Use atlases to locate continents and countries
Use four-figure grid references to describe the location of a local urban location

Collect and analyse primary data
Use 8 points of a compass to locate local features.
Understand what lines of longitude and latitude are.
Fieldwork – how is the land around school used.

Human and Physical geography

Sort and classify features
Know the four layers of the earth
Describe the activity of plate tectonics

Locational knowledge

Know the five climate zones
Locate European countries and some capital cities
COULD LINK THE UK STUFF TO THE THROUGH THE AGES PROJECT

Through the Ages

Name and locate significant monuments



Key Skills

Locational knowledge

Name, locate and describe some counties and cities in the UK

Geographical skills and fieldwork

Use 4-figure grid references to locate key features / monuments
Describe the reason for the location of iron age forts / settlements using aerial images to locate.

Fieldwork – exploratory dig of school grounds / prehistoric site to answer questions

Rocks, Relics and Rumble + Ammonite

Volcanoes, Earthquakes, Tsunamis and Rocks

Name and locate significant volcanoes and the Ring of Fire



Key Skills

Locational knowledge

Locate significant places using lines of longitude and latitude on a world map

Human and physical geography

Identify physical properties of rocks

Explain physical processes that cause earthquakes and volcanic eruptions

Describe aspects of physical geography – plate tectonics, volcanoes, earthquakes

Describe how the landscape has changed over time - identify changes in the landscape after eruptions or earthquakes

Explain the importance of significant volcanoes

Place knowledge

Compare and contrast geographical features – focus on volcanoes

Geographical skills and fieldwork

Use 8 points of a compass to locate features.

Emperors and Empires

Location of major cities and countries



Key Skills

Locational knowledge

Locate countries and major cities in Europe on a world map- Rome

Geographical skills

Analyse maps, atlases and globes, to locate countries and describe features studied- Growth of the Roman Empire

Y4

Interconnected World (Essential knowledge and skills)



Geographical skills and fieldwork

Know and use the cardinal and intercardinal compass points.

Use 4 and 6 figure grid references

Fieldwork Enquiry – does our location have good transport links?

Locational knowledge – The World

Use maps and atlases to locate the countries and major cities of North, Central and South America on a world map, atlas or globe

Tropics of Cancer and Capricorn

Locational knowledge – The UK

Identify significant physical features of the UK

Human and physical geography

Discover climatic differences between countries or continents.

Identify how places are interconnected in the UK through human features, including trains and canals.

Identify key physical features of the UK

Place knowledge

Describe and compare physical features of the US and the Amazon Rainforest.

Explain how human features are interconnected.

Explain how people function in the place they live and what the cultures and traditions are like.

Sustainability

Describe how natural resources can be used to create renewable energy.

Invasion

Settlements and Europe.



Key Skills

Locational knowledge

Locate Saxon Shore Forts (Thames Severn, Trent)

Use a map of Europe to identify where the Vikings came from.

Geographical skills and fieldwork

Use maps to locate where Saxon invaders settled in Britain.

Identify main 9th century kingdoms-Alfred the Great and the Viking King Guthrum.

Draw conclusions from this map.

Use grid references and eight points of a compass to identify where the Saxons settled.

Misty Mountain, Winding River + Vista

**Rivers UK and World.
Mountains- UK and World
Water Cycle**



Key Skills

Locational knowledge

Name and locate rivers

Explore contour lines- UK – identify the topography of an area.

Create a detailed study of geographical features including hills, mountains and rivers of the UK

Find the world's most impressive mountains

Locate significant hills and or mountains in the UK.

Place Knowledge

Describe and compare physical features – rivers and mountains

Geographical skills

Use a range of resources to draw conclusions about rivers.

Use 4 or 6 figure grid references to locate human and physical features along a river.

Explain how features are connected

Identify the location of the Tropics of Cancer and Capricorn on a world map

Human and physical geography

Describe and explain how rivers transport materials in different ways.

Describe and compare mountain formations

Use geographical vocabulary to explain the four stages of the water cycle- water is not made it is recycled

Compare climate and altitudinal zones

Compare contrasting mountainous regions.

Breadth

Explain how rivers change landscapes.

Explain how rivers are used in various locations

Ancient Civilisations

**Human and physical features of Egypt
The River Nile; Tourism**



Key Skills

Locational Knowledge

Name and locate major world cities – Ancient Egypt

Geographical skills and fieldwork

Use a range of maps to study and draw conclusions about places in Egypt.

Locate significant places in Egypt on maps.

Human and physical geography

Explain the ways that settlements, land use and water systems are used in Egypt – The importance of the River Nile.

Y5

Investigating Our World (Essential knowledge and skills)



Geographical skills

Use ordnance survey maps with accuracy to identify features of the local environment.

Understand what contour lines teach us.

Begin to explore 6-figure grid references.

Use maps to identify the location and distance of UK cities to each other.

Fieldwork - What local features can we find to classify our local settlement? Off-site fieldwork.

Locational knowledge

Understand the Prime Meridian including time zones
Know the climate zones including biomes

Human and Physical geography

Identify land use in settlements

Describe the location, use and purpose of motorways

Describe how settlements change as they get bigger

Firedamp and Davy Lamp

Coal mining locations in the UK



Key Skills

Locational knowledge

Describe the location of UK mines in relation to other places / features.

Geographical skills

Use geological maps, compass points and grid references to identify mines in the UK

Use a range of sources to study a location in depth.

Sow, grow and farm + Eat the Seasons

Land use in the UK. Allotments. Farming in the UK.

Maps.



Key Skills

Locational knowledge

Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features- why are farms located there?

Farming in the UK.

Identify some of the problems of farming in a developing country and report on ways in which these can be supported- Coffee growing in Peru/ Fair Trade

Geographical skills and fieldwork

Use compass points and grid references to interpret maps, including Ordnance Survey maps - Locate farms

Use 6 figure grid references to locate farms.

Use maps, contour lines and features to explain the suitability of locations for farming.

Place knowledge

Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics- farming around the world climate zones. North and South America.

Human and physical geography

Describe in detail the different types of agricultural land use in the UK.

Explain how the topography and soil type affect the location of different agricultural regions.

Explain how physical features and environmental regions of North and South America can affect land use (suitable farming locations comparison with the UK)

Describe and explain the location and purpose of transport networks across the UK and other parts of the world. Food travels to a consumer- Journey food takes. Construct or carry out a geographical enquiry by gathering and analysing a range of sources- Suitability of an allotment.

Ground breaking Greeks

Discovering where Greece is and compare places



Key Skills

Locational Knowledge

Identify the location and explain the function of the Prime Meridian and different time zones.

Investigation

Analyse and compare a place, or places, using aerial photographs, atlases and maps- modern Greece Vs Ancient Greece.

Y6

Our Changing World (Essential knowledge and skills)



Key Skills

Identify the key lines of longitude and latitude on earth.
Understand the significance of the Prime Meridian.
Locate places using longitude and latitude.
Use maps of different scales
Calculate distances on a map
Use contour lines and 4 and 6 figure grid references

Human and physical geography

Explain how climate change affects climate zones and biomes.
Explain how climate change affects people
Understand trade around the world

The UK

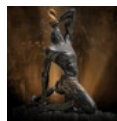
Analyse road safety danger
Road safety fieldwork
Understanding human settlement patterns.
Field work enquiry – what is our settlement like?

Sustainability

Know that natural resources can be depleted

Maafa

Africa – countries, land use, natural resources, location, settlements, population, climate and physical features



Key Skills

Locational knowledge

Describe the location of Africa and some of its countries.
Explain how people function in the place they live - daily life in Africa

Geographical skills

Use maps to locate Africa and some of its countries on a map. Use symbols in maps and on globes to understand and record the geography of an area.

Frozen Kingdoms + Inuit

Arctic and Antarctic regions.



Key Skills

Locational knowledge

Explain Polar day and night.
Describe the Arctic Circle.
Describe the Northern and Southern hemispheres.
time.

Geographical skills and knowledge

Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
Discuss the Northern and Southern hemisphere

Place Knowledge

Describe climatic similarities and differences between two regions using a range of resources including climatic zone maps.

Human and Physical geography

Differences between the Arctic and Antarctica.
Explain how the presence of ice makes polar oceans different.
Compare and describe physical features of polar landscapes.
Explain the effects of climate change on polar regions.
Evaluate and explain how weather and climate impacts upon how Indigenous people live.
Describe how humans use natural resources (similarities and differences between locations)

Breadth

Geographical enquiry – ask questions
Present a detailed account of Tourism in Antarctica – how it has changed a place or landscape over (use a range of sources).

A Child's War

Human geography. Cities of the UK



Key Skills

Locational knowledge

Describe the pattern of human settlement, population growth and movement in an area of the UK.

Evacuation- impact on areas of the UK.

Geographical skills and fieldwork

Locate the cities and ports bombed during the Blitz on a map of the UK
Compare evacuation locations.
Locate the cities and ports bombed during the Blitz on a map of the UK. – Identify other significant geographical features such as rivers.
Explain why locations were bombed.



Yew Tree Primary School

GEOGRAPHY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Geography? - Geography at Yew Tree aims to inspire and develop a fascination with the world and it's people that will remain with them now and for the rest of their lives. - Children will be given the knowledge about diverse places, people, resources and natural and human environments as well as knowledge of the world's human and physical processes. - We aim to deepen their knowledge and understanding of physical and human processes as well as the formation of landscapes and environment. - Our children will interpret a range of geographical sources such as maps, diagrams, globes and aerial images as well as Geographical Information Systems. - The geography curriculum at Yew Tree will allow the children to communicate geographical findings in a number of different ways.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Geography Key Skills Progression

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The World (Locational knowledge)	Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to know about places around the world.	Start noticing and talking about different places around the world including seas and oceans.	Name and locate the seven continents and five oceans on a world map.	Name and locate seas around the UK, the five oceans and seven continents of the world.	Locate countries and major cities in Europe (including Russia).	Locate the countries and major cities of North, Central and South America.	Name, locate and describe major world cities.	Explain interconnections between two areas of the world.
Topics Covered	Winter Wonderland-optional Big Wide World	Let's Explore Long Ago Animal Safari	Our Wonderful World	Let's Explore the World Coastline	One Planet, Our World Emperors and Empires	Interconnected World Ancient Civilisations	Investigating Our World	Child's War
The UK (Locational knowledge)	Show curiosity in the place they live on a map or globe. (optional)	Identify the United Kingdom on a world map or globe (optional)	Name and locate the four countries of the UK including capital cities on maps, atlas' or globes.	Identify key characteristics of the four countries and cities of the UK.	Name, locate and describe some major counties and cities of the UK.	Produce a study of the UK's geographical features. Analyse the topography of a specific area within the UK by interpreting contour lines on a map.	Describe the location of cities, counties or geographical features in the UK in relation to other places or features.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
Topics Covered	Big Wide World-optional	Ongoing	Our Wonderful World Bright Lights, Big City	Lets Explore the World Magnificent Monarchs	Through the Ages One Planet, Our World	Misty Mountain Invasion Interconnected World	Fire Damp and Davy Lamp Sow, Grow and Farm Investigating Our World	Our Changing World

Location (Locational knowledge)	Explore and say how weather, plants, and animals vary from place to place, using pictures and stories.	Describe how the weather, plants and animals can be different using simple geographical terms.	Locate hot and cold places of the world in relation to the equator.	Locate the equator and the North and South Poles on a world map or globe.	Locate significant places using latitude and longitude	Locate the Tropic of Cancer and the Tropic of Capricorn on a world map.	Describe where the Prime (Greenwich) Meridian is located and explain its role, along with how time zones work, including the cycle of day and night.	Explain and describe the importance of key geographic concepts: latitude and longitude; the Equator; the Northern and Southern Hemispheres; the Tropics of Cancer and Capricorn; the Arctic and Antarctic Circles; the Prime (Greenwich) Meridian; and time zones, including how they relate to day and night.
Topics covered	Big Wide World Ongoing throughout projects	Let's Explore Long Ago Animal Safari	Our Wonderful World	Coastline Lets Explore the World	Rocks, Relics and Rumbles One Planet Our World	Interconnected World	Investigating Our World Ground Breaking Greeks	Our Changing World Frozen Kingdom
Position (Geographical skills and fieldwork)	Talk about routes and locations. Use and understand some positional language.	Use simple positional language to describe where things are in relation to each other and give directions.	Use simple directional and positional language to give directions. Describe the location of features and where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
Topics covered	Dangerous Dinosaurs- optional Big Wide World	Lets Explore	Our Wonderful World Bright Lights, Big City	Lets Explore the World Coastline	Rocks, Relics and Rumbles One Planet Our World	Interconnected World Ancient Civilisations	Fire Damp and Davy Lamps Sow, Grow Farm Investigating Our World	Our Changing World A Child's War Frozen Kingdom
Maps (Geographical skills and fieldwork)	Describe a route you know well, and use maps as part of a role-play activity. (optional)	Use simple maps in play to show places and journeys both real and imagined.	Draw or read a simple picture map.	Draw or read simple maps that use symbols and a key.	Use four-figure grid references to identify and describe where objects and places are located on a simple map.	Use four-figure or six-figure grid references, along with map keys, to describe the location of objects and places on a map.	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, latitude and longitude lines, contour lines, and map symbols on maps and globes to interpret and understand the geography of a place.
Topics covered	Big Wide World- optional	Let's Explore Animal Safari	Our Wonderful World School Days Bright Lights, Big City	Let's Explore the World Magnificent Monarchs Coastline	Rock, Relics and Rumbles Through the Ages One Planet Our World	Interconnected World Misty Mountain	Investigating Our World Sow, Grow and Farm	Our Changing World Frozen Kingdom

Compare and Contrast (Place knowledge)	Talk about differences between the way people live in the community and beyond using geographical resources.	Describe similarities and differences using simple geographical resources.	Identify the similarities and differences between two places.	Describe and compare the human and physical characteristics of one area in the UK with those of a contrasting non-European country, highlighting both similarities and differences.	Classify, compare and contrast different types of geographical features.	Describe and compare the characteristics of physical features.	Describe similarities and differences in physical and human geography between continents.	Compare and contrast the climate of two regions, highlighting their similarities and differences.
Topics covered	A Big Wide World	Let's Explore Long Ago	Our Wonderful World Bright Lights, Big City	Let's Explore the World Coastline	One Planet, Our World Rock, Relics and Rumbles	Misty Mountain	Investigating Our World	Frozen Kingdom
Climate and Weather (Human and physical geography)	Notice how the local environment changes across different seasons.	Keep a record of seasonal changes in the local environment.	Identify patterns in daily and seasonal weather conditions.	Describe simple weather patterns of hot and cold places.	Explain how weather conditions affect the way people use urban and rural environments.	Explain the climatic variations within a country or continent.	Explain how the climate affects land use.	Evaluate how climate and extreme weather affect people's lives.
Topics covered	Exploring Autumn Ongoing	Long Ago Ongoing	Bright Lights, Big City	Let's Explore the World	One Planet, Our World	Interconnected World	Sow, Grow and Farm	Our Changing World
Physical processes (Human and physical geography)	Notice how wind and rain can influence the local environment.	Explain how different kinds of weather influence the surrounding natural environment.	Describe in simple terms how a physical process has affected an area, place or human activity.	Describe the effects of erosion.	Draw and explain the physical processes that cause earthquakes and volcanic eruptions.	Use geographical vocabulary and diagrams to explain the water cycle.	Explain how soil fertility, drainage and climate affect agricultural land use.	Explain the physical processes, including weather, that influence two different locations.
Topics covered	Puddles and Rainbows	Long Ago		Coastline- optional	Rock, Relics and Rumbles	Misty Mountain	Sow, Grow and Farm	Our Changing World
Physical features (Human and physical geography)	Identify some physical features in the immediate surroundings.	Identify some common physical features in the local area and beyond.	Use basic geographical vocabulary to identify and describe physical features.	Describe the size, location and position of a physical feature.	Describe the parts of a volcano or earthquake. Name and describe the Earth's four layers.	Identify, describe, and explain how different types of mountains are formed.	Identify and describe some key physical features and environmental regions of North and South America. Explain how the climate zones and soil types, can affect land use.	Compare and describe physical features of polar landscapes.
Topics covered	Exploring Autumn	Ongoing	Our Wonderful World Bright Lights, Big City	Coastline	One Planet, Our World Rock, Relics and Rumbles	Misty Mountain	Sow, Grow and Farm	Frozen Kingdom

Environment (Human and physical geography)	Show care for the environment and its living things.	Describe ways to look after the immediate environment.	Describe how pollution and litter affect the local environment and school grounds	Describe ways to improve the local environment.	Identify the five major climate zones on Earth.	Describe altitudinal zonation on mountains.	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world.
Topics covered		Let's Explore Animal Safari	School Days	Let's Explore the World	One Planet, Our World Rock, Relics and Rumbles	Misty Mountain	Investigating Our World Sow, Grow and Farm	Our Changing World Frozen Kingdom
Human features and landmarks (Human and Physical Geography)	Notice and begin to name different man-made features in the immediate environment.	Name and talk about man-made features in the local environment.	Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Describe the different types and purposes of buildings, monuments, services, and land, and explain why they are located where they are.	Describe a range of human features and their location and explain how they are interconnected.	Describe and explain where transport networks are located and why they exist, both within the UK and in other parts of the world.	Explain how human's function in the place they live
Topics covered	Me and My Community	Let's Explore	Our Wonderful World Bright Lights, Big City	Coastline	Through the Ages One Planet, Our World	Interconnected World	Investigating Our World Sow, Grow and Farm	Our Changing World Frozen Kingdom Maafa
Settlements and land use (Human and Physical Geography)	Say how two places in their environment are the same or different.	Describe a contrasting environment to their own.	Identify the characteristics of a settlement.	Describe the size, location and function of a local industry.	Explain the characteristics of settlement or land use in an area or region.	Explain ways that settlements, land use or water systems are used in different parts of the world.	Describe in detail the different types of agricultural land use in the UK.	Describe the distribution of natural resources in an area or country.
Topics covered	Starry Night	Long Ago Animal Safari	Our Wonderful World Bright Lights, Big City	Coastline	One Planet, Our World	Misty Mountain Invasion Interconnected World Ancient Civilisations	Sow, Grow and Farm	Frozen Kingdom
Geographical resources (Geography skills)	Identify simple geographical features in a photograph.	Use photographs and maps to identify and describe human and physical features from their locality.	Identify key features and landmarks visible in an aerial photograph or plan view.	Study aerial photographs to identify and describe the physical features and characteristics of a specific area of land.	Examine and interpret maps, atlases, globes, and digital mapping tools to identify the locations of countries and describe the geographical features being studied.	Study and draw conclusions about places and geographical features using a range of resources, including maps, atlases, globes and digital mapping.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Use satellite imaging and maps of different scales to find out geographical information about a place.
Topics covered		Long Ago Animal Safari	Our Wonderful World Bright Lights, Big City	Coastlines	One Planet, Our World Rock, Relics and Rumbles Through the Ages Emperors and Empires	Interconnected World Ancient Civilisations Misty Mountain Invasion	Investigating Our World Sow, Grow and Farm Ground breaking Greeks	Frozen Kingdom Our Changing World

Data Analysis (Geography skills and fieldwork)	Use small world toys, such as cars and model houses, to represent data from the locality.	Begin to collect simple geographical data.	Collect simple data.	Gather and arrange basic information into charts and tables using your own observations (fieldwork) and other sources like maps and books.	Analyse primary data, identifying any patterns observed.	Gather and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
Topics covered		Animal Safari	Our Wonderful World	Let's Explore the World Coastline	One Planet, Our World	Misty Mountain	Fire Damp and Davy Lamps Sow, Grow and Farm Investigating Our World	Our Changing World
Fieldwork (Geography skills and fieldwork)	Take part in simple fieldwork activities.	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Conduct fieldwork tasks to identify features of the school grounds or locality.	Ask and answer simple geographical questions through observation or simple data collection.	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Carry out a geographical investigation by collecting and analysing information from a variety of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
Topics covered	Exploring Autumn	Let's Explore Animal Safari	Our Wonderful World School Days Bright Lights, Big City	Let's Explore the World Coastline	One Planet, Our World	Interconnected World	Fire Damp and Davy Lamps Sow, Grow and Farm	Frozen Kingdom Our Changing World
Natural and man- made materials (Human and Physical Geography)	Notice natural and man-made materials in the environment.	Name some natural and man-made materials in the environment.	Identify natural and man-made materials in the environment.	Describe the properties of natural and man-made materials and where they are found in the environment.	Name and describe the types, appearance and properties of rocks.	Describe and explain the transportation of materials by rivers. Describe the properties of different types of soil.	Explain how variations in topography and soil type influence where different agricultural regions are located.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.
Topics covered	Forest School	Forest School	Farm and Allotments	Farm and Allotments	Rock, Relics and Rumbles Through the Ages	Misty Mountain	Sow, Grow and Farm	Frozen Kingdom
Significant places (Locational knowledge)	Talk about and ask questions about places that are important to them.	Discuss and describe places that are important to them.	Name important buildings and places and explain their importance.	Name, locate and explain the significance of a place.	Identify and map major volcanoes and tectonic plate boundaries, and explain their significance in shaping Earth's surface and activity.	Name, locate and explain the importance of significant mountains or rivers.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported.	Identify, map, and describe the global distribution of major industrial farming and agricultural export regions, explaining their key characteristics and significance.
Topics covered	Big Wide World	Let's Explore	Bright Lights, Big City	Magnificent Monarchs Movers and Shakers Coastlines	Rock, Relics and Rumbles	Misty Mountain	Sow, Grow and Farm	Our Changing World

Geographical change	Notice and talk about how things have changed in the local environment.	Discuss how the local environment has changed over time.	Describe how a place or geographical feature has changed over time	Describe how an environment has or might change over time.	Describe how a significant geographical activity has changed a landscape in the short or long term. Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift)	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.
Topics covered	Me and My Community	Let's explore Long Ago	Childhood School Days	Coastlines	Rock, Relics and Rumbles One Planet, Our World	Misty Mountain	Investigating Our World	Frozen Kingdom

YEW TREE PRIMARY SCHOOL



HISTORY



Yew Tree Primary School

HISTORY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

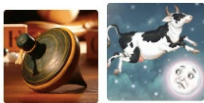
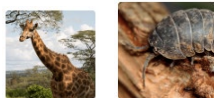
PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for History • High quality history in our curriculum should inspire children to want to know more about the past and to think and act as historians. It stimulates curiosity about the past and should develop a passion for history. • Our history curriculum is designed to help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world – to recognise the diversity of our past and encourage pride in the achievements of our ancestors. • We aim to develop within the children a sense of who they are locally, nationally and globally. • Pupils will develop a wide ranging historical vocabulary which includes abstract terms such as 'peasantry' and 'civilisation' • Our history curriculum helps pupils to develop an understanding of change, chronology, diversity and challenge, • Pupils will be able to communicate historically and investigate and interpret the past
	Curriculum Objectives	• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Term \ Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community and Exploring Autumn  <u>Understanding the World</u> <u>Comparison</u> Talk about themselves as a baby. Say how they have changed over time. From being a baby to now. Begin to recognise that there are things that are the same between themselves and a friend. <u>Significant people</u> Begin to talk about the jobs that familiar people do. Know people who help us (occupations) and talk about the jobs their parents have. <u>Chronology</u> Talk about past and present events that have happened in their own lives and the lives of familiar people.	Once Upon a Time and Sparkle and Shine  <u>Understanding the World</u> Begin to know that fairy tales are from the past <u>Significance</u> Talk about kings and queens in stories. Be aware of people from the past from pictures. <u>Comparison</u> Begin to spot similarities and differences between today and the past from the fairy tales read. <u>Significant events</u> Remembrance Day Talk about significant and special events in their own lives and the lives of others e.g. birthdays, religious festivals, visits they have been on.	Starry Night and Winter Wonderland  <u>Understanding the World</u> <u>Chronology</u> Talk about bedtime routines – recall sequences of events in everyday life and stories (Maths). <u>Significance</u> Talk about the jobs that people do at night. Comment and ask questions about significant people they have seen in books - astronauts <u>Winter Wonderland</u> Recall Christmas Talk about times when they may have played in the snow.	Dangerous Dinosaurs and Puddles and Rainbows  <u>Understanding the World</u> Know that dinosaurs lived in the past. Begin to talk about what life was like in the past – e.g. living in caves <u>Changes</u> Recognise changes in weather <u>Chronology</u> Begin to use words and phrases relating to the passage of time e.g. Long ago.	Sunshine and Showers and Reflections  <u>Understanding the World</u> <u>Sense of the past</u> Talk about the past in their own lives e.g. what was the weather like last week <u>Chronology</u> Begin to use words and phrases relating to the passing of time. <u>Significant events</u> The Queen's jubilee – Who the queen is.	Big Wide World and Splash  <u>Understanding the World</u> <u>Significance</u> Recall a holiday or visit that they have been on. Talk about past and present events in their own lives and others. <u>Comparison</u> Identify similarities and differences between people.
Throughout the year, children will: Listen to stories about people from the past.						

EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	Let's Explore and Build it up  <u>Comparison</u> Make comparisons with their own families. Talk about stories and make comparisons with their own lives. <u>Changes</u> Discuss how the local environment has changed over time. Talk about places that they have been. <u>Significance</u> Talk about significant explorers who lived in the past (Marco Polo, Amelia Earhart, Matthew Henson, Jeanne Baret) Communicate thoughts, ideas, experiences and events through drawing and writing.	Long Ago and Stories and Rhymes  <u>Chronology</u> Order and sequence familiar events Use everyday words related to the passing of time Begin to use a timeline <u>Comparison</u> Describe some similarities and differences between things in the past. Compare clothes, objects and toys Identify how the local environment has changed over time. <u>Artefacts</u> Use photographs to find out about the past Make observations about objects and artefacts from the past. <u>Significance</u> Talk about important events in the school or localities history. Talk about past and present events in their own lives and those who are important to them. Identify significant events e.g. festivals Identify and recognise kings and queens through stories. Know that we have a Royal Family <u>Changes</u> Recognise and discuss how they have changed and their lives have changed as they have grown from being a baby.	Animal Safari and Creep, Wriggle and Crawl  <u>Significance</u> Talk about occupations of significant individuals. <u>Changes</u> Observe changes over time (caterpillars)
	Throughout the year the children will also: Use stories to help them to understand life in the past		

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 4
Y1	Childhood + Funny faces Changes within living memory Comparing life today with the 1950's – toys, games, food. Events beyond living memory that are significant globally or nationally The Queen's Coronation  Key Skills Comparison between now and then recognising similarities and differences. Compare the Queen's coronation to that of King Charles III. Describing aspects of everyday life. <u>Chronology</u> Ordering events chronologically on timelines and using common words relating to the passage of time e.g. first, next <u>Concepts</u> Recognising significant events – why are they significant and important <u>Enquiry</u> Use 'childhood' artefacts to make comparisons	Bright Lights, Big City + Taxi Events beyond living memory that are significant globally or nationally Great Fire of London Changes within living memory Comparisons between life today and during the Great Fire of London The lives of significant individuals King Charles III Samuel Pepys  Key Skills <u>Chronology</u> Timeline of Great Fire using words now, next, then <u>Concepts</u> Recognise events that are significant and identify some key features. Compare and contrast – similarities and differences between lives. Describe the impact of a significant event.	School Days + Street View Changes within living memory Victorian Schools and the local area Significant events, people and places in own locality Learn about Samuel Wilderspin Important events in the history of school.  Key Skills <u>Chronology</u> Ordering events chronologically on timelines using common words and phrases (now, yesterday, years ago) <u>Concepts</u> Describe aspects of everyday life highlighting similarities and differences. Change and significance in school Similarities and differences Significance of people. <u>Enquiry</u> Use artefacts and first hand accounts to find out about the past and make comparisons (school life).

Y2

Movers and Shakers + Still Life

Events beyond living memory that are significant globally or nationally and the lives of significant individuals

Explorers – Christopher Columbus
Neil Armstrong (focus on how his explorations impacted on the world)
Activists – Emeline Pankhurst and Rosa Parks



Key skills

Chronology

Timeline of significant people using vocabulary

Concepts

Compare significance
Describe the importance of people
Presenting information in a variety of ways.
Describe how life has changed over time and the similarities and differences.

Enquiry

Using artefacts to suggest answers to questions – memorials.
Using sources to begin to identify viewpoints
Using historical models to make judgements and explore significance.

Coastlines + Beach hut

The lives of significant individuals
(focus on compare aspects of life in different periods)

Captain James Cook – life during his time
Jobs in the past



Key Skills

Chronology

Comparison between ways of life

Concepts

Describe what it was like to live in a different period.
Describing significance

Enquiry

Using historical models to compare artefacts – using statues to gather information

Magnificent Monarchs + Portraits and Poses

Events beyond living memory that are significant globally or nationally
The English and British Monarchy – changes in power and rule.

The lives of significant individuals
(focus upon their impact)

Sovereigns – Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II



Key skills

Chronology

Sequence information about time periods and significant information.
Use historical terms – year, decade, century

Concepts

Describe aspects of everyday life
Describe the impact and significance of individuals
Describe how power and rule changed over time

Enquiry

Use artefacts (portraits) to compare and contrast monarchs.

Y3

Through the Ages + Prehistoric Pots

Learn about changes in Britain from the Stone Age to the Iron Age

Everyday life in the Stone Age – settlements, food, tools, weapons. The Cheddar Man
Everyday life in the Bronze Age – settlements, food, tribal communities
Beaker folk
Tribal life of the Iron Age – homes, jobs, ingenuity and invention farming



Key Skills

Chronology

Sequencing dates from several time periods.
Use historical terms to describe time periods.

Concepts

Comparisons between time periods and descriptions of them.
Similarities and differences between ways of life and periods of history.
Identify the impact of change on civilisations – wealth and status.

Enquiry

Use a range of sources to gather information (inc. newspaper reports).
Make deductions and draw conclusions about the reliability of sources and artefacts.

Local History

What evidence do we have of the Stone Age, Bronze Age and Iron Age in our locality?

Rocks, Relics and Rumble + Ammonite

Significant historical figure

Mary Anning – **explain** why her discoveries were important

Significant event - Pompeii



Key skills

Concepts

Communicate why Mary Anning is significant – ask and answer questions about an individual

Cause and effect – explain the cause and effect of Mount Vesuvius / Pompeii

Enquiry

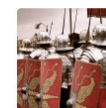
Using illustrations for artefacts identifying their reliability.

Recognise primary sources

Emperors and Empires + People and Places

Learn about the Roman Empire and its impact on Britain.

Roman Army
Everyday life (homes, jobs, houses, buildings, food, school, family, army, jobs, leisure)
Founding and ruling ancient Rome.
Social hierarchy and the Roman army.
Boudicca
Impact on roads, religion, inventions
Impact on the Local Area
Roman Legacy



Key Skills

Chronology

Sequencing key historical dates within a time period (AD43 – AD410) Identify significant events and people on a timeline.

Concepts

Focus on change, difference, significant people and events, similarities.

Explain the cause and consequence of the Romans invasion on Britain.

Describe the impact of the Romans
Similarities and differences between different periods of Roman rule.

Significance of people – Emperors, Boudicca

Enquiry

Use a range of sources to find out about Roman rule and invasion.

Present historical information in a range of ways

Local History

What evidence do we have of the Roman Impact in our local area?

Y4

Invasion + Warp and Weft

Learn about Britain's settlement by Anglo-Saxons and Scots.

The Roman Withdrawal from Britain

Cause, consequence, impact of invasion on Britain

Everyday life for Saxons
Kingdoms, beliefs and customs, religion

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Study aspects of Viking life and the impact of invasions on Britain.

Everyday life in Viking Britain.
Significant people – King Athelstan.



Key Skills

Chronology

Sequencing dates between AD410 and 1066.

Concepts

Focus on changes, differences and significance
Comparison between life, beliefs
Significant people

Explain the cause, consequence and impact of invasion and settlement in Britain

Enquiry

Use a range of historical sources (primary and secondary) including websites. Identify how they affect viewpoints.

Present historical information.

Profiles of significant leaders

Misty Mountain, Winding River + Vista

Ancient Civilisations and Islamic Art

Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Ancient Egyptians

An overview of two of the world's first civilisations:
Ancient Sumer and Ancient Egypt

An in-depth study of the Egyptian Civilisation

Tutankhamen's Tomb and Howard Carter.

Hierarchy – describe the significance, impact and legacy of power.

Mummification and beliefs

Everyday life – city life

Cleopatra

Egyptian influences on the world



Key Skills

Chronology

Creating timelines to show how the civilisations developed. Add significant events. Make connections between periods in world history.

Concepts

Compare chronology with other time periods.
Recognising what the Egyptians contributed to World history.

Hierarchy of the civilisations

Understand the everyday life of the civilisations
Similarities and differences between the civilisations.

Enquiry

Use primary and secondary sources to gain information.

Use historical sources to build a picture of Egypt.
Compare and contrast information from sources.
Explain how artefacts can provide evidence.

Y5

Firedamp and Davy Lamp

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Local coal mining and its impact.

The impact of the industrial revolution on coalmining

Rounds Green Colliery disaster

Settlement of miners in the local environment

Development of the Davy Lamp

A Local History Study

Effect of mining in the Black Country



Key Skills

Chronology

Sequencing events in chronological order – pupil choice.

Examine the effect of coalmining on health

Concepts

Understanding cause and effect – the effect of the industrial revolution on the coalmining industry.

Similarities and differences between strikes and their impact on communities.

Significant people e.g. Sir Humphrey Davy, The Bevin Boys

Enquiry

Use a range of sources to identify the impact of this time on people and communities.

Sow, grow and farm + Eat the Seasons

Propaganda use – ‘Dig for Victory’



Key Skills

Concepts

Understand propaganda and use a range of sources to examine it.

Ground-breaking Greeks + Architecture

Describe the achievements and influence of the ancient Greeks on the wider world.

Compare and contrast the 4 time periods in Greek History.

Democracy, social hierarchy and significant people (Great Athenians, Alexander the Great).
Greek influence on the world – Olympics, maths, art and culture.

End of the empire and its legacy.



Key Skills

Chronology

Timelines – ordering key dates, significant people.

Make connections between periods of world history.

Concepts

Similarities and differences between ways of life.

Understand continuity and change

Differences between aspects in society

Identify the impact of this time period on today.
Explain the cause and effect of significant events e.g. Olympics

Choose how to present information

Enquiry

Use a range of artefacts and sources to build a picture of an historical event or person.

Use artefacts to ask questions about time periods.

Y6

Maafa

**Learn about the history of Africa -
A Non-European Society that contrasts with
British History – The Benin Civilisation**

Africa past and present
Slave trade
Causes and consequences of the European
colonisation of Africa



Key Skills

Chronology

Sequence and make connections between time
periods

Concepts

Compare and contrast life, beliefs, hierarchy
Understand the impact of the civilisation
Contrast common traits of leaders
Evaluate the human impact of war, oppression,
and conflict on a previous society.
Create an in-depth study into the characteristics
of an past civilisation or society.

Enquiry

Using historical sources and artefacts to
compare, contrast and generate questions to find
the answers to.

Think critically and identify bias in sources.
Use abstract terms such as civilisation, empires

Significance

Why were the Benin significant?
Positives and negative impact of people.
Understand the impact of the civilisation
Compare and contrast aspects of daily life

Frozen Kingdoms + Inuit

**Study an aspect or theme in British history
that extends pupils' chronological knowledge
beyond 1066.**

Great achievements in polar exploration
Ernest Shackleton

**Significant aspects of history in the Wider
World (Breadth)**

Significant people

Achievements in polar exploration
Titanic



Key Skills

Chronology

Look at a timeline of polar exploration. Identify
significant dates.

What else was happening in the world?

Concepts

Significant global event – Titanic
Analyse similarities and differences
Examine decisions made by polar explorers

Enquiry

Critically evaluate sources - Ernest Shackleton
Think critically and weigh up evidence -
Shackleton

Evaluate sources by asking questions- Titanic
Present detailed information about a significant
event

A Child's War + Make Do and Mend

**Study an aspect or theme in British history
that extends pupils' chronological knowledge
beyond 1066.**

Study the significance of events e.g. The Blitz,
Evacuation

An-depth study of life for children in the local area
(local history link)

World leaders / monarchs – the significance of
decisions

Life for children



Key Skills

Chronology

Create a timeline – include details from other
countries to develop World Knowledge.

Concepts

Identify the significance of the decisions made by
world monarchs and leaders.

Compare and contrast leadership styles and
beliefs.

Compare and contrast life for children
Evaluate the impact of war for different groups
Explore similarities and differences between life
at home

Compare life for Jewish and German children

Enquiry

Use a range of historical sources including
photographs and first hand accounts.
Think critically and sift through evidence.



Yew Tree Primary School

HISTORY CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for History - High quality history in our curriculum should inspire children to want to know more about the past and to think and act as historians. It stimulates curiosity about the past and should develop a passion for history. - Our history curriculum is designed to help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world – to recognise the diversity of our past and encourage pride in the achievements of our ancestors. - We aim to develop within the children a sense of who they are locally, nationally and globally. - Pupils will develop a wide ranging historical vocabulary which includes abstract terms such as 'peasantry' and 'civilisation' - Our history curriculum helps pupils to develop an understanding of change, chronology, diversity and challenge, - Pupils will be able to communicate historically and investigate and interpret the past
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

History Key Skills Progression

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comparison (Compare and contrast)	Begin to spot similarities and differences between life now and in the past.	Describe some similarities and differences between things in the past and present.	Identify similarities and differences between ways of life within or beyond living memory.	Describe what it was like to live in a different period (Victorian Britain or 1950's Britain).	Explain the similarities and differences between two periods of history. (choose between periods studied, including those studied previously)	Compare and contrast two civilisations. (choose between those studied, including previously)	Compare and contrast aspects of history across two or more periods.	Compare and contrast aspects of history across time periods (e.g. beliefs, life, events that are significant, beliefs)
Topics where covered	Once Upon a Time	Long ago	Childhood School Days	Coastline Magnificent Monarchs	Through the Ages	Invasion Ancient Civilisations	Ground-Breaking Greeks	A Child's War Maafa
Knowledge of everyday life	Talk about special times / events that are important to them.	Be interested in different occupations and ways of life Talk about past and present events in their own lives and those who are important to them.	Describe an aspect of everyday life within or beyond living memory (e.g. shops, housing).	Describe the everyday lives of people in a period within or beyond living memory (e.g. jobs, houses)	Describe the everyday life of people from past historical periods studied. Include aspects such as: jobs, houses, food, buildings, school) Describe the 'Romanisation' of Britain, including how technology, culture and beliefs impacted life.	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life in an ancient period changed or continued during different periods.	Evaluate the impact of war or conflict on the everyday lives of people.
Topics where covered	Sparkle and Shine	Long Ago Animal Safari	Childhood School Days	Magnificent Monarchs Coastline Movers and Shakers Towers, Tunnels and Turrets	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Ground-breaking Greeks	A Child's War Maafa

Knowledge of Hierarchy and Power	Use stories to talk about the actions of kings and queens.	Use pictures, stories and information books to discuss the theme of royalty.	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the hierarchy and different roles in past civilisations e.g. in tribal communities Describe the impact of roles on everyday life. Understand how power struggles impacted Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance, impact and legacy of power in ancient civilisations.	Describe and explain the significance of a leader or monarch. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society of practice.
Topics where covered	Once Upon a Time	Long Ago	Childhood	Magnificent Monarchs	Through the Ages Emperors and Empires	Ancient Civilisations	Ground-breaking Greeks	A Child's War Maafa
Knowledge and understanding of Civilisations					Describe how civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the Romans on the wider world. Describe ways in which human invention and ingenuity have changed how people live.	Construct a narrative or account of a past civilisations features and achievements. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe the significance and impact of power struggles on Britain.	Describe the achievements and influence of the ancient Greeks on the wider world. Study a feature of a past civilisation or society.	Create an in-depth study of the features and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Describe some of the significant achievements of mankind and explain why they are important.
Topics where covered					Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Pharaohs Ground-breaking Greeks	A Child's War Frozen Kingdoms Maafa

Changes over time (Continuity and change)	Begin to spot similarities and differences between pictures of the past and modern day. Talk about things that happen in the past.	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time e.g. monarchs.	Describe and summarise how an aspect of British or world history has changed over time.	Answer and ask relevant questions about changes over time and suggest or plan ways to answer them	Ask and answer relevant questions about aspects that changed or stayed the same over time answer them clearly using evidence.	Describe the causes and consequences of significant events in history.
Topics where covered	All projects Sparkle and Shine	Long ago All projects	Childhood School Days	Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Firedamp and Davy Lamp Ground-breaking Greeks	Frozen Kingdoms Maafa Child's War
Changes in British History (Continuity and Change)	Talk about things that happened in the past.	Listen to and talk about stories describing significant events from the past.	Describe a significant event in British history.	Describe and explain the importance of a significant individual's achievements on British history.	Describe how a significant event or person in British history changed or influenced how people live today. Explain the cause, consequence and impact of invasion and settlement in Britain.	Explain the cause, consequence and impact of invasion and settlement in Britain. Describe a series of significant events, linked by a common theme e.g. power, technology, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Describe and explain the significance of an historical person, event, discovery or invention in British history Describe how the British economy grew and the its impact on British life.
Topics where covered	Remembrance Day	Throughout projects	Bright Lights Big City Childhood	Coastline Movers and Shakers Magnificent Monarchs	Rocks, relics and Rumbles Through the Ages Emperors and Empires	Invasion	Firedamp and Davy Lamp	A Childs War Frozen Kingdoms Maafa
Chronological understanding (Chronology)	Explore past experiences through role play activities and retell events in order.	Put familiar events in chronological order, using pictures and discussion	Order information on a timeline. Retell events using a timeline to support.	Sequence and record significant information in chronological order.	Sequence dates and information from several historical periods on a timeline	Sequence significant dates about events within a historical time period on historical timelines.	Sequence and make connections between periods of world history on a timeline.	Describe and present a clear, chronological world history narrative within and across historical periods studied.
Topics where covered	Ongoing	Long Ago Ongoing	Childhood School Days	Movers and Shakers Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Ground-breaking Greeks	A Child's War Maafa

Significant Events (Significance)	Begin to make sense of their own life story and family history by talking about significant events such as birthdays or other celebrations.	Listen to stories and discuss significant events from the past.	Identify some features of a significant historical event beyond living memory.	Explain why an event from the past is significant	Explain the cause and effect of a significant event	Explain the multiple causes and effects of a significant historical event	Explain why an aspect of world history is significant.	Create a detailed narrative about a significant global event
Topics where covered	Sparkle and Shine	Ongoing	Bright Lights Big City School Days	Coastline Magnificent Monarchs	Emperors and Empires Through the Ages Rocks, Relics and Rumbles	Invasion Ancient Civilisations	Ground-breaking Greeks	A Child's War Frozen Kingdoms Maafa
Significant People (Significance)	Make comments and ask questions about significant people that they have seen in books and photographs.	Share stories and talk about significant people who loved in the past.	Understand the term significant. Explain why an individual is important.	Use historical models to judge the significance of individuals. Describe the impact of a significant person.	Create historically valid questions about a significant figure from history and plan ways to answer them.	Create a profile of a significant leader using a range of sources	Explain how the religions, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant individuals. Reflect on their options and make a final judgement about their choices.
Topics where covered	On-going Starry Night	Lets Explore	Bright Lights Big City Childhood School Days	Coastline Movers and Shakers Magnificent Monarchs	Emperors and Empires Rocks, Relics and Rumbles	Invasion Ancient Civilisations	Ground-breaking Greeks	Frozen Kingdoms A Child's War
Report and Conclude (Organisation and communication)	Be aware of people and events from the past by sharing books and looking at photographs.	Share stories and talk about events in the past.	Create stories, pictures, writing and role play about historical events, people and periods.	Present historical information in a variety of ways e.g. a non-chronological report, chart, structural model, fact file, quiz, story or biography.	Choose the best ways to present historical accounts and information.	Present important and relevant information in a historical report or in-depth study.	Explore the accuracy and reliability of a range of historical reports. Use books, technology and other sources to check this accuracy.	Think critically, analyse evidence, sort through arguments and present a perspective on an aspect of historical importance.
Topics where covered	One Upon A Time Ongoing	Let's Explore Long Ago	Childhood School Days	Movers and Shakers Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Ground-Breaking Greeks	A Child's War Frozen Kingdoms Maafa

Communication (Organisation and communication)	Begin to use words relating to the passage of time when retelling a past event.	Order and sequence a familiar event using words relating to the passage of time including yesterday, last week, before and then.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use further historical terms e.g. year, decade and century.	Use appropriate historical vocabulary to describe different periods of time Ask well-considered questions about aspects of everyday life in ancient periods.	Begin to use more complex / abstract historical terms (e.g. empire, civilisation, parliament)	Use topic related vocabulary and appropriate historical terms in discussions and written work	Use more abstract terms to share historical ideas and information
Topics where covered	Ongoing Dangerous Dinosaurs	Long Ago Ongoing	Childhood School Days	Movers and Shakers Magnificent Monarchs	Through the Ages Emperors and Empires	Invasion 1066	Sow, Grow and Farm Ground-breaking Greeks	Maafa
Knowledge and understanding of Local History	Explore photographs to show to the school or locality has changed over time.	Explore and talk about important events in the school or localities history.	Describe important events in the school's history.	Simply describe, the importance of local events, people and places.	Use a range of information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Present an in-depth study of a local town or city, suggesting how to gather the required information.
Topics where covered	Me and My Community	Long Ago	School Days	Movers and Shakers	Emperors and Empires	Invasion	Firedamp and Davy Lamp Ground breaking Greeks	A Child's War

Artefacts and Sources (Historical interpretation)	Comment and ask questions about objects from the last	Make observations about objects and artefacts from the past (e.g. clothes, toys, aspects related to everyday life)	Use a range of artefacts to find out about the past. Share an opinion about a historical source..	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint (opinions and perspectives)	Make deductions and judge the reliability of a historical source or artefact. Identify different viewpoints in a range of historical item (including primary and secondary sources).	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret primary and secondary sources and understand that sources reflect the perspective of the person who created them.	Use a range of sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments	Ask thoughtful questions to evaluate and judge an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.
Topics where covered	On-going	Long Ago Ongoing	Childhood School Days	Movers and Shakers Magnificent Monarchs Towers, Tunnels and Turrets	Rocks, relics and rumbles Through the Ages Emperors and Empires	Invasion Ancient Civilisations	Firedamp and Davy Lamp Ground-breaking Greeks	A Child's War Frozen Kingdoms Maafa

YEW TREE PRIMARY SCHOOL



MUSIC



Yew Tree Primary School

MUSIC CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Music • High quality music in our curriculum should inspire children to want to listening to and perform music of various styles. It opens their minds to genres of music that they may not have been exposed to previously. • Our music curriculum is designed to help pupils to gain a coherent knowledge and understanding of music – both modern and classical. • Pupils will develop a wide-ranging musical vocabulary which includes the inter-related dimensions of music. • Our music curriculum helps pupils to develop an understanding of how music has changed and what the catalysts for this change were. • Pupils will be able to communicate musically both instrumentally and vocally.
	Curriculum Objectives	• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Music Key Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community / Exploring Autumn  <u>Expressive Arts and Design</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Remember and sing well known rhymes and songs in a small group.	Nativity  <u>Expressive Arts and Design</u> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Remember and sing well known rhymes and songs in a small group. To sing the pitch of a tone sung by another person ('pitch match') (Link skills to learning songs for Nativity performance)	Starry Night / Winter Wonderland  <u>Expressive Arts and Design</u> Remember and sing well known rhymes and songs in a small group. To explore and respond to music with movement. Join in with simple repeated rhythms. To explore mark making to sounds.	Dangerous Dinosaurs / Puddles and Rainbows  <u>Expressive Arts and Design</u> Remember and sing well known rhymes and songs in a small group. Listen to different music and songs and say what they like or dislike. To explore and experiment with body percussion.	Sunshine and Sunflowers / Reflections  <u>Expressive Arts and Design</u> Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. Join in with simple repeated rhythms. To explore mark making to sounds.	Big Wide World / Splash  <u>Expressive Arts and Design</u> Remember and sing well known rhymes and songs in a small group. Listen to a variety of music and sounds and say what they like or dislike. Listen with increased attention to sounds.

YR	Let's Explore and Build it up  <u>Expressive Arts and Design</u> Listen to a variety of sounds. Start matching sounds to instruments Learn and sing songs and rhymes as part of a larger group	Nativity  <u>Expressive Arts and Design</u> Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (Link skills to learning songs for Nativity performance)	Long Ago and Stories and Rhymes  <u>Expressive Arts and Design</u> Learn and sing rhymes as part of a larger group. Sing well known songs and nursery rhymes on their own or in a group, increasingly matching the pitch and following the melody.	Ready Steady Grow and Signs of Spring  <u>Expressive Arts and Design</u> Learn to sing a range of farm themed songs Listen to a variety of music and talk about how it makes them feel.	Big Bear Funk Learning how pulse, rhythm and pitch work together. Styles covered: Funk  <u>Key Skills</u> The children will begin to more formally listen to music and think about what they can hear. They will think about how they feel and continue to think about the inter-related dimensions of music (pulse, rhythm, pitch)	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music. Styles covered: Classical  <u>Key Skills</u> The children will begin to learn about the chronology of classical music whilst also recapping the themes and styles that have been looked at throughout the year.
Y1	Hey You! Learning how pulse, rhythm and pitch work together. Styles covered: Old School Hip Hop  <u>Key Skills</u> The children will perform 'Hey You' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.	Rhythm In The Way We Walk and Banana Rap Learning about pulse, rhythm and pitch, rapping, dancing and singing. Styles covered: Reggae  <u>Key Skills</u> Perform 'with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.	In The Groove How to be in the groove with different styles of music. Styles covered: Mixed Styles  <u>Key Skills</u> The children will perform 'In the Groove' with fluency and expression, listen and comment on other songs, play unpitched instruments with dynamics.	Round and Round Pulse, rhythm and pitch in different styles of music. Styles covered: Bossa Nova  <u>Key Skills</u> The children will perform 'Round and Round' with fluency and expression, listen and comment on other songs, play glockenspiels and unpitched instruments with dynamics.	Your Imagination Children using their imagination with music. Styles covered: Pop  <u>Key Skills</u> The children will perform 'Your Imagination' with fluency and expression, listen and comment on other songs, play glockenspiels and unpitched instruments with dynamics.	Reflect, Rewind and Replay The history of music consolidate your learning, learn some of the language of music. Styles covered: Classical  <u>Key Skills</u> Continue to learn about the chronology of classical music whilst also recapping the themes and styles that have been looked at throughout the year.

Y2

Hands, Feet, Heart

Learning about world music with a focus on Africa.

Styles covered:
Afropop and South African Music



Key Skills

The children will fluently perform 'Hands, Feet, Heart' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.

Ho Ho Ho

Children will learn a Christmas song with opportunities for rapping and improvisation.

Styles covered:
N/A



Key Skills

The children will fluently perform 'Ho Ho Ho' whilst learning about the inter-related dimensions of music. This will support preparation of Christmas performances.

I Wanna Play In A Band

Learning about the skills needed to play together in a band.

Styles covered:
Rock



Key Skills

The children will fluently perform 'I Wanna Play in a Band' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.

Zootime

Looking at reggae and singing songs focused on animals.

Styles covered:
Reggae



Key Skills

The children will fluently perform 'Zootime' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.

Friendship Song

Continuing to look at the inter-related dimensions of music whilst learning about pop music.

Styles covered:
Pop



Key Skills

The children will fluently perform 'Friendship Song' with expression, listen and comment on related songs, experience playing glockenspiels and new unpitched instruments.

Reflect, Rewind and Replay

The history of music, look back and consolidate your learning, learn some of the language of music.

Styles covered:
Classical



Key Skills

The children will continue to learn about the chronology of classical music whilst also recapping the themes and styles that have been looked at throughout the year.

Y3

Let Your Spirit Fly

Looking at RnB and other styles.

Styles covered:
RnB



Key Skills

The children will fluently perform 'Let Your Spirit Fly' with accuracy, recognise tempo and instruments in related songs, develop an

Glockenspiel Stage 1

Exploring and developing playing skills using the glockenspiel

Styles covered:
Mixed Styles



Key Skills

The children will recall and perform a variety of songs with fluency and expression on the glockenspiel from both

Three Little Birds

Learning about the features of Reggae.

Styles covered:
Reggae



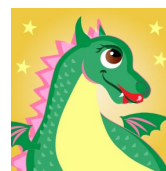
Key Skills

The children will fluently perform 'Three Little Birds' with accuracy, recognise tempo and instruments in related songs, develop an historical understanding

The Dragon Song

Music from around the world, celebrating our differences and being kind to one another.

Styles covered:
Pop songs telling stories.



Key Skills

The children will fluently perform 'The Dragon Song' with

Bringing Us Together

Looking at the disco style with themes of friendship, hope and unity.

Styles covered:
Disco



Key Skills

The children will fluently perform 'Bringing Us Together' with accuracy,

Reflect, Rewind and Replay

The history of music, look back and consolidate your learning, learn some of the language of music.

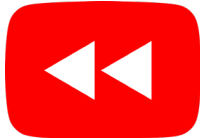
Styles covered:
Classical



Key Skills

The children will continue to learn about the chronology of classical

	historical understanding of related music, improvise on unpitched percussion	memory and score, listen and comment on contrasting musical elements, understand glockenspiel science, perform with dynamics.	of Jamaican music, improvise on unpitched percussion and glockenspiels with dynamics.	accuracy, recognise tempo and instruments in related songs, develop an historical understanding of Jamaican music, improvise on unpitched percussion and glockenspiels with dynamics.	recognise tempo and instruments in related songs, develop an historical understanding of Jamaican music, improvise on unpitched percussion and glockenspiels with dynamics.	music whilst also recapping the themes and styles that have been looked at throughout the year.
	Year 3 will have recorder lessons throughout the year.					
Y4	Mamma Mia Looking at the music of Abba Styles covered: Pop (Abba)  <u>Key Skills</u> The children will fluently perform 'Mamma Mia' with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of ABBA, improvise on percussion/glockenspiels with dynamics.	Glockenspiel Stage 2 Exploring and developing playing skills using the glockenspiel Styles covered: Mixed Styles  <u>Key Skills</u> The children will recall and perform a variety of songs with fluency, control and expression on the glockenspiel from both memory and score, listen and comment on contrasting musical elements, understand glockenspiel science, perform with expression.	Stop! Writing lyrics linked to a theme Styles covered: Grime and other mixed styles.  <u>Key Skills</u> Fluently perform 'STOP' with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an understanding of why bullying is bad, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Lean On Me Soul/Gospel music and helping one another Styles covered: Gospel  <u>Key Skills</u> The children will fluently perform 'Lean On Me' with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.	Blackbird The Beatles, equality and civil rights  <u>Key Skills</u> The children will fluently perform 'Blackbird' with control and accuracy, recognise the tempo, dynamics and instruments of related songs, develop an historical understanding of gospel music, improvise on percussion/glockenspiels with dynamics.	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music. Styles covered: Classical  <u>Key Skills</u> The children will continue to learn about the chronology of classical music whilst also recapping the themes and styles that have been looked at throughout the year.

Y5	Living On A Prayer Looking at the idea of a rock anthem and listening to examples. Styles covered: Rock  Key Skills Fluently perform 'Living on a Prayer' with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of the song, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Classroom Jazz 1 Children will learn about the jazz styles including Latin American dance styles whilst developing their improvisation skills. Styles covered: Bossa Nova and Swing  Key Skills Fluently perform with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of the song, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Make You Feel My Love Looking at the idea of a pop ballad and listening to examples. Styles covered: Pop Ballads  Key Skills Fluently perform 'Make You Feel My Love' with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of Motown, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	The Fresh Prince Of Bel-Air Children will look at old school hip-hop and its origins. Styles covered: Old School Hip-Hop  Key Skills Fluently perform 'Fresh Prince of Bel Air' with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of Motown, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Dancing In The Street Learning about Motown music, its origins and its cultural significance. Styles covered: Motown  Key Skills Fluently perform 'Dancing in the Street' with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of Motown, compose on unpitched percussion with dynamics and perform glockenspiels from notation.	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music. Styles covered: Classical  Key Skills The children will continue to learn about the chronology of classical music whilst also recapping the themes and styles that have been looked at throughout the year.
Y6	Happy Children will learn about Pop music and also how some styles will take ideas from others. Styles covered: Pop and Neo-Soul	Classroom Jazz 2 Children will develop their improvisation skills and start to compose some of their own melodies. Styles covered: Blues	A New Year Carol Looking at music by Benjamin Britten and cover versions of music. Styles covered: Classical or Urban Gospel	You've Got A Friend Children will learn about the music of Carole King and other 70's pop. Styles covered: 70s Pop Music	Music and Me Children will compose their own piece of music either about themselves or about women in the music industry. Styles covered: N/A	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music. Styles covered: Classical



Key Skills

The children will fluently perform 'Happy' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.



Key Skills

Fluently perform with expression, control and accuracy, listen and comment on tempo, dynamics and instruments of related songs, develop an historical understanding of the song, compose on unpitched percussion with dynamics and perform glockenspiels from notation.



Key Skills

The children will fluently perform 'New Year Carol/Don't Stop Believing' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.



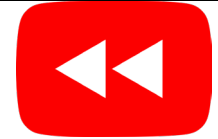
Key Skills

The children will fluently perform 'You've Got a Friend' with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, develop an historical understanding of the song, compose on pitched percussion with dynamics.



Key Skills

Children will use their knowledge of the inter-related dimensions of music to compose a song. They will use a notation system of their choice to write their song down and will perform the song at the end of the project.



Key Skills

The children will continue to learn about the chronology of classical music whilst also recapping the themes and styles that have been looked at throughout the year.



Yew Tree Primary School

MUSIC CURRICULUM OVERVIEW

RESPONSIBILITY:

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RESPECT:

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Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Music - High quality music in our curriculum should inspire children to want to listening to and perform music of various styles. It opens their minds to genres of music that they may not have been exposed to previously. - Our music curriculum is designed to help pupils to gain a coherent knowledge and understanding of music – both modern and classical. - Pupils will develop a wide-ranging musical vocabulary which includes the inter-related dimensions of music. - Our music curriculum helps pupils to develop an understanding of how music has changed and what the catalysts for this change were. - Pupils will be able to communicate musically both instrumentally and vocally.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Music Key Skills Progression

Strand	Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and Performing	Using Voice expressively.	To sing a wide range of well known nursery rhymes To sing the pitch of a tone sung by another person ('pitch match')	To sing a large repertoire of songs. To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody.	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
	Instrumental (tuned and un-tuned)	To explore and learn how sounds are made from different instruments. To explore and experiment with body percussion.	To play instruments with increasing control to express their feelings and ideas. To explore and experiment with body percussion creating a simple rhythm.	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
	Rehearse and perform with others	To Join in with songs and rhymes, making some sounds. Remember and sing entire songs.	To sing in a group or on their own, increasingly matching the pitch and following the melody. Remember and sing entire songs.	To think about others when performing.	To think about others when performing.	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.

Create and Composing	Create musical patterns	To explore their voices and enjoy making sounds. To create their own songs or improvise a song around one they know. Join in with simple repeated rhythms.	To explore and engage in music making and dance, performing solo or in groups. To create their own songs or improvise a song around one they know. Tap or clap simple repeated rhythms.	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
	Explore, choose and organise sounds and musical ideas	To choose sounds to represent different situations during activities. E.G knocking when someone is at the door, different animal sounds.	To explore, use and refine a variety of artistic (voice, instruments, body percussion) effects to express their ideas and feelings.	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures
Responding, Reviewing and Appraising.	Explore and express ideas and feelings about music using movement, dance and language.	To explore and respond to music with movement.	To explore and respond to music with coordinated and controlled movement and dance. E.G fast music move quickly, slow music move slowly.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To respond to different moods in music and explain thinking about changes in sound.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music.

	To make improvements to my own work.			To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening	To listen with concentration and recall sounds.	To listen with increased attention to sounds and beginning to copy back. Listen with increased attention to sounds.	To listen carefully to rhymes and songs, paying attention to how they sound and repeat a phrase back. E.G if sung quietly, they repeat back quietly, or if sung in a silly high pitched voice, they copy back in the same style.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
	To know how the interrelated elements of music can work together to create expression and mood.	To respond to what they have heard, expressing their thoughts and feelings.	To listen attentively, move to and talk about music, expressing their feelings and responses. To listen to a variety of music and talk about how it makes them feel.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.

	To represent sounds.	To explore mark making to sounds.	To represent sound through pictorial representation. To return to and build on their previous learning, refining ideas and developing their ability to represent them.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
	To know how music is used for different purposes.	To know different songs can be used in different situations and different seasons throughout the year.	To know different songs can be used in different situations and different seasons throughout the year.	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

[illegible]



Yew Tree Primary School Music Planning Structure Overview

6 week
planning
structure

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
WALT	WALT	WALT	WALT	WALT	WALT
<u>Activities:</u> Listen and Appraise (song that they will be performing) Begin to learn and perform song.	<u>Activities:</u> What elements of learning you focusing on? e.g. pitch, rhythm, dynamics, layers etc. Play along to the song.	<u>Activities:</u> Listen and Appraise (another song recommended by charanga) Improvise to the song. Improvisations don't get written down they are in the moment. Are you going to use instruments? Pitched/unpitched. Are you going to use body percussion?	<u>Activities:</u> Compose to the song- What are you composing? Lyrics? Rhythms? Note Pitches?	<u>Activities:</u> Play compositions. Perform Song with compositions.	<u>Activities</u> Listen and Appraise (another song recommended by charanga) Evaluation

YEW TREE PRIMARY SCHOOL



PE



Yew Tree Primary School

P.E. CURRICULUM OVERVIEW

RESPONSIBILITY:

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PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for P.E? - A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. - We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. - Embed values such as fairness and respect. - Develop competence to excel in a broad range of physical activities - Are physically active for sustained periods of time - Engage in competitive sports and activities - Lead healthy/active lives. Responsible when taking part in physical education during P.E lessons, break, lunch and outside of school competitions. Respectful to others during competitions/games. Courage and resilience during physical activities – keep going when things get tough! Ambition during P.E and use your 'can do' attitude to do your absolute best, always. Pride in what you do and what you achieve to celebrate our success together.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

P.E Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	<u>Manipulation and Coordination</u> Hand eye co-ordination and balls skills  <u>Key Skills</u> To begin to roll and slide beanbag/ball	<u>Gymnastics/ Movements/ Shapes</u>  <u>Key Skills</u> To begin to use their motor skills/balancing to travel under and over equipment.	<u>Dance / Movements / Shapes</u> (Topic based)  <u>Key Skills</u> Copy different shapes to a piece of music.	<u>Body Management</u>  <u>Key Skills</u> To begin to play chasing games. Stopping and starting when told to do so.	<u>Athletic Skills Speed, Agility and Travel</u>  <u>Key Skills</u> To begin to jump, hop and skip.	<u>Athletic Skills Speed, Agility and Travel</u> (Extra Sports Day Practise)  <u>Key Skills</u> Begin to engage having control over an object E.g. To roll a ball and stop it.

YR

Manipulation and Coordination

Hand eye co-ordination and balls skills



Key Skills

Shows preference for a dominant hand and roll and slide a beanbag/ball with increasing accuracy.

Gymnastics/ Movements/ Shapes



Key Skills

Travels with confidence around, under, over and through equipment. Begin to make their body tense, relaxed, stretched and curled

Dance Movements and Shapes

(Topic Based)



Key Skills

Follow simple instructions, copy and variety of defined shapes and actions

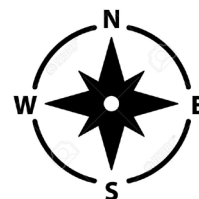
Body Management



Key Skills

Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing confidently.

OAA



Key Skills

To understand direction e.g forwards, backwards, left and right.

Athletics Speed, Agility and Travel



Key Skills

Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking

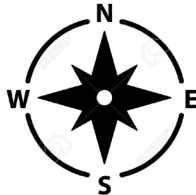
Athletic skills Speed, Agility and Travel

(Extra Sports Day Practise)



Key Skills

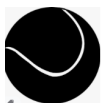
Adjust speed and direction in different chasing games.

Y1	<u>Net Games</u> Send and Return  <u>Key Skills</u> Move towards a ball to return with a hand/bat and score points against an opposition line	<u>Dance</u>  <u>Key Skills</u> Remember and repeat simple movement patterns	<u>Gymnastics</u>  <u>Key Skills</u> Perform simple gymnastic actions and shapes and confidently make their body tense/relaxed/curled.	<u>Activity Games</u> <u>Hit, Catch and Run</u>  <u>Key Skills</u> Begin to engage in competitive sports and score points with an opposition. <u>OAA</u>  <u>Key Skills</u> To interpret a simple map and transfer understanding real world concrete materials.	<u>Athletics</u> Run, Jump and Throw  <u>Key Skills</u> Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.	<u>Striking and Fielding</u> Run, Jump and Throw (Extra Sports Day Practise)  <u>Key Skills</u> Catch and throw objects like a beanbag/small ball with some consistency.

Y2

Net Games

Send and Return



Key Skills

Begin to understand how to serve to start a game and use a range of small basic racquet skills.

Dance



Key Skills

Perform with control and balance and demonstrating coordination

Gymnastics



Key Skills

Show contrasts in gymnastics shapes and actions and attempt to apply these skills to a rhythm.

Activity Games

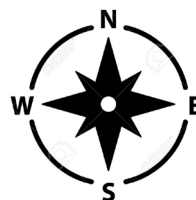
Attack, defend and shoot



Key Skills

To send and receive a ball using their hands and link a combination of skills to develop dribbling etc...

OAA



Key Skills

To know the 4 cardinal directions and use these to complete outdoor challenges.
To use known features on a map.

Athletics

Run, Jump and Throw



Key Skills

Begin to do simple jumps i.e. star jumps, pencil jumps etc... and use agility in running games

Striking and Fielding

Run, Jump and throw (Extra Sports Day Practise)



Key Skills

Develop hitting skills and begin to practise bowling/feeding the ball to other.

Y3

Net Games

Tennis



Key Skills

Use a small range of racquet and hand skills and use basic skills to defend the court e.g moving to a different position.

Dance



Key Skills

Attempt short pieces of improvised dance responding to the structure/theme of the dance

Gymnastics



Key Skills

Show strength and flexibility to shapes and actions being performed. Develop on repeating sequences.

Activity Games

Hockey



Key Skills

To begin to identify a space to move into, catch a ball and progress in sending and receiving a ball with accuracy.

Athletics

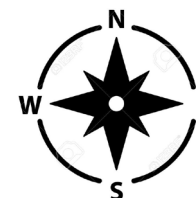
Sports Day Practise



Key Skills

To link running and jumping activities with some fluency and consistency and to run at a variety of speeds.

OAA



Key Skills

To know features of an orienteering map and hold it correctly.

Striking and

Fielding

Rounders
Extra Sports Day
Practise



Key Skills

To begin to bowl accurately and apply simple tactics to choose where to hit the ball and discuss the variety of shots that could be used.

Y4

Activity Games

Hockey



Key Skills

To keep possession of the ball by using running/dribbling skills and begin to show speed and agility in a game situation.

Dance



Key Skills

Show rhythm and style when performing as an individual and with others. In addition to dancing with a variety of formations confidently.

Net Games

Tennis



Key Skills

Use a small range of racquet and hand skills and use basic skills to defend the court e.g moving to a different position.

Gymnastics



Key Skills

Develop an increased range of body actions and shapes to use in longer, more complex sequences.

Athletics

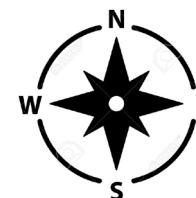
Sports Day Practise



Key Skills

Perform a range of jumps with consistency and show differences between running and sprinting over a variety of distances.

OAA



Key Skills

Fold and thumb an orienteering map.

Striking and

Fielding

Rounders
Extra Sports Day
Practise



Key Skills

Play confidently in a range of roles in different situations such as fielder, bowler etc...

Begin to increase consistency when hitting a ball and what direction it needs to go in.

Y5

Activity Games

Football



Key Skills

Select and apply skills for a game situation with some consistency. e.g. dodging, pivoting, dribbling and running with the ball

Dance



Key Skills

Create and use ideas with different levels and flight confidently such as pathways, step patterns and unison.

Net games

Badminton



Key Skills

Demonstrate a varied selection of service shots and start to apply some control when considering shot aim, foot movement etc...

Gymnastics



Key Skills

Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls

Athletics



Key Skills

Perform a range of jumps with consistency in different activities and demonstrate running and sustaining pace over shorter and longer distances.

Striking and Fielding

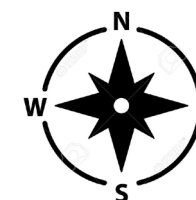
Cricket
Extra Sports Day
Practise



Key Skills

Throw balls with accuracy and consistency over different distances and to strategically think where to hit the ball to get the most runs/points etc...

OAA



Key Skills

Use map memory and control to read orienterring maps.

Swimming (Y5)



Perform safe self-rescue in different water based situations
Swim competently, confidently and proficiently over a distance of **at least** 25 metres
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Y6

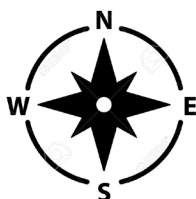
Activity Games

Tag Rugby



Key Skills

Use a variety of techniques confidently and consistently catch and control a ball.



Key Skills

Use a compass to take a bearing.

Dance



Key Skills

Work creatively and imaginatively on their own, in pairs and in a group to create simple dances applying what they know.

Net games

Badminton



Key Skills

Use forehand, backhand and overhead shots in confidence and start games knowing/showing the appropriate serve.

Gymnastics



Key Skills

Show clarity, fluency, accuracy and consistency in their movements.

Athletics



Key Skills

Show good technique and control for jumping activities and implement run up jumps for athletic jumps. In addition to using appropriate pace for different running activities. [OAA](#)

Striking and fielding

Cricket



Key Skills

Demonstrate control and consistency when throwing a ball and increase using tactics for attacking and defending in different roles.

Swimming (Y6)



Perform safe self-rescue in different water based situations
Swim competently, confidently and proficiently over a distance of **at least** 25 metres
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.



Yew Tree Primary School

PE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for P.E? - A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. - We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. - Embed values such as fairness and respect. - Develop competence to excel in a broad range of physical activities - Are physically active for sustained periods of time - Engage in competitive sports and activities - Lead healthy/active lives. Responsible when taking part in physical education during P.E lessons, break, lunch and outside of school competitions. Respectful to others during competitions/games. Courage and resilience during physical activities – keep going when things get tough! Ambition during P.E and use your 'can do' attitude to do your absolute best, always. Pride in what you do and what you achieve to celebrate our success together.
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Yew Tree Primary School

P.E. Key Knowledge Progression

Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Move freely in a range of ways such as slithering, hopping, jumping, skipping etc.	Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking. Perform some movements with control. Begin to jump over short distances. Send and receive objects (partner work) Perform in small group activities.	Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Begin to run quickly and be able to stop with control. Run for a longer period of time without stopping. Start to throw objects with some power using overarm throwing. Start to compete.	Begin to do simply jumps i.e. star jumps, pencil jumps etc... and use agility in running games. Develop speed and power when sprinting. Start to use breathing techniques to improve endurance. Develop strength and power to improve distance jumped. Show power and control when throwing. Use different throwing techniques. Compete in different activities. Improve performance. Use scoring or points.	To link running and jumping activities with some fluency and consistency and to run at a variety of speeds. Run fast with flight to jump over hurdles. Run fast with pace. Run at varying paces. Use a smooth, running action to support jumping distance. Throw with power and control e.g. javelin Keep score in competitive activities.	Perform a range of jumps with consistency and show differences between running and sprinting over a variety of distance. Refine their sprinting technique. Be able to maintain balance when running around a curve. Use appropriate running techniques and adjust their speed. Use different jumping techniques. Throw with control and power. Measure and keep track of scores when competing.	Perform a range of jumps with consistency in different activities and demonstrate running and sustaining pace over shorter and longer distances. Run quickly to compete in relay races. Run effectively at a good pace in a long distance race. Correctly run up when performing a long jump. Throw with power, including a push throw. Compete in a variety of events	Show good technique and control for jumping activities and implement run up jumps for athletic jumps. Use the sprint start position to increase the rate of acceleration. Work in collaboration with others in team events. Combine the three parts of a triple jump to support distance achieved. Throw objects with power and control. Work alongside others and use the correct techniques to achieve personal best.

Striking and Fielding	Can catch a large ball Roll different objects including balls. Push with control. Explore catching objects.	Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing Send and stop different objects. Play simple games with a partner. Co-operate in small groups.	Catch and throw objects like a beanbag/small ball with some consistency. Begin to use underarm throwing. Begin to use underarm throwing to a batter. Begin to move into positions after tracking balls. Begin to score points. Play simple small-sided games. Start to make choices about where to send a ball to score points.	Develop hitting skills and begin to practise bowling/feeding the ball to other. Send a ball into a space. Bowl a ball using underarm to a batter with some accuracy. Throw a ball to attempt to get someone out. Stop a ball with some consistency. Play a modified game with points. Work as a team. (Rounders)	To begin to bowl accurately. Choose where to hit the ball and discuss the variety of shots that could be used. Use one hand with a bat to hit a ball with some power. Throw a ball overarm for distance. Use the long-barrier to stop a ball travelling along the ground. Run with some speed and control. Play games with some rules- for rounders. Use simple tactics. (Rounders)	Play confidently in a range of roles in different situations such as fielder, bowler etc. Begin to increase consistency when hitting a ball and what direction it needs to go in. Direct hits with power and accuracy. Accurately throw a ball overarm. Throw a ball accurately to a fielder to stop batters running. Begin to judge when to run. Play games using correct rules and scoring. Talk about the positioning of fielders. (Rounders)	Throw balls with accuracy and consistency over different distances. Decide when to use a forward defensive shot to block the ball. Use the correct grip for overarm bowling. Throw a ball quickly and accurately to get a batter out. Prevent runs being scored through different fielding positions. Communicate clearly. Play pair games of cricket using the correct rules. Begin to use key language such as mid-on and mid-off. (Cricket)	Demonstrate control and consistency when throwing a ball. Increase using tactics for attacking and defending in different roles. Score by hitting the ball past the bowler. Attempt to get the ball to the batter-between waist and head. Work with players in your team to field a ball quickly towards the wicket. Communicate well with batting partner to navigate runs so points can be scored. Play and umpire small-sided games. (Cricket)
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Net / Wall				Tennis	Tennis	Tennis	Badminton	Badminton
	Can catch a large ball	Adjust speed and direction in different chasing games.	Move towards a ball to return with a hand/bat and score points against an opposition line.	Hit a ball using both hand and racquet with some consistency.	Begin to understand how to serve to start a game and use a range of small basic racquet skills.	Use a small range of racquet and hand skills and use basic skills to defend the court e.g moving to a different position.	Demonstrate a varied selection of service shots and start to apply some control when considering shot aim, foot movement etc...	Use forehand, backhand and overhead shots in confidence and start games knowing/showing the appropriate serve.
	Explore different objects.	Start to use different objects to send them.	Hit a ball with self-feed.					
	Explore sending objects in different ways.	Slide objects to an opponent.	Feed a ball so a partner can hit it.	Use both sides of the body to hit an object.	Use a forehand hit to hit a target.	Begin to use the forehand and backhand.	Use quick reactions when close to the net.	Use shots such as the drop and smash confidently to score points.
	Explore different ways of travelling.	Travel with some control- agility, co-ordination, changing direction.	Move position to hit the ball.	Use a variety of skills to serve.	Serve using underarm.	Use the correct technique to hit different parts of the court.	Show the use of quick feet to move to return the shuttle.	Move confidently around the court demonstrating both attack and defence.
		Play in a restricted area- using cones or markers.	Play within a defined area.	To understand agility and change direction around a court.	Move towards a ball to hit it.	Move back to the centre of court after each shot is taken.	Play with others and keep track of a score.	Play in doubles games.
		Follow simple rules.	Use simple rules.	Play in a game situation which has been modified.	Play a game on a basic court- side and back line.	Play on a basic court with a net.	Play games and start to use an umpire-use a scoring system.	Play and umpire games including doubles.
		Begin to play in small games.	Try to hit an object to score points.	Use a basic serve to start a rally.	Play a game using basic rules.	Play games with rules.	Use different shots to return to make it difficult for the opponent.	Keep track of scores.
				To hit a ball/object to different parts of a court.	Control the strength of the hit to different parts of the court- soft/hard.	Use doubles position strategy to score points		Discuss and implement defensive formations in doubles games.

Invasion			Basketball/Football	Basketball/ Hockey	Hockey	Hockey	Football	Tag Rugby
	Runs skilfully and negotiates space successfully adjusting speed to avoid obstacles. Can catch a large ball	Shows preference for a dominant hand and roll and slide a beanbag/ball with increasing accuracy. Negotiates space successfully when playing racing or chasing games – adjusting speed and changing direction.	Begin to engage in competitive sports and score points with an opposition. Throw and catch or kick a ball sent by a partner over short distances. Begin to travel whilst bouncing/dribbling a ball- some control. Begin to aim at targets to score points. Move into space to receive passes. Play small-sided games. Follow simple rules. Communicate with a partner to help attack and defend.	To send and receive a ball using their hands and link a combination of skills to develop dribbling etc... Travel and bounce/kick a ball- with control. Score points by throwing/kicking at a target with some consistency. Recognise that you need to move into space in a small-sided game. Defend passes and intercept in small-sided games. Play within an area. Work in a team in a small-sided game.	To begin to identify a space to move into, catch a ball and progress in sending and receiving a ball with accuracy. Using a stick, send a ball with accuracy. Stop the ball moving to dribble, pass or shoot. Keep control of the ball when dribbling using the flat side of the stick. Shoot at a target. Identify and move into space. Use your body to defend ready to tackle. Engage in small-sided games with basic rules (no-contact-with-one-foot-rule) Work in a team to attack.	To keep possession of the ball by using running/dribbling skills and begin to show speed and agility in a game situation. Turn with a ball to accurately use a push and slap pass. Keep control of a ball using the reverse stick. Use a straight dribble. Try to shoot and score in small games. Move with soe speed into space. Work as a team and start to try to take possession. Play games with more complex rules. Use different passes when attacking.	Select and apply skills for a game situation ie- dodging, pivoting, dribbling etc... Pass a ball with accuracy in small sided situations over longer distances. Dribble a ball with pace. Attempt skills such as stepover to turn, change direction. Use the one, two shooting technique. Move around a pitch well to create space. Start to use marking and tackling in small-sided games. Play with rules. Discuss and implement team formation.	Use a variety of techniques confidently and consistently catch and control a ball. Use a range of passes when attacking. When carrying the ball, run into gaps in defence. Use the 'magic diamond' formation. When possession is lost, move quickly from an attacking formation to a defensive line. Show knowledge of rules. Begin to outwit defensive line.

Gymnastics	Can stand on one foot. Move freely in a range of ways such as slithering, hopping, jumping, skipping etc. Mount steps, stairs or climbing equipment using alternative feet.	Travels with confidence around, under, over and through equipment. Begin to make their body tense, relaxed, stretched and curled. Begin to explore simple rolls- egg. Log with control. Show balance in simple shapes Jump safely- magic chair Begin to take weight on hands. Begin to link simple actions. Give simple feedback to others.	Perform simple gymnastic actions and shapes and confidently make their body tense/relaxed/curled. Use different apparatus to travel on and off. Perform a variety of rolls with control and tension. Show balance in a variety of shapes- small and large body parts with tension Perform different turns- half turn and show shapes in jumps. Take weight on hands and hold weight with some control. Introduce ideas of canon and unison. Provide feedback to a partner.	Show contrasts in gymnastics shapes and actions and attempt to apply these skills to a rhythm. Balance on hands with control. Perform a variety of rolls including the teddy bear roll. Perform a variety of shapes with control, flexibility and balance. Perform jumps with control and power. Create and perform a short sequence with transitions. Provide feedback on performance in a sequence.	Show strength and flexibility to shapes and actions being performed. Develop on repeating sequences. Travel using different actions, pathways and shapes. Demonstrate the ability to link rolls with tensions. Perform challenging balances. Perform jumps using low apparatus. Take weight on hands on apparatus. Create group sequences using apparatus. Say what went well and how skills can be improved.	Develop an increased range of body actions and shapes to use in longer, more complex sequences. Show change in direction and speed when travelling. Perform a variety of rolls in a sequence. Perform a variety of balances- symmetrical and asymmetrical with tension. Use bunny hops to demonstrate weighted control. Use jumps and add in compositional elements. Perform a sequence with precision. Begin to judge others work.	Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls. Show creative ways to travel with different levels, direction and speed. Perform a variety of rolls in a sequence - over the shoulder roll Perform a variety of counterbalances. Demonstrate links between half and full turn jumps with rolls. Begin to explore cartwheels with control. Create more complex sequences. Judge using specific feedback.	Show clarity, fluency, accuracy and consistency in their movements. Use a variety of travelling movements with skill. Link different movements with body control and tension- rolls, jumps. Perform a range of partner balances with control and strength. Perform a variety of jumps both on and off apparatus. Create and perform a more complex sequence in a group. Create a set of judgement statements which can be used to judge against.
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	Dance	Begin to explore jumps and different forms of travel. Respond to a stimulus.	Follow simple instructions, copy and variety of defined shapes and actions. Shows good control in large and small movements Experiments with different ways of moving. Perform simple dances. Share simple dances. Listen to others. Name simple actions and the body parts you use, Share what you like about dance.	Remember and repeat simple movement patterns. Copy or mirror movements. Perform simple dances with meaning. Select a variety of movements and understand leading, following, mirroring. Share ideas. Give feedback to others saying why they enjoyed the dance.	Perform with control and balance and demonstrating coordination. Use facial expressions- respond to music. Communicate dance ideas- demonstrate understanding of unison and cannon. Give suggestions to a partner or group dance. Say what actions you have used and the dynamics of the dance. Give feedback and suggest changes.	Attempt short pieces of improvised dance responding to the structure/theme of the dance. Create and perform short dance phrases. Copy and repeat patterns to beats of 8. Use different dance dynamics- swirl, flow, abrupt etc. Create dances from a stimulus. Use facial expressions to show emotion. Provide feedback on dance qualities.	Show rhythm and style when performing as an individual and with others. In addition to dancing with a variety of formations confidently. Choreograph dances to show a theme in groups and individually. Use beats of 8 and counts. Use cannon and floor patterns. Use dance devices- freeze frame to improve dances. Make use of freeze framing to show characters in dance. Provide constructive feedback to individuals and groups.	Create and use ideas with different levels and flight confidently such as pathways, step patterns and unison. Perform non-locomotor and locomotor movements. Use retrograde and inversion. Tell stories through dance. Provide detailed feedback based on sections of a dance.	Work creatively and imaginatively on their own, in pairs and in a group to create simple dances applying what they know. Work collaboratively to create more complex dances. Explore relationships through dance- e.g partner lifts. Show narratives through contact and relationships within dance. Show ideas of tension. Provide detailed feedback to whole groups and individuals- sections of dance etc.
	Swimming							Layered Curriculum Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	Layered Curriculum Perform safe self-rescue in different water based situations Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.



Yew Tree Primary School

OAA Key Knowledge and Skills Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New skills: To understand direction. • Recognise the direction of forwards, backwards, left & right. • Perform gross motor skill.	New skills: To understand that symbols in a legend represent real-world features; To interpret a simple map & transfer understanding to real-world concrete materials; To make connections between the orienteering map and the real-world. <u>Contexts:</u> • Basic Maps and Map Grids • Scavenger Hunts • STAR Orienteering	New skills: To know the 4 cardinal directions and use these to complete outdoor challenges; To use known features on the orienteering map to navigate from the start to controls. + Application of skills learned in previous year groups <u>Contexts:</u> • Basic Maps, Map Grids and Map Squares • Scavenger Hunts • STAR Orienteering	New skill: Holding and setting/orientating the map + Application of skills learned in previous year groups. <u>Contexts:</u> • Basic Maps and Cones • STAR Orienteering • SCORE Orienteering	New skill: Folding and thumbing the map + Application of skills learned in previous year groups <u>Contexts:</u> • Basic Maps and Cones • STAR Orienteering • SCORE Orienteering • RELAY Orienteering	New skill: Map memory and control flow + Application of skills learned in previous year groups <u>Contexts:</u> • Basic Maps and Cones • STAR Orienteering • Point-to-Point Orienteering	New skills: Using a compass to take a bearing; Team building skills focusing on: communication, cooperation, trust, empathy and patience. + Application of skills learned in previous year groups <u>Contexts:</u> • Basic maps and cones • Point-to-Point Orienteering • STAR Orienteering • Control Only Maps • SCORE Orienteering

YEW TREE PRIMARY SCHOOL



PSHE/PHE



Yew Tree Primary School

PSHE/RHE CURRICULUM OVERVIEW

RESPONSIBILITY:

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We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

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We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

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PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for PSHE/RHE - PSHE is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. - PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. - We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. - Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. - Jigsaw brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School PSHE/RHE Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYF	TOPIC 1 Being me in my World	TOPIC 2 Celebrating differences	TOPIC 3 Dreams and Goals	TOPIC 4 Healthy Me	TOPIC 5 Relationships	TOPIC 6 Changing Me
YN	 Key knowledge and skills - Self-identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities -Can start a conversation with an adult or a friend and continue it for many turns -Develop their sense of responsibility and membership of a community (PSED) -Increasingly follow rules, understanding why they are important (PSED) -Do not always need an	 Key knowledge and skills - Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Begin to make sense of their own life story and family's history (History) -Continue to develop	 Key knowledge and skills - Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them -Starting to eat independently and learning how to use a	 Key knowledge and skills - Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety -Be increasingly independent in meeting their own care needs (PSED) -Make healthy choices about food, drink, activity and toothbrushing (PSED)	 Key knowledge and skills - Family life - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend -Become more outgoing with unfamiliar people, in the safe context of their setting (PSED) -Show more confidence in new social situations (PSED) -Play with one or more children, extending and elaborating play ideas	 Key knowledge and skills - Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations

	adult to remind them of the rules (PSED) -Talk about their feelings using words like happy, sad, angry, worried (PSED) -Begin to understand how others might be feeling (PSED)	positive attitudes about the differences between people (History) -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Geography)	knife and fork (Physical Development) -Be increasingly independent as they get dressed and undressed (Physical development) -Show an interest in different occupations (History)		(PSED) -Help to find solutions to conflicts and rivalries (PSED) -Develop appropriate ways of being assertive (PSED) -Talk with others to solve conflicts (PSED)	
YR	 Key knowledge and skills - Self-identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities -Develop social phrases (C&L) -See themselves as a valuable individual (PSED) -Express their feelings and consider the feelings of others (PSED) -Identify and moderate their own feelings socially and emotionally (PSED) -Manage their own needs (PSED)	 Key knowledge and skills - Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself -Talk about members of their immediate family and community (History) -Name and describe people who are familiar to them (History) -Recognise that people have different beliefs and celebrate special times in different ways (History)	 Key knowledge and skills - Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals -Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen (C&L) -Show resilience and perseverance in the face of a challenge (PSED)	 Key knowledge and skills - Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amount of screen time - having a good sleep routine - being a safe pedestrian	 Key knowledge and skills - Family life - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend -Build constructive and respectful relationships (PSED) -Think about the perspective of others (PSED)	 Key knowledge and skills - Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations

KS1 and KS2	TOPIC 1 Being me in my World	TOPIC 2 Celebrating differences	TOPIC 3 Dreams and Goals	TOPIC 4 Healthy Me	TOPIC 5 Relationships	TOPIC 6 Changing Me
Y1	 Key knowledge and skills - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter	 Key knowledge and skills - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone	 Key knowledge and skills - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success	 Key knowledge and skills - Keeping myself healthy - Healthier lifestyle choices - Keeping clean and healthy - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness	 Key knowledge and skills - Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships	 Key knowledge and skills - Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition
Y2	 Key knowledge and skills - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings	 Key knowledge and skills - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends	 Key knowledge and skills - Achieving realistic goals - Motivation - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success	 Key knowledge and skills - Healthier choices - Healthy snacks - Hazards in my home - Safety outdoors - Medicine safety - Keep my body healthy and safe	 Key knowledge and skills - Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships	 Key knowledge and skills - Life cycles in nature - Growing from young to old Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for change

Y3



Key knowledge and skills

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices
- Seeing things from others' perspectives



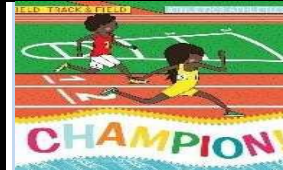
Key knowledge and skills

- Families and their differences
- Family conflict and how to manage it (child-centred)
- Witnessing bullying and how to solve it
- Recognising how words can be hurtful
- Giving and receiving compliments



Key knowledge and skills

- Difficult challenges and achieving success
- Dreams and ambition
- New challenges
- Motivation and enthusiasm
- Recognising and trying to overcome obstacles
- Evaluating learning processes
- Managing feelings
- Simple budgeting



Key knowledge and skills

- Exercise
- Fitness challenges
- Attitudes towards drugs
- Keeping safe
- safe and unsafe
- Complex body



Key knowledge and skills

- Family roles and responsibilities
- Friendship and negotiation
- Keeping safe online
- Influences
- Being a global citizen
- Needs and rights
- Awareness of how other children have different lives
- Expressing appreciation for family and friends



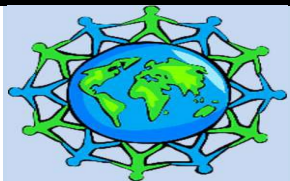
Key knowledge and skills

- How babies grow
- Outside body changes
- Inside body changes
- Keeping clean
- Family stereotypes
- Preparing for transition

First aid training

- calling the emergency services
- answering their questions
- action in an emergency/help from others
- dangers and infection control
- types of bleeding e.g nose bleeds, bruises, grazes, worsening bleeds, shock
- head injuries – signs, comfort, emergency action

Y4



Key knowledge and skills

- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour



Key knowledge and skills

- Challenging assumptions
- Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving - Identifying how special and unique everyone is
- First impressions

GOAL SETTING



Key knowledge and skills

- Hopes and dreams
- Broken dreams
- resilience
- overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group



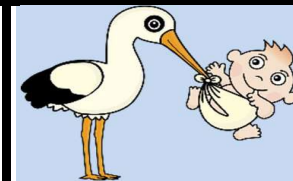
Key knowledge and skills

- Healthier friendships
- Peer influence
- Smoking and vaping
- Alcohol
- Assertiveness
- Celebrating inner strength



Key knowledge and skills

- Jealousy
- Love and loss
- Memories of loved ones
- Getting on and Falling Out
- Girlfriends and boyfriends
- Showing appreciation to people and animals



Key knowledge and skills

- Being unique
- Puberty and menstruation
- Different types of families
- Circle of change
- Accepting change
- Preparing for transition

First aid training

- unresponsive casualty
- non breathing
- CPR and AED
- chain of survival
- choking

Y5	 Key knowledge and skills - Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating	 Key knowledge and skills - Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures	 Key knowledge and skills - Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation	 Key knowledge and skills - Smoking and vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour	 Key knowledge and skills - Self-recognition and self-worth - Building self-esteem - Safer online communities - Rights and responsibilities online - Online gaming and gambling - Reducing screen time - Staying happy and safe online	 Key knowledge and skills - Self- and body image - Influence of online and media on body image - Puberty for girls - Puberty for boy - Conception (including IVF) - Growing responsibility - Coping with change - Preparing for transition
Y6	 Key knowledge and skills - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling	 Key knowledge and skills - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy	 Key knowledge and skills - Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments	 Key knowledge and skills - Taking personal responsibility - How substances affect the body - Exploitation, including 'county lines' and gang culture - Emotional and mental health - Managing stress	 Key knowledge and skills - Mental health - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Take responsibility with technology use	 Key knowledge and skills - Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Sexting - Transition

NB: The lessons highlighted are additional lessons, within Jigsaw, that could be taught related to 'Sex Education'. At Yew Tree Primary, we have decided not to teach any additional elements beyond the statutory provision for RHE. This means that, at our school, children will learn about puberty in Y5/Y6 and reproduction (from a science perspective) in Y5. This decision shall be reviewed annually and parents/carers will be consulted each year.



PSHE JIGSAW CONTENT OVERVIEW 2026/2027

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me In My World	• who... Me?! • How am I feeling today? • Being at nursery/pre-school • Gentle hands • Our rights (nursery/pre-school charter) • Our responsibilities	• Who...me?! • How am I feeling today? • Being at school • Gentle hands • Our rights • Our responsibilities	• Feeling special and safe • My class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning and following out learning charter	• Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Rewards and consequences (scenarios) • Our learning charter • Owning our learning charter (recognise choices)	• Getting to know each other • Our nightmare school • Our dream school • Rewards and consequences • Our learning charter • Owning our learning charter	• Becoming a class 'team' • Being a school citizen • Rights, responsibilities and democracy • Rewards and consequences • Our learning charter • Owning our learning charter	• My year ahead • Being a citizen of my country • Responsibilities • Rewards and consequences • Our learning charter • Owning our learning charter	• My year ahead • Being a global citizen 1 • Being a global citizen 2 • The learning charter • Our learning charter • Owning our learning charter
Autumn 2 Celebrating Differences	• What am I good at? • I'm special, I'm me! • Families • Homes • Making friends • Standing up for yourself	• What am I good at? • I'm special, I'm me! • Families • Homes • Making friends • Standing up for yourself	• The same as... (accepting everyone is different) • Different from... (including others) • What is bullying? • What do I do about bullying? • Making new friends • Celebrating difference; celebrating me (compliments)	• Assumptions • Stereotypes • What does bullying happen? • Standing up for myself and others • We're all different • Celebrating difference and still being friends	• Families • Family conflict • Witness and feelings • Witness and solutions • Words that harm • Celebrating difference: compliments	• Judging by appearances • Understanding influences • Understanding bullying • Problem-solving • Special me • Celebrating difference: how we look	• Different cultures • Racism • Rumours and name-calling • Types of bullying • Does money matter? • Celebrating difference across the world	• Am I normal? • Understanding difference • Power struggles • Why bully • Celebrating difference • Celebrating difference

Spring 1 Dreams and Goals	• Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Footprint awards	• Challenge • Never giving up • Setting a goal • Obstacles and support • Flight to the future • Footprint awards	• My treasure chest of success • Steps to goals • Achieving together • Stretchy learning (challenges) • Overcoming obstacles • Celebrating my success	• Goals to success • Being healthy • Learning with others • A group challenge • Being relaxed • Celebrating our achievement	• Dreams and goals • My dreams and ambitions • Feeling safe helps me grow • Choices that help us grow • Our new challenge-overcoming obstacles • Celebrating my learning	• Hopes and dreams • Broken dreams • Overcoming disappointment • Creating new dreams • Achieving goals	• When I grow up (my dream lifestyle) • Keeping track of money • My dream job • Dreams and goals of young people in other cultures • How can we support each other? • Rallying support	• Personal learning goals • Steps to success • My dream for the world • Helping to make a difference • Helping to make a difference • Recognising our achievements
Spring 2 Healthy Me	• Everybody's body • We like to move it, move it! • Food glorious food • Sweet dreams • Keeping clean • Safe adult	• Everybody's body • We like to move it, move it! • Food glorious food • Sweet dreams • Keeping clean • Safe adults	• Being healthy • Healthy choices • Clean and healthy • Medicine safety • Road safety • Happy, healthy me (keep my body safe)	• Healthy eating • Healthy eating • Keeping safe at home • Safe outside • Medicine safety • Happy, healthy me!	• Fit and healthy • Food and energy • What do I know about drugs? • Being safe and getting help • Safe or unsafe • My amazing body	• My friends and me • Keeping safe with friends • Smoking and vaping • Alcohol • Healthy friendships • Celebrating my inner strength and assertiveness	• Smoking and vaping • Alcohol • Emergency aid • Body image • My relationship with food • Healthy me	• Taking responsibility for my health and well-being • Drugs • Exploitation • Gangs • Emotional and mental health • Managing stress and pressure

Summer 1 - Relationships	• My family and me! • Make friends, make friends, never ever break friends part 1 • Make friends, make friends, never ever break friends part 2 • Falling out and bullying part 1 • Falling out and bullying part 2 • Being the best friends we can be	• My family and me! • Make friends, make friends, never ever break friends part 1 • Make friends, make friends, never ever break friends part 2 • Falling out and bullying part 1 • Falling out and bullying part 2 • Being the best friends we can be	• Families (types of families) • Making friends • Greetings • People who help us • Being my own best friend • Celebrating my special relationships (appreciating people)	• Families (family members) • Keeping safe- exploring physical contact (acceptable and unacceptable contact) • Friends and conflict • Secrets • Trust and appreciation • Celebrating my special relationships (appreciating people)	• Family roles and responsibilities • Safety online • Friendship • Global connections and thinking critically • Rights, needs and wellbeing • Being a global citizen • Celebrating my web of relationships	• Jealousy • Love and loss • Memories • Getting on and falling out • Girlfriends and boyfriends • Celebrating my relationship with people and animals	• Recognising me • Safety with online communities • Being in an online community • Online gaming • My relationship with technology: screen time • My relationship with technology: staying happy and safe online	• What is mental health? • My mental health • Love and loss • Power and control • Being online: real or fake? Safe or unsafe? • Using technology responsibly
Summer 2 – Changing Me	• My body • Respecting my body • Growing up • Growth and change • Fun and fears • Celebration	• My body • Respecting my body • Growing up • Fun and fears part 1 • Fun and fears part 2 • Celebration	• Life cycles • Changing me • My changing body • Boys and girls bodies • Learning and growing • Coping with changes	• Life cycles in nature • Growing from young to old • The changing me • Boys and girls bodies • Assertiveness • Looking ahead	• How babies grow • Outside body changes • Inside body changes • Keeping ourselves clean • Family stereotypes • Looking ahead	• Unique me • Puberty and menstruation • Being part of a family • Circles of change • Accepting change • Looking ahead	• Self and body image • Puberty for girls • Puberty for boys • Conception- taught in Science Yr5 (sex education lesson) • Looking ahead 1 • Looking ahead 2	• My self-image • Puberty • Babies: conception to birth- Science Yr5 (sex education lesson) • Boyfriends and girlfriends • Adolescent friendships • Real self and ideal self • The year ahead

NB: The lessons highlighted are additional lessons, within Jigsaw, that could be taught related to 'Sex Education'. At Yew Tree Primary, we have decided not to teach any additional elements beyond the statutory provision for RHE. This means that, at our school, children will learn about puberty in Y5/Y6 and reproduction (from a science perspective) in Y5. This decision shall be reviewed annually and parents/carers will be consulted each year.

YEW TREE PRIMARY SCHOOL



RE



Yew Tree Primary School

RE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Religious Education: - RE at Yew Tree recognises the importance of teaching children to understand the world around them, equipping them with knowledge and skills to answer challenging questions and explore different religions, values and traditions that are followed in our multicultural- society. - Our RE curriculum is designed to enable children to challenge prejudices, discrimination and stereotypes, in order to understand and respect others. - Through RE we enable children to reflect on their uniqueness as human beings to share their feelings and emotions and appreciate the importance of forming positive relationships. - Our goal is for our children to appreciate worldviews, locally, nationally and globally and for our children to be able to hold a balanced and well-informed conversation about religion, preparing them for adult life, employment and life long learning.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

RE Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community Exploring Autumn  <u>Our Community</u> Think about where they are from. Discuss physical features e.g. does it have a beach? Discuss what places they have been to- do they have any special places? Discuss what people they might meet, are they the same or different? Visit different parts of the community, including areas where some children will be very knowledgeable Encourage positive relationships with community members, inviting different community members into school, for example people who are from different cultural backgrounds or do different jobs, e.g. fire fighter. Make a display with the children showing all the people who make up the community of the setting. <u>Key Skills</u> Children talk about their home and community life and find out about other children's experiences. Shows interest in different occupations and ways of life.	Once Upon a Time Sparkle and Shine  <u>My senses</u> Children to make sense of the world around them. Taking part in creative play, make believe, role-play, drama and dance. Children use their imagination in art, music, dance, imaginative play, role-play and stories that represent their own ideas thoughts and feelings. Children explore, observe and find out about objects and places that matter in different cultures and beliefs. They respond in a variety of ways to what they see, hear, smell, touch and taste. Children make and eat festival food and listen to religious music and songs. Children to learn about how to stay safe, discuss who can help them if they are in trouble or in danger. <u>Key Skills</u> Exploring religious artefacts, including those designed for small children such as soft toys. Explore and begin to understand religious songs/music (nursery rhymes).	Starry Night Winter Wonderland  <u>The Natural World</u> Work on nature, growing and life cycles, including outdoor learning (e.g. forest school Seizing opportunities to link with topical and local events, such as celebrations and festivals e.g. harvest festival & Diwali (the festival of new beginnings) or the birth of a new baby, weddings & the death of a pet. <u>Key Skills</u> Remembers and talks about significant events in their own experiences.	Dangerous Dinosaurs Puddles and Rainbows  <u>Friendships and Positive Relationships.</u> <i>NOTE: Complete alongside the healthy eating, being fit and healthy me section of this topic.</i> Talk to children about the importance of being mentally healthy (in simple terms) as well as physically healthy. Discuss what they can do to make sure their mind is happy and 'healthy'. Discuss the importance of friendship and helping each other, understanding how to be part of a group and share fairly. Talk about how they and others show feelings being sensitive to others. Accepting that everyone is different by providing opportunities to share experiences and knowledge from different parts of their lives with each other. Help children learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, persona dolls, stories and books (showing black heroes, disabled kings or families with same sex parents).	Sunshine and Flowers Reflection  <u>My Life and Belonging</u> <i>What is their shadow? Who does it belong to? What is special about them? What is special about others?</i> Recognise and describe special times and events in their lives and the lives of friends and family. Provide ways of preserving memories of special events e.g. making a book, collecting photographs, tape recording, drawing and writing. Children answer 'who', 'how' and 'why' questions about their experiences. Children understand what makes them unique and can talk about some similarities and differences in relation to friends and family. Invite children and families with experience of living in other countries to bring photographs and objects from their home cultures, including those from family members living in different areas of the UK and abroad. Provide role-play areas with a variety of resources reflecting diversity. Share stories that reflect the diversity of children's experiences. <u>Key Skills</u>	Big Wide World Splash  <u>Special Places</u> Discuss where they live, what are the buildings like? How are the similar or different? Think about what buildings are special to them. Discuss special times and events for them and their families and what buildings they may have been in. Talk about how different places are special to different people, starting to talk about the different ways in which people believe and behave, encouraging children to start answering questions. Look at pictures of some places of worship and meet believers in class. Begin, in simple terms, to discuss festivals that may happen in that place of worship. Talk and listen to each other, hearing and discussing stories of all kinds, including religious and secular stories. Provide dress up time for children to act out scenes from stories, celebrations or festivals. <i>NOTE: Special places: Church, Mosque, Gurdwara (You may just want to focus on one or two).</i> <u>Key Skills</u> Children talk about their home

		NOTE: Christmas would be discussed in this term as a stand-alone topic.		Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented. Key Skills Meeting and recognising different cultures and beliefs in class. They talk about their own and others' behaviour and it's consequences and know that some behaviour is unacceptable	Listen to stories that reflect the diversity of children's experiences. Recognising some of the things that make them unique. Remembers and talks about significant events in their own experiences.	and community life and find out about other children's experiences. Recognising some of the things that make them unique.
Reception KS1 & KS2	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YR	Being Special: Where do we belong? Christians Hindus Muslims & Belonging Retell religious stories making connections with their experiences. Share and record occasions when things have happened that have made them feel special. Recall simply what happens at a Christian infant baptism and dedication. Recall simply what happens when a baby is welcome into a religion other than Christianity.  Key Skills Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. To develop respect for their own cultures and beliefs, and those of other people. Begin to be introduced to some religious terminology.	What do Christians believe God is like? Christians & Incarnation Talk about people who are special to them and say what makes their family and friends special to them. Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus. Retell religious stories, making connections with their experiences.  Key Skills Begin to be introduced to some religious terminology. Talk about past and present events in their lives and the lives of family members or friends. Respond to significant experiences showing a range of feeling when appropriate. Understand and join in with family customs, routines and traditions. Discuss and share these with others in the class.	Why is the word God special to Christians? Christians & Creation Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, talking about what they say about the world, God and human beings. Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their creator. Talk about what people do to mess up the world and what they do to look after it.  Key Skills To develop their own narratives based on stories they hear from different communities. To answer who, how and why questions about their experiences.	Why is Easter Special for Christians? Christians & Salvation Recognise and retell stories connected with the celebration of Easter. Say why Easter is a special time for Christians. Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs etc and make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter.  Key Skills Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Listen to stories, songs from different traditions and respond with relevant comments, questions or actions. Be introduced to some religious terminology.	What places are special and why? Christians & Muslims Talk about somewhere that is special to them and say why. Recognise people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians and Muslims these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a place of worship. Express a personal response to the natural world.  Key Skills Respond to significant experiences showing a range of feeling when appropriate. Show sensitivity to others needs and feelings. Develop respect for their own cultures and beliefs, and those of other people. Form positive relationships	What stories are special and why? Christians, Hindus & Muslims Talk about some religious stories and recognise some religious words. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Torah, Qur'an. Talk about some of the things these stories teach believers.  Key Skills To understand and join in with family customs, routines and traditions. To discuss and share these with others in the class. Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices To develop their own narratives based on stories they hear from different communities.

Unit 1:4 Beginning to learn about Sikhs: Stories of the Sikh Gurus (Part A).

Sikhs, Guru, God & Sharing.

Retell stories of Guru Nanak, give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like or about how we should live?)

Give examples of how and why Sikhs retell the stories of Guru Nanak and other Guru's. Make links between Sikh ideas of God found in the stories and how people live.

Ask questions about Sikh stories using the questioning words 'Who? How? Why? Why? What if?'

Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.

Give a good reason for their ideas about whether any of these things are good for them.



Key Skills

Recount outlines of some religious stories.

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Identify what is of value and concern to them.

Unit 1:1 What do Christians believe God is like?

Christians

Identify what a Parable is.

Tell the story of the 'Lost Son' from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. saying sorry, by seeing God welcome them back, by forgiving others).

Give an example of how Christians put their beliefs into practise in worship (e.g. by saying sorry to God).

Think talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.



Key Skills

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise and name features of religions and beliefs.

Recognise features of religious life and practice.

Identify aspects of own experience and feelings.

UNIT 1.7 Beginning to learn about Islam: What can we learn from stories about the Prophet?

Muslims

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for animals, treat people equally).

Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. daily prayer, by using subha beads).

Think. Talk and ask questions about Muslims beliefs and ways of living.



Key Skills

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise religious words and some religious symbols.

Recognise features of religious life and practice.

Identify and question things they find interesting or puzzling.

UNIT 1.3 Who celebrates what? Celebrations that matter in Sandwell.

Christians, Sikhs, Muslims and Celebration

Recognise a special time pupils celebrate and explain simply what celebration means.

Identify and name at least three different religious festivals, giving facts about each one.

Identify a belief that connects to a festival (e.g. 'they do it because they believe...').

Give examples of the ways a festival makes a difference (e.g. to emotions or families).

Compare festival stories to own experiences.

Notice and suggest a meaning or some symbols used in the celebrations they learn about.

Talk about links between how people celebrate today and old stories.

Notice and find out similarities: special food, music, prayers or gifts.



Key Skills

Recognise symbols and other forms of religious expression.

Recount outlines of some religious stories.

Recognise features of religious life and practice.

UNIT 1.10 How and why are some books holy? What can we learn from sacred books and stories?

Sikhs, Muslims, Christians, Sacred and Wisdom

Identify a belief about God linked to what a holy book says.

Recognise that sacred texts contain stories that are special to many people and should be treated with respect.

Identify at least three symbols which people use to show their respect for their holy writings.

Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say.

Give examples of 'hidden messages in faith stories or wise sayings.

Talk about what they like in the stories from the sacred texts they hear.

Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people.

Suggest feelings and reactions of characters at key points in the faith stories and suggest meanings in the stories.



Key Skills

Recognise symbols and other forms of religious expression.

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise and name features of religions and beliefs.

UNIT 1.11 Questions that puzzle us. What can we learn from deep thinking?

Puzzling Questions

Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?

Identify two or more big questions about religions and beliefs and match them to possible answers.

Recognise that people's beliefs about God or life make a difference to what they do.

Give simple examples of 'hidden messages' in faith stories or wise sayings.

Talk about what they like in the stories from sacred texts that they hear.

Think, talk and ask good questions about messages within sacred texts and the values, behaviours and attitudes of people.

Ask and suggest answers to questions arising from their learning about religions.



Key Skills

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Identify and question things they find interesting and puzzling in life.

UNIT 1.5 Beginning to learn about Sikhs: the Gurdwara – Why is there a kitchen (Part B)

Sikhs, Belonging, Community and Worship

Recognise the Sikh holy building, the Gurdwara, from local photos. Retell simply some of the things that happen in the Gurdwara.

Give examples of other community buildings where people share their lives.

Give examples of how Sikhs worship, pray, sing and share their lives at the Gurdwara.

Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara.

Give an example of how some Sikh people might remember God in different ways (e.g. through worship at the Gurdwara/ through service).

Ask questions about Sikh worship using questioning words 'Who? How? Why? What if?'

Talk about what they think is good about the Sikh Gurdwara.

Give a good reason for their ideas about whether any of these things are good for them too.



Key Skills

Identify how religion and belief is expressed in different ways.

Identify some religious practices understanding that some are characteristic of more than one religion.

Respond sensitively to the experiences and feelings of others, including those with a faith.

UNIT 1.2 Why does Christmas matter to Christians?

Christians & Incarnation

Recognise that stories of Jesus's life come from the Gospels.

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions and Christmas.

Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

Decide what they personally have to be thankful for, giving a reason for their ideas.



Key Skills

Retell religious stories and identify some religious beliefs and teachings.

Suggest meanings in religious symbols, language and stories.

Identify possible meanings for symbols and other forms of religious expression.

Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.

UNIT 1.8 Beginning to learn about Islam: What do Muslims in Sandwell believe and how do they live?

Muslims

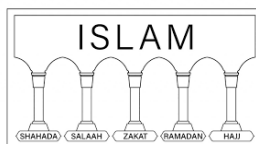
Recognise the words of the Shahadah and that it is very important for Muslims.

Identify some of the key Muslims beliefs expressed in the 5 Pillars of Islam.

Give examples of how Muslims use the Shahadah to show what matters to them.

Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. daily prayer, fasting, Pilgrimage).

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Make links to their own beliefs and personal experiences.



Key Skills

Identify how religion and belief is expressed in different ways.

Identify some religious practices understanding that some are characteristic of more than one religion.

Respond sensitively to the experiences and feelings of others, including those with a faith.

Ask questions about their own and others' feelings and experiences.

UNIT 1.6 Why does Easter matter to Christians?

Christians & Salvation

Recognise that Incarnation and Salvation are part of a big story of the Bible.

Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.

Recognise that Jesus gives instructions about how to behave.

Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Think, talk and ask questions about whether the story of Easter only has something to do with Christians or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.



Key Skills

Retell religious stories and identify some religious beliefs and teachings.

Recognise that some questions about life are difficult to answer.

Ask questions about their own and others' feelings and experiences.

Identify possible meanings for symbols and other forms of religious expression.

UNIT 1.12 What is the 'good news' Christians believe Jesus brings?

Christians & Gospel

Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.

Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

Recognise that Jesus instructs people about how to behave.

Give two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.

Give two examples of how Christians put these beliefs into practice in the church community and their own lives (e.g. charity, confession).

Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians or if there are things for anyone to learn about how to live, giving a good reason for their ideas.



Key Skills

Retell religious stories and identify some religious beliefs and teachings.

Suggest meanings in religious symbols, language and stories.

Identify how religion and belief is expressed in different ways.

Ask questions about their own and others' feelings and experiences.

UNIT 1.9 Holy Places: Where and how do people worship?

Christians Sikhs Muslims & Belonging

Recognise that there are special places where people go to worship and talk about what people do there.

Identify objects used in worship in two religions and give a simple account of how they are used.

Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.

Give examples of stories, objects, symbols and actions used in places of worship.

Think, talk and ask good questions about what happens in a place of worship.

Talk about what makes some places special to people and what the difference is between religious and non-religious special places.



Key Skills

Identify possible meanings for symbols and other forms of religious expression.

Identify how religion and belief is expressed in different ways.

Identify similarities and differences in features of religions and beliefs.

Identify some religious practices understanding that some are characteristic of more than one religion.

Realise that some questions that cause people to wonder are difficult to answer.

Unit 2.9 What is it like to be Jewish?

Jews, Family, Synagogue, Celebration and Torah

Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.

Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'covenant' with '10 commandments'

Offer informed suggestions about the meaning of the Exodus story for Jews today.

Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).

Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.

Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.

Make links with the value of remembrance, personal reflection, saying sort, being forgiven, being grateful, seeking justice in the world today, including pupils own lives and giving good reasons for their ideas.



Key Skills

Describe some religious beliefs and teachings, and their importance.

Describe and suggest meanings for symbols and other forms of religious expression.

Make links between beliefs, stories and practices.

Identify the impacts of beliefs and practices on people's lives.

Unit 2.5 What is the 'Trinity' and why is it important for Christians?

Christians & Incarnation

Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.

Offer suggestions about what texts about baptism and Trinity mean.

Give examples of what these texts mean to some Christians today.

Describe how Christians show their beliefs about God the Trinity in worship in different ways (e.g. in baptism and prayer) and in the way they live.

Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.



Key Skills

Investigate and connect features of religions and beliefs.

Ask significant questions about religions and beliefs.

Identify comparisons between religious symbols, language and stories and the beliefs or ideas that underlie them.

Compare their own and other people's ideas about questions that are difficult to answer.

Unit 2.11 Keeping the Pillars of Islam: How do Muslims beliefs make a difference to their way of living?

Muslims, Beliefs & Ways of living

Identify and describe the 5 Pillars of Islam and the beliefs they express.

Consider questions about what Muslims believe (e.g. is submission to Allah and generosity a good way to live?)

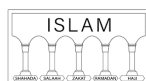
Make simple connection between beliefs about Allah and the 5 Pillars.

Describe how people show devotion to Islam.

Ask questions about why the Pillars are practiced by so many millions.

Express their own ideas about the meaning and value of rituals like these.

Give good reasons for their views about religion and ritual.



Key Skills

Describe some religious beliefs and teachings, and their importance.

Investigate and connect features of religions and beliefs.

Make links between beliefs, stories and practices.

Identify the impacts of beliefs and practices on people's lives.

Describe how some features of religions studied are used or exemplified in festivals and practices.

Unit 2.4 What is it like to be a Sikh in Sandwell?

Sikhs, Beliefs and ways of living

Identify and describe key Sikh beliefs and values including Waheguru and Sewa.

Explain examples of texts such as the Mool Mantar.

Consider questions about the belief that all humans are equal to God.

Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'.

Describe how people show their Sikh identity in dress, behaviour and values.

Raise questions about what it means to live a good life and examine answers.

Make links between their own ideas and values and those held dear in Sikh communities.

Give good reasons for their views about the importance of values such as equality, community, tradition and respect.



Key Skills

Identify the impacts of beliefs and practices on people's lives.

Describe how some features of religions studied are used or exemplified in festivals and practices.

Compare aspects of their own experiences and those of others, identifying what influences their lives

Unit 2.7 What kind of world did Jesus want?

Christians and Gospel

Identify texts that come from a Gospel, which tells the story of life and teaching of Jesus.

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christians.

Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.

Make links between the importance of love in the Bible stories studied and life in the world today, giving good reasons for their ideas.



Key Skills

Make links between beliefs, stories and practices.

Compare their own and other people's ideas about questions that are difficult to answer.

Make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Unit 2.1 What are the deeper meanings of Religious Festivals?

Choose 3: Christians, Muslims or Jews, Sikhs or Hindus & Celebration

Identify and describe how festivals from at least three religions are celebrated, using the right words.

Explain examples of texts and stories that lie behind the festivals in terms of the values and beliefs they show.

Consider questions about the belief that God is at work in human life and stories that show how this should be celebrated.

Make simple connections between sacred texts and the practice of religious festivals today.

Describe how people show devotion to God and commitment to key values in their festivals.

Identify similarities, differences and generalities in relation to the festivals they study.

Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons.

Make links between different religions that all celebrate with triumph of goodness over evil.



Key Skills

Identify similarities and differences between religions and beliefs.

Compare their own and other people's ideas about questions that are difficult to answer.

Compare aspects of their own experiences and those of others, identifying what influences their lives.

Unit 2.3 What do Christians learn from the Bible's Creation Story?

Christians & Creation

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe God and Creation.

Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.

Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth)

Describe how and why Christians might pray to God.

Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.



Key Skills

Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Comment on connections between questions, beliefs, values and practices.

Unit 2.2 What is it like to be a Hindu in Britain today?

Hindus, Community, Worship and Celebration

Describe how Hindu's show their faith with their families in Britain today (e.g. home puja).

Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).

Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain or between Britain and India).

Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean.

Make links between Hindu practices and the idea that Hinduism is a way of life (dharma)

Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for society.



Key Skills

Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms.

Describe the impact of beliefs and practices on individuals, groups and communities.

Unit 2.12 Why does Prophet Muhammad matter to Muslims?

Muslims, Prophet hood, Leaders and Beliefs

Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by.

Explain the meanings of examples of texts that Muslims use to understand Islam.

Consider questions about leadership and Islamic examples of answers.

Make simple connections between sacred texts and Muslim admiration for the Prophet.

Describe how Muslim people follow the example of the Prophet today.

Raise questions about why we often seem to like to follow a leader.

Express their own ideas about the meaning and value of different kinds of leadership.

Give good reasons for their views about leadership of the Prophet.



Key Skills

Describe the key beliefs and teachings.

Describe the impact of beliefs and practices on individuals, groups and communities.

Show understanding of the ways of belonging to religions and what these involve.

Ask questions about the significant experiences of key figures and suggest answers from own and others' experiences, including believers.

Unit 2.8 Why do Christians call the day Jesus died 'Good Friday'?

Christians and Salvation

Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people e.g. by showing them how to live.

Offer informed suggestions about what the events of Holy Week mean to Christians say about the important of the events of Holy Week.

Make simple links between the Gospel accounts and how Christians mark the Easter event in their communities.

Describe how Christians show their beliefs about Jesus in worship in different ways.

Raise thoughtful questions and suggest some answer about why Christians call the day Jesus died 'Good Friday' giving good reasons for their suggestions.



Key Skills

Ask questions about the significant experiences of key figures and suggest answers from own and others' experiences, including believers.

Describe the impact of beliefs and practices on individuals, groups and communities.

Ask questions about puzzling aspects of life and experiences and suggest answers.

Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Unit 2.10 For Christians what was the impact of Pentecost?

Kingdom of God & Christians

Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.

Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.

Give examples of what Pentecost means to some Christians now.

Make simple links between the descriptions of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now.

Describe how Christians show their beliefs about the Holy Spirit in worship.

Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.



Key Skills

Suggest answers to some questions raised by the study of religions and beliefs.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Comment on connections between questions, beliefs, values and practices.

Describe the impact of beliefs and practices on individuals, groups and communities.

Unit 2.6 Values: What matters most?

Christians, Humanists and ways of living

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).

Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen' and Humanist saying 'people can be good with out God', and exist without a designer.

Make clear connections between Christian and Humanist ideas about being good and how people live.

Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering differing points of view.

Raise important questions and suggest answers about how and why people should be good.

Make connections between the values studied and their own lives and their importance in the world today, giving good reasons for their views.



Key Skills

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Describe similarities and differences within and between religions and beliefs.

Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.

Unit 2.1 What does it mean if Christians believe that God is loving and holy?

Christians

Identify some different types of biblical texts, using technical terms accurately.

Explain connections between biblical texts and Christian ideas of God, using theological terms.

Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed.

Show how Christians put their beliefs into practice in worship.

Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

Possible visit to a Church



Key Skills

Suggest lines of enquiry to address questions raised by the study of religions and beliefs.

Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.

Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.

Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

Unit 2.5 Hindu, Jewish and Islamic Prayer – What? Where? How? When? Why?

Hindus, Jews, Muslim & Prayer

Explain beliefs about prayer from Judaism and Islam.

Describe examples of texts that explain and influence Jews and Muslim prayer.

Make clear connections between beliefs about God and the practice of prayer.

Explain differences between the ways Jews and Muslims pray.

Raise questions about prayer and God and explore varied answers.

Explain the importance of prayer to Muslims, Jewish people and those who do not pray or pray in different ways.

Give good reasons for their views about prayer and its value in different communities.



Key Skills

Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.

Recognise and explain diversity within religious expression, using appropriate concepts.

Explain how some forms of religious expression, are used differently by individuals and communities.

Explain connections between questions, beliefs, values and practices in different belief systems.

Explain how and why differences in belief are expressed.

Unit 2.8 How do Christians decide how to live? What would Jesus do?

Christians & Gospel

Identify features of Gospel texts (e.g. teachings, parable, narrative).

Taking account of the context, suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret Biblical texts.

Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.

Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and issues, problems and opportunities in the world today including their own lives.

Articulate their own response to the issues studied, recognising different points of view.



Key Skills

Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.

Make informed responses to questions of identity and experience in the light of their learning.

Make informed responses to questions of meaning and purpose in the light of their learning.

Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

Unit 2.9 What will make Sandwell a more respectful community?

Christians, Muslims, Sikhs, Hindus, Non-Religious, Respect Cohesion & Difference

Explain beliefs about the value of religious and cultural diversity in their local community.

Describe examples of texts that explain why honouring all humans is important.

Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community.

Give examples of the impact of inter faith working in our community.

Raise questions about how we can be a more tolerant and respectful community, suggesting answers.

Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.

Give good reasons for their views about harmony in our communities.



Key Skills

Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.

Recognise and explain diversity within religious expression, using appropriate concepts.

Explain connections between questions, beliefs, values and practices in different belief systems.

Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Explain how and why differences in belief are expressed. Make informed responses to people's values and commitments.

Unit 2.2 An enquiry into visiting a place of worship

Christians, Muslims, Sikhs & Hindus

Explain beliefs about holy buildings and God's presence from different religions.

Describe examples of texts that explain worship and sacred space.

Make clear connections between belief about God and places of practices of worship.

Explain differences between what happens in different places of worship.

Raise questions about the value and impact of worship and the significance of 'holy space'.

Describe clear connections between beliefs about God and how people worship.

Express their own response to the idea that the Earth is a 'holy place' we all share.



Key Skills

Suggest lines of enquiry to address questions raised by the study of religions and beliefs.

Recognise and explain diversity within religious expression, using appropriate concepts.

Explain how some forms of religious expression, are used differently by individuals and communities.

Explain connections between questions, beliefs, values and practices in different belief systems.

Explain how and why differences in belief are expressed.

Unit 2.10 Can religions help to build a fairer world?

Christians, Muslims & Justice

Explain beliefs and teachings about justice from Christian and Muslim texts.

Compare their ideas about justice and fairness with those studied in Islam and Christianity.

Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity.

Describe examples of the impact of charitable work in the world today.

Explain some difference between the two charities.

Raise questions about charity, justice and the impact of religion, suggesting answers.

Explain the importance of the idea that God loves justice and is just to Muslims and Christians.



Key Skills

Express their own ideas.

Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret religions and beliefs from different perspectives.

Interpret the significance and impact of different forms of religious and spiritual expression.

Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.

Make informed responses to people's values and commitments in the light of their learning. They will use different techniques to reflect deeply.

Unit 2.11 Why do Hindus want to be good?

Hindus, Moksha, Karma, Dharma & Samsara

Identify and explain Hindu beliefs e.g. dharma, karma, samsara, moksha using technical terms accurately.

Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc.

Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.

Connect Hindu ideas about the stages of life (4 ashramas) with the ideas of how to live well (karma) and with beliefs about reincarnation (dharma, moksha).

Give evidence and examples to show how Hindus put their beliefs into practice in different ways.

Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus.

Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.



Key Skills

Compare the different ways in which people of faith communities express their faith.

Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret the significance and impact of different forms of religious and spiritual expression.

Use religious and philosophical terminology and concepts to explain religions, beliefs and systems

Unit 2.6 What can we learn from religion about temptation?

Christians, Muslims, Creation, Temptation, Fall & Reconciliation

Explain Muslim and Christian beliefs about temptation, sin and forgiveness.

Compare their ideas about temptation with those studied.

Make clear connections between belief about God and moral choices.

Give examples of the impact of ritual in life.

Explain the difference between Christian and Muslim ideas.

Express their own response to Muslim and Christian teaching about temptation.

Give good reasons for their views about moral choices and forgiveness.



Key Skills

Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied.

Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.

Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.

Unit 2.4 What do Christians believe Jesus did to 'save people'?

Christians & Salvation

Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit in.

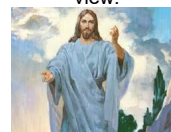
Explain what Christians mean when they say that Jesus's death was a sacrifice.

Make clear connections between the Christian beliefs in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

Show how Christians put their beliefs into practice in different ways.

Weigh up the value and impact of ideas of sacrifice in their own lives and in the world today.

Articulate their own responses to the idea of sacrifice, recognising different points of view.



Key Skills

Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.

Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Unit 2.3 Can religions help people when times get hard?

Christians Hindus Muslims & Non-Religious

Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.

Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.

Make clear connections between what people believe about God and how they respond to challenges in life (e.g. bereavement, suffering).

Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.

Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.

Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.



Key Skills

Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret religions and beliefs from different perspectives.

Interpret the significance and impact of different forms of religious and spiritual expression.

Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Unit 2.12 What impact do people's beliefs have on their lives? (transition)

Christians, Sikhs, Muslims and Spirituality

Explain some ways beliefs are shown in creative expression.

Compare their ideas about religious expression with the examples they study.

Make clear connections between beliefs and different forms of expression.

Give examples of the impact of beliefs on art, architecture and music.

Raise questions about how they might express their own spiritual ideas.

Describe clear connections between beliefs and art / architecture / music.



Key Skills

Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.

Interpret the significance and impact of different forms of religious and spiritual expression.

Compare the different ways in which people of faith communities express their faith.



Yew Tree Primary School

RELIGIOUS EDUCATION CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential	What does this mean for Religious Education: - RE at Yew Tree recognises the importance of teaching children to understand the world around them, equipping them with knowledge and skills to answer challenging questions and explore different religions, values and traditions that are followed in our multicultural- society. - Our RE curriculum is designed to enable children to challenge prejudices, discrimination and stereotypes, in order to understand and respect others. - Through RE we enable children to reflect on their uniqueness as human beings to share their feelings and emotions and appreciate the importance of forming positive relationships. - Our goal is for our children to appreciate worldviews, locally, nationally and globally and for our children to be able to hold a balanced and well-informed conversation about religion, preparing them for adult life, employment and life long learning.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Religious Education Key Skills Progression

Strand	Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making sense of Beliefs	What People Believe	Listen to stories that reflect the diversity of children's experiences.	Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. To develop respect for their own cultures and beliefs, and those of other people.	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. <i>(linked to understanding the impact).</i>	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
	Topics where covered	Special Places, My Life and Belonging.	Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Enquiring, investigating and interpreting	Meeting and recognising different cultures and beliefs in class. Exploring religious artefacts, including those designed for small children such as soft toys.	To develop their own narratives based on stories they hear from different communities. To answer who, how and why questions about their experiences.	Identify what they find interesting and puzzling in life. <i>(Linked to making connections).</i> Recognise symbols and other forms of religious expression.	Recognise that some questions about life are difficult to answer. <i>(Linked to making connections).</i> Ask questions about their own and others' feelings and experiences. <i>(Linked to making connections).</i> Identify possible meanings for symbols and other forms of religious expression.	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression.	Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts.	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression <i>(linked to understanding the impact).</i>
	Topics where covered	Friendships and Positive Relationships, Our Community, My Senses	Unit 1, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12

Understanding the Impact	Expression and Language	Explore and begin to understand religious songs/music (nursery rhymes).	Begin to be introduced to some religious terminology e.g. nativity, Christians, Easter. They respond to significant experiences showing a range of feeling when appropriate.	Recognise religious words and some religious symbols.	Suggest meanings in religious symbols, language and stories.	Identify comparisons between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	Explain how some forms of religious expression, are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
	Topics where covered	My Senses	Unit 1, Unit 2, Unit 3, Unit 4, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Thinking about religion and belief	Children talk about their home and community life and find out about other children's experiences. Recognising some of the things that make them unique.	Children talk about past and present events in their lives and the lives of family members. They understand that other children don't have the same beliefs or enjoy the same things and they are sensitive to this. The show sensitivity to others; needs and feelings and form positive relationships.	Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs.	Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs.	Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs.	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
	Topics where covered	Our Community, My life and Belonging	Unit 1, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	What People do	Shows interest in different occupations and ways of life.	Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.	Recognise features of religious life and practice.	Identify some religious practices understanding that some are characteristic of more than one religion.	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
	Topics where covered	Our Community	Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7 Unit 1.3, Unit 1.10	Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12

Making Connections	Making Sense of Who we are	Remembers and talks about significant events in their own experiences.	To understand and join in with family customs, routines and traditions. To discuss and share these with others in the class.	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Topics where covered	The Natural World, My Life and Belonging, Special Places	Unit 1, Unit 4, Unit 5	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Making Sense of Life			Identify and question things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Topics where covered			Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Making Sense of Right and Wrong	They talk about their own and others' behaviour and it's consequences and know that some behaviour is unacceptable.	They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children to work harmoniously.	Identify what is of value and concern to them, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.
	Topics where covered	All Topics	All Topics	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12

YEW TREE PRIMARY SCHOOL



SCIENCE



Yew Tree Primary School

SCIENCE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

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Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Science
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	What does this subject area offer our curriculum? A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. What are the key features of this subject area? Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. What should this subject look like in our curriculum? Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.



Yew Tree Primary School

Science Key Skills & Knowledge Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	Me and My Community / Exploring Autumn  Key skills Care for growing seeds and plants and describe observable features of different types of plants and trees. Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things	Once Upon a Time / Sparkle and Shine  Key skills Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about the difference between materials and changes they notice.	Starry Night / Winter Wonderland  Key skills Begin to understand the need to respect and care for the natural environment and all living things Name a variety of domestic and wild animals. Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder Begin to talk about and name the body parts of common animals, including pets Talk about things they can do on winter evenings and	Dangerous Dinosaurs / Puddles and Rainbows  Key skills Understand the key features of the life cycle of animals. Talk about some of the things that they have observed using simple scientific vocabulary. Make a shadow bigger or smaller using toys, play equipment and a light source. Say what the daily weather is like	Sunshine and Sunflowers / Reflections  Key skills Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Begin to observe and talk about living things in the local environment Care for growing seeds and plants and describe observable features of different types of plants and trees.	Big Wide World/splash  Key skills Understand the weather, environment and living things are different in different places around the world. Understand that climates and environments are different, depending on their location on Earth.

			things they can do on summer evenings and begin to notice the difference in day length Describe simply how weather changes as the seasons change Talk about some of the things that they have observed using simple scientific vocabulary.			
EYFS	TOPIC 1	TOPIC 2	TOPIC 3			
YR	Let's Explore and Build it up  <u>Key skills</u> With support, observe, record and talk about materials and living things. Compare and group objects and materials according to simple given criteria. Observe and describe living things and their habitats within the local environment.	Long Ago and Stories and Rhymes  <u>Key skills</u> Describe simply how weather changes as the seasons change. Recognise and discuss how they have changed from when they were babies. Name and sort everyday items into groups of the same material.	Animal Safari  <u>Key skills</u> Identify common features for different groups of animals, including wild and domestic animals. With support, observe, record and talk about materials and living things. Match animals to their young. Match animals to the foods that they eat. Identify common features for different groups of animals, including wild and domestic animals. Observe and describe living things and their habitats within the local environment. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.			

KS1 and KS2	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5
Y1	My Body (Animals, inc humans) Name basic parts of the body and identify senses.  Key Skills Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Performing simple tests e.g. What is in the mystery box? What sense am I going to use to find out?	Materials (Everyday materials) Name what objects are made from and identify simple physical properties of everyday materials.  Key Skills Compare and group together a variety of everyday materials on the basis of their simple physical properties. Perform simple tests. Identify and classify materials based on their properties e.g. Which materials are waterproof?	Identifying animals (Animals, inc humans) Name common animals and identify herbivores and omnivores. Name basic parts of the body and identify senses.  Key Skills Asking simple questions and recognising that they can be answered in different ways observing closely features of different mammals. Identifying common herbivores and omnivores using simple classifications.	Identifying Plants (Plants) Name a variety of plants, identifying evergreen and deciduous trees. Know the basic structure of plants and trees.  Key Skills Making observations and simple comparisons between different types of plants and their roots. Recording observations of growing plants Planning simple investigations with support.	Seasonal Changes Observe changes across the 4 seasons and observe and describe weather.  Key Skills Describe changes across the four seasons Observe and describe weather associated with the seasons and how the seasons affect humans. Describe how day length varies.

Y2

Exploring everyday materials
(Uses of everyday materials)

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, and rock, paper and cardboard for particular uses. Explore how materials can be changed by squashing, bending, twisting and stretching



Key Skills

Asking simple questions and recognising that they can be answered in different ways.

Performing simple tests such as which materials are easiest to squash/bend/twist?

Identify and classify materials using own criteria based on properties.

Super Scientists

Research a range of scientists and how their work has impacted on today's world. Scientists include Isaac Newton

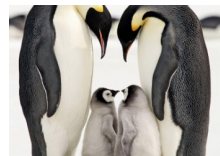


Key Skills

Asking simple questions and recognising that they can be answered in different ways e.g. What happens to light as it passes through different objects? Observing closely, using simple equipment. Performing simple tests such as the effects of gravity using different materials. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions record in simple tables/graphs

Growth and Survival
(Animals inc humans)

Find out about and describe the basic needs of animals, including humans, for survival (water, food, air), describe the importance of exercise and that animals have off spring.



Key Skills

Identifying and classifying animal groups e.g. animals that give birth to live young or lay eggs. Using ideas to suggest answers to questions. E.g. Are older children always tallest? Gather and record data using simple equipment such as tape measure / meters rulers to record findings.

Growing Plants
(Plants)

Describe how plants grow and stay healthy (water, light and temperature) Observe and describe how seeds and bulbs grow into mature plants.



Key Skills

Making observations and simple predictions. E.g. How many seeds do you think this fruit has? Recording observations

Planning investigations with support E.g. What conditions affect germination?

Living in Habitats
(Living things and their habitats)

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify and name a variety of plants and animals in their habitats, including micro- habitats. To explore food chains in habitats.



Key Skills

Record observations of habitats in writing and drawing. Suggest answers to questions e.g. Why does this animal live here? Identify and classify animals living in different habitats. E.g. animals live by the seaside? Compare differences between habitats and microhabitats. Which

Y3

Forces and magnets

Compare how things move on different surfaces, describe if magnets attract or repel depending on their poles, compare and groups materials depending whether they are attracted to a magnet.



Key Skills

Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and predictions E.g. How do objects move on different surfaces. Taking accurate measurements using standard units, using a range of equipment. Including bar magnets. Gather, record and classify findings e.g. Which materials are magnetic? . Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables.

Rocks, fossils and soils (Rocks)

Compare and group together different kinds of rocks. Recognise that soils are made from rocks and organic matter Describe how fossils are



Key Skills

Set up simple practical enquiries, comparative and fair tests- erosion of rocks. Make careful observations of rocks. Group and classify rocks using Venn and Carroll diagrams. Taking accurate measurements using standard units e.g. Which soil sample is the most absorbent using ml/l.

Gather record, classify and presenting data in a variety of ways – soil samples. Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables. Use straightforward scientific evidence to answer questions or to support their findings

Health and movement (Animals inc humans)

Identify that animals, including humans, need the right types and amount of nutrition. Identify humans and some other animals have skeletons and muscles for support, protection and movement



Key Skills

Ask relevant questions and using different types of scientific enquiries to answer them.

Gather, record, classify and present data in a variety of ways to help in answering questions. E.g. Which foods hold the most nutrition and why? What muscles help us to move? Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, display or present results and conclusions.

Light and Shadow (Light)

Recognise that they need light in order to see things Notice that light is reflected from surfaces Explore how shadows are formed and find patterns in shadows. Recognise light from the Sun can be dangerous



Key Skills

Set up simple practical enquiries, comparative and fair tests –

Comparing shadows and made by different materials How can shadows move? Shadows through the day. Make systematic and careful observations.

Taking accurate measurements using standard units, using a range of equipment – measuring the length of shadows. Gather record, classify and presenting data. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables .

How plants grow (Plants)

Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. Investigate the way in which water is transported within plants Explore the role of flowers in the life cycle of flowering plants,



Key Skills

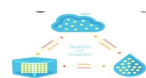
Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations e.g. How do plants take up water?

What are the functions of leaves in flowering plants? Taking accurate measurements using standard units, using a range of equipment, meter sticks, rulers. Gather record, classify and presenting data in a variety of ways E.g. which seeds come from air dispersal/animal dispersal. Record findings using simple scientific language, drawings, labeled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Y4

States of matter

Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state Identify the part played by evaporation and condensation in the water cycle.



Key Skills

Set up simple practical enquiries, comparative and fair tests. Gather, record, classify and present data in a variety of ways to help in answering questions. Use a range of equipment such as measuring cylinders, beakers, water, jugs using standard units ml/l Compare and group materials according to a solid or liquid. Record findings using simple scientific language e.g. some materials vary in viscosity such as cotton wool and sand. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further question

Circuits and Conductors (Electricity)

Identify common appliances that run on electricity. Construct a simple series electrical circuit Identify whether or not a lamp will light in a simple series circuit Recognise that a switch opens and closes a circuit. Recognise some common conductors and insulators, and associate metals with being good conductors

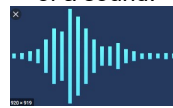


Key Skills

Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries. Make systematic and careful observations; take accurate measurements using standard units, using a range of equipment, including batteries, bulbs, etc. Gather record, classify and present data in a variety of ways. Record findings using simple scientific language e.g. This component won't work in this circuit because it is an insulator. Draw, label diagrams, of electrical circuits. Use results to draw simple conclusions, make predictions for new values, and suggest improvements e.g. How powerful were the switches in your circuit? How could you improve the conductivity? Raise further questions.

Changing Sounds (Sound)

Identify how sounds are made. Recognise that vibrations travel through a medium. Sounds get fainter as the distance from the sound source increases. Find patterns between the pitch of a sound and between the volume of a sound.

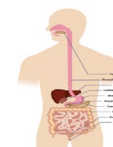


Key Skills

Ask relevant questions and using different types of scientific enquiries to answer them E.g. Which materials do not allow sound to pass through them easily? Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations; take accurate measurements using standard units, using a range of equipment. Gather record, classify and present data in a variety of ways. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions The material best for soundproofing is... this is because...

Eating, digestion and teeth (Animals inc humans)

Describe functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey



Key Skills

Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Record findings using mirrors. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. E.g. Which organs are associated with the digestive system and why?

Living in environments (Living things and their habitats)

Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Look at changes to environments and habitats.



Key Skills

Make systematic and careful observations and, where appropriate. Gather, record, classify and present data in a variety of ways to help in answering questions. E.g. How can we classify and group these animals based on their characteristics. Using classification keys. Record findings using simple scientific language, drawings, labelled diagrams, keys, and tables.

Y5

Forces in Action (Forces)

Explain that unsupported objects fall towards the Earth because of the force of gravity. Identify the effect of air resistance, water resistance and friction. Recognise that some allow a smaller force to have a greater effect of gravity.



Key Skills

Plan different types of scientific enquiries to answer questions, E.g. Why do objects fall towards the center of the earth? Controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. E.g. How can we investigate which of these surfaces has the most friction and so would make moving an object on it the most difficult? Record data and results of increasing complexity using scientific diagrams, labels and tables. Report and presenting findings from enquiries e.g. The effects of water resistance are...

Properties and changes of materials

Compare and group together everyday materials. Know that some materials will dissolve. Use solids, liquids and gases to decide how mixtures might be separated. Explain that some changes result in the formation of new materials,



Key Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. E.g. Which materials 'dissolve', 'react', become a 'solution' or 'soluble' when mixed? Which variables are they changing? How will the test be fair? Report and present findings from enquiries, including conclusions.

Life Cycles (Living things and their habitats)

Describe the difference in the life cycles of a mammal, an amphibian an insect and a bird. Describe the life process of reproduction in some plants and animals

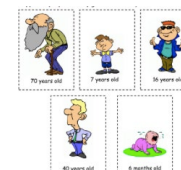


Key Skills

Record data and results of increasing complexity using scientific diagrams e.g. Animal Offspring. Report and present findings from enquiries, E.g. Describe the life process of sexual and asexual reproduction in flowering plants? Including conclusions, causal relationships and explanations. Identify scientific evidence that has been used to support or refute ideas or arguments. E.g. the life cycle of animals in our local environment compared to with animals around the world are different/ similar because...

Changes and reproduction (Animals inc humans)

Describe the changes as humans develop to old age



Key Skills

Plan different types of scientific enquiries to answer questions E.g. explain some of the physical changes that occur at different stages in the life cycle of humans? Identify scientific evidence that has been used to support or refute ideas or arguments E.g. Evidence suggests ways in which older people can stay fit and healthy are... I refute or agree with these because...

Earth and Space

Describe the movement of the Earth, and other planets relative to the Sun. Describe the movement of the Moon relative to the Earth. Explain day and night.



Key Skills

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, take measurements using rulers and compasses. Give clear explanations and scientific reasoning E.g. Explain why night and day do not happen at the same time in different parts of the world?

Y6

Classifying organisms (Living things and their habitats)

Describe how living things are classified into broad groups according to characteristics. Give reasons for classifying plants and animals based on specific characteristics



Key Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables-E.g. mould experiment. Record data and results of increasing complexity using scientific diagrams and labels, classification keys E.g. grouping organisms based on their characteristics, tables, bar and line graphs. Report and present findings from enquiries, E.g. Explain the difference between vascular and non-vascular plants? Including conclusions, causal relationships and explanations of and degree of trust in results.

Seeing Light (Light)

Recognise that light appears to travel in straight lines. Explain that light travels in straight lines. Explain how we see things. Explain how shadows are formed and why shadows have the same shape as the objects that cast them



Key Skills

Plan different types of scientific enquiries to answer questions, E.g. do all objects create a shadow? What happens when the object is moved further away from the torch? Including recognising and controlling variables where necessary. Report and present findings from enquiries, E.g. How can light be reflected and changed direction? Draw conclusions.

Healthy Bodies (Animals inc humans)

Identify and name the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle. Describe the ways in which nutrients and water are transported within animals, including humans



Key Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. E.g. Which is the highest fat/protein/carbohydrate content that you can find?' 'Which is the healthiest/unhealthiest ready-meal find?' Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Report and present findings from enquiries, including conclusions, E.g. The circularity system transports blood and nutrients to different parts of the body.

Changing Circuits (Electricity)

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for n how components function. Use recognised symbols when representing a simple circuit in a diagram

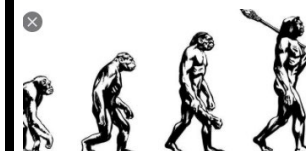


Key Skills

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary E.g. To investigate ways in which the brightness of a bulb or speed of a motor is changed. Report and present findings from enquiries, E.g. create a circuit for a particular use. Including conclusions and Explanations.

Evolution and inheritance

Recognise that living things have changed over time. Recognise that living things produce offspring of the same kind, but vary. Identify how animals and plants are adapted to suit their environment.



Key Skills

Report and present finding from enquires, E,G explain why. characteristics are more likely to be passed from generation to generation?.



Yew Tree Primary School

SCIENCE CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Science What does this subject area offer our curriculum? A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	What are the key features of this subject area? Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. What should this subject look like in our curriculum? Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.



Yew Tree Primary School

Science Key Knowledge Progression

Strand	Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biology	Plants	Can talk about some of the things they have observed such as plants	They make observations of animals and plants and explain why some things occur, and talk about changes.	Identify and name wild and garden plants	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers	Recognise that living things can be grouped in a variety of ways		
		Plant seeds and care for growing plants	Explore the natural world around the making observations of plants.	Identify and name deciduous and /or evergreen trees	Observe and describe how seeds and bulbs grow into mature plants	Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment		
		Understand the key features of a life cycle of a plant.	Begin to name and groups plants and trees.	Identify the structure of plants and trees e.g. roots, trunk, stem, flower and canopy		Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			
		Describe features of plants and trees.							

	Animals including humans	Can talk about some of the things they have observed such as animals Developing an understanding of growth, decay and changes over time. Talk about what they see. Begin to make sense of their own life story and families history. Identify some body parts from pictures (Mestro) Name domestic animals Begin to talk about and name the parts of animals	They make observations of animals and explain why some things occur, and talk about changes. Know and talk about the factors that support their healthy and well-being. Make observations of animals Name some of the different body parts (Maestro) Match animals to their young. Identify common features for groups of animals.	Identify and name common animals including Fish, amphibians, reptiles, birds and mammals Identify and name common animals that are herbivores and omnivores. Name the basic parts of the human body and say which part of the body is associated with each sense.	Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey	Describe the difference in the life cycles of a mammal, an amphibian an insect and a bird. Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age.	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animal. Give reasons for classifying plants and animals based on specific characteristics Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting). Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported
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	Living things and their habitats	Begin to understand the need to respect and care for the natural environment and all living things. Use all of their senses in exploration of natural materials. Begin to talk about living things in their local environment Say how a living thing has changed over time.	Recognise some environments that are different to the one in which they live They make observations of animals and plants and explain why some things occur, and talk about changes. Observe and describe living things in their environment Explore the natural world around them and give simple descriptions following observations of changes.		Differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Name different sources of food.		Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats		
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	Evolution and inheritance								Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
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	Materials inc. properties and changes of materials	Can talk about the differences between materials and changes they notice. Explore collections of materials with similar and / or different properties (with support). Talk about how they are similar or different	Children know about similarities and differences in relation to objects, materials and changing states of matter. Recognise the properties of some materials Compare and group materials and objects..	Can name what an object is made from The names of a variety of every day material including wood, plastic, glass, metal, water and rock. Know the simple physical properties of a variety of every day materials.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials	
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	States of matter						Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature		
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	Rocks					Compare and group together different kinds of rocks on the basis of their simple physical properties Recognise that soils are made from rocks and organic matter Describe in simple terms how fossils are formed when things that have lived are trapped within rock			
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Physics	Light					Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces Recognise that shadows are formed when a light source is blocked by a solid object Find patterns in the way that the size of shadows change Recognise that light from the Sun can be dangerous and that there are ways to protect our eyes		Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

	Sound						Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sound travel through a medium to the ear Recognise that sounds get fainter as the distance from the sound source increases Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it.		
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	Electricity		Explore and describe electrical light sources.				Identify common appliances that run on electricity Construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram
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	Forces and Magnets	Explore and talk about different forces that they can feel (floating and sinking)	Describe, predict and sort things that float and sink and talk about the forces they can feel.			Compare how things move on different surfaces. Notice that some forces need contact between two objects but magnetic forces act at a distance. Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	
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	Earth and Space							Describe the movement of the Earth, and other planets relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	
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	Seasonal Changes	Begin to talk about changes that they notice. Talk about the weather as being warm or cold. Say what the daily weather is like.	Understand the effect of the changing seasons on the natural world around them. Notice and begin to describe patterns of weather in summer and winter. Describe what they see hear and feel while they are outside. Describe how the weather changes as the seasons change.	Observe changes across the four seasons Observe and describe weather associated with the seasons and how					
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Yew Tree Primary School

SCIENCE CURRICULUM OVERVIEW

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Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Science What does this subject area offer our curriculum? A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	What are the key features of this subject area? Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. What should this subject look like in our curriculum? Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.



Yew Tree Primary School

Science Key Skills Progression

Strand	Area	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SC1 Skills	Plan	Uses a variety of questions (e.g. <i>what, where, who</i>). Talk about what they see using a wide ranging vocabulary Begins to show curiosity about objects, event and people. Understand 'why' questions. Ask or answer a simple question	Questions why things happen and give explanations. Asks e.g. <i>who, what, when, how</i> Articulate their thoughts in well-formed sentences Use talk to organise thinking and activities Learns and uses new vocabulary Answer how and why questions about their experiences.	Identifying questions that can be answered by trying it out myself. Identifying questions that can't be answered this way. With support plan simple tests	Identify different types of enquiry that answer scientific questions: research; pattern seeking, and observation, fair testing. Plan simple tests making simple predictions.	Suggest relevant questions and ideas. Think about how to collect sufficient evidence e.g. research, pattern seeking, observation, fair testing, classifying. Identify the variables that must stay the same for it to be a fair test Make predictions based on everyday experience and knowledge	Suggest questions that can be the basis of different types of scientific enquiry: research, pattern seeking, observation, fair testing, classifying. Plan the main steps of an enquiry. Identify the key variable to change in a fair test. With help, decide what to measure and choose apparatus.	Consider questions and make suggestions as to how to make an appropriate enquiry: research, pattern seeking, observation, fair testing, classifying. Identify the key variable to measure as a result of the change they make in a fair test. Make predictions based on scientific knowledge.	Ask my own questions and with a clear purpose, offer my own ideas for scientific enquiry. Understand, select and plan the most appropriate enquiry research, pattern seeking, and observation fair testing. Decide what data to collect and become more aware of how much evidence should be collected.

	Do	Explore how things work. Use all their senses in hands on exploration. Observe planned activities	Explain how things work and why they might happen. Use new vocabulary Describe what they can see, hear and feel. Make simple comparisons	Use my senses to make observations Make some standard and non- standard measures of length. Make simple comparisons and group things (two sets) with reasons.	Use non-standard and standard measures for length such as metre sticks, kg masses, L jugs and second timers. Make simple comparisons of similarities and differences. Make careful observations	Make observations and comparisons. Take measurements using standard units (length, time, volume, mass, force) and a range of equipment including thermometers, data loggers.	Make systematic and careful observations and comparisons. Make increasingly accurate measurements of time, temperature, length, volume, mass and force. Begin to think why measures should be repeated	In a variety of contexts, make relevant observations and comparisons. Make repeated measurements of time, temperature, length, volume, mass and force and say why they are important.	Compare five or more things. Make my own decisions about what measurements to use, When to check them and explain why repeated measurements are important.
	Record		Represent observations by mark making, drawing, creating simple charts and tables.	Record some observations in drawings, a table or block graph with guidance.	Record findings in tables, drawings and block graphs.	Record results in tables, drawings, and bar charts and use simple scientific language in my writing	Create my own labeled diagrams, tables, keys and bar charts using results from my own or the classes' enquiries.	Record results clearly in scientific diagrams and labels, bar charts, tables and line graphs as appropriate.	Select an appropriate method to record evidence in the most effective way including scatter graphs, classification keys, bar and line graphs

	Review	Talk about what they see Begin to offer explanations for why things happen. Use a wider range of vocabulary	Make comments about what they have heard. Describe events in detail. Use new vocabulary Answer how and why questions about their experiences.	Communicate my findings orally, using drawings or writing Use appropriate vocabulary to say what I have found out.	Make simple interpretations, beginning to use their knowledge to explain. Link predictions to outcomes. Begin to use scientific language.	Report on findings from enquiries using oral and written explanations, displays or presentations of results and conclusions. Explain a simple pattern of results using my own and scientific ideas. Use results to draw simple conclusions. Recognize some of the problems in their enquiry work, suggest improvements and with support raise further questions.	Link results to predictions made. Identify trends and patterns in results. Use straightforward scientific evidence to answer questions or to support my findings.	Decide if results support predictions and make further predictions from results. Decide if evidence is sufficient to support conclusions. Identify limitations in my enquiry.	Identify trends and patterns in results and discuss those that don't fit. Use results to draw conclusions and offer coherent explanations. Identify scientific evidence that has been used to support or refute ideas or arguments. Explain the degree of trust in my results.
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YEW TREE PRIMARY SCHOOL



SPANISH



SPANISH CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

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Yew Tree Primary School

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Spanish? • Being able to communicate in a foreign language is an increasingly essential skill in today's diverse, multicultural society. Studying a language improves children's analytical and interpretive capacities as well as their physical, linguistic, cognitive, social and emotional skills. It is one of the best ways to prepare our children for the next steps in their education and for the future beyond. • Our Spanish curriculum is designed to foster children's curiosity, deepen their understanding of the world and provide an opening to other cultures.
	Curriculum Objectives	• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	• It's aims are: - to introduce children to another language in an enjoyable, fun and accessible way; - to make children aware that language has structure and that the structure differs from one language to another; - to help children develop awareness of cultural similarities and differences; - to support oracy and literacy, and in particular develop speaking and listening skills; - to lay the foundations for future study, helping children to develop positive attitudes to language learning. • Our curriculum encourages all our children, regardless of their background and ability, to achieve their full potential in Spanish lessons. It allows them to express their ideas in Spanish, both in speech and in writing, and provides opportunities for them to communicate for practical purposes as well as developing new ways of thinking.



Yew Tree Primary School

Spanish Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 6
KS2	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Y4	¡Hola! ¿Cómo estás? Hello! How are you? Children are introduced to Spain and the Spanish speaking world through map work. They learn to ask and answer simple questions relating to their name and how they are feeling, as well as demonstrate basic understanding by responding to simple classroom instructions. Some simple Spanish phonemes are introduced.  <u>Key Skills</u> Listen attentively to spoken language and show understanding by joining in and responding Use actions to aid memorisation of new language Develop accurate pronunciation and intonation Engage in conversations, asking/answering questions Use a sentence builder	¡Vamos a contar! Let's count! At the beginning of the half term children learn about <i>Día de los Muertos</i> in Mexico. They dive deeper into basic phonics for numbers up to 20, making predictions about spellings and learning to write the individual words. Using their new knowledge of numbers, pupils build on their bank of simple questions and responses by giving their age. At the end of term, they learn about <i>La Navidad</i> celebrations in Spain.  <u>Key Skills</u> Explore patterns and sounds of language, and links between sound, spelling and meaning Speak in sentences, using familiar vocabulary, phrases and language structures. Develop accurate pronunciation and intonation	¿A qué fecha estamos? What's the date? At the start of the term, pupils learn about <i>Día de los Reyes</i> traditions in Spain. They learn days of the week and months of the year as well as building on previous learning by counting to 31. They also learn to talk about their birthday. They develop more cultural understanding by looking at the dates of popular Hispanic festivals including <i>La Tomatina</i>, <i>Carnaval</i> and <i>La Fiesta de San Fermín</i>.  <u>Key Skills</u> Explore patterns and sounds of language, and links between sound, spelling and meaning Speak in sentences, using familiar vocabulary, phrases and language structures Understand and respond to language from authentic sources	¿De qué color es? What colour is it? Children learn about Spanish adjectives (colours). They create simple sentences about their favourite colours & give simple opinions about colours. They begin to explore Spanish noun/ adjective order and how it differs from English. New vocabulary is used to create a simple retelling of a Spanish story. Spanish traditions are celebrated again as children learn about <i>Pascua</i> and <i>Semana Santa</i>  <u>Key Skills</u> Describe things orally and in writing Use a bilingual glossary to broaden vocabulary. Appreciate, understand and respond to authentic stories/poems in the target language Read carefully and show understanding of words, phrases and simple writing. Adapt a model/manipulate language by changing elements in sentences	¿Que tienes? What do you have? Children learn to describe the equipment they have at school. They listen to a Spanish song about the contents of their school bag and begin to develop an understanding of gender and the nuances of Spanish adjectives, as they create descriptions.  <u>Key Skills</u> Describe things orally and in writing Transfer prior learning to a new context Understand basic grammar/ recognise typical conventions in the target language. Compare and contrast the target language to English to develop understanding Use a sentence builder/ bilingual glossary	Mi familia y yo My family and me Children learn to ask and answer questions about their pets, as well as revisiting the notion of gender. They apply previous learning to describe animals using colours, simple adjectives and agreement. Children also identify and talk about their immediate family, producing simple family trees about their real or imaginary relatives.  <u>Key Skills</u> Apply grammatical knowledge/rules to build sentences Use knowledge of words and structures to build spoken/written passages and integrate new language into previously learnt language Speak with increasing confidence and fluency

	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Y5	Describimos: ¿Cómo eres? What do you look like? During this first half term, children continue to build on question forms by learning to ask about and respond to questions about physical appearance (hair and eye colour.) They continue to develop their understanding of key grammatical features such as the nuances of adjectives, verb conjugation and the formation of plurals.  <u>Key Skills</u> Describe people orally and in writing Use context to determine meaning Transfer prior learning to a new context Write at varying length and for different purposes and audiences, using a range of grammatical structures and linguistic knowledge. Write phrases from memory and adapt these to create new sentences.	Describimos: ¿Cómo es tu carácter? What's your personality like? Building on language introduced in the previous unit, pupils apply prior knowledge of adjectives to describe their character and that of other people. They are introduced to simple intensifiers which strengthen or weaken the meaning of adjectives. Towards the end of the term, they produce 'Wanted' posters which feature key verbs and descriptive language.  <u>Key Skills</u> Describe people orally and in writing Apply previous knowledge, grammar and linguistic conventions to build sentences Use a sentence builder/bilingual dictionary Transfer prior learning to a new context Recognise patterns in the target language	¿Qué tiempo hace? What's the weather like? Children develop their cultural understanding and geographical skills in this unit. They are introduced to key phrases and verbs to discuss the weather as well as basic adverbials of time. They also learn the compass points to enable them to discuss the location of Spanish speaking towns. The unit culminates with children planning their own forecasts.  <u>Key Skills</u> Listen attentively to spoken language and show understanding by joining in and responding Use actions to aid memorisation/recall of new language. Understand and respond to language from authentic sources Read carefully and show understanding of words, phrases and simple writing Recognise patterns in the target language	¡Buen provecho! Have a good meal! Children learn key vocabulary related to food and drink. They compare the foods eaten in Spain with those in the UK. Pupils learn a new set of nouns introduced with determiners. They create simple sentences using verbs related to food and drink. Children express their likes and dislikes, incorporating conjunctions to extend sentences further.  <u>Key Skills</u> Listen to spoken language, show understanding by joining in and responding Develop accurate pronunciation intonation, speak with confidence & fluency Engage in conversations expressing opinions Asking/answering questions Understand basic grammar apply previous knowledge to build sentences Use a sentence builder / bilingual dictionary to broaden vocabulary & develop understanding of new words Transfer prior learning to a new context	¡Me encanta el deporte! I love sport Children learn specific vocabulary related to sports. They revisit how to express their preferences, learn to justify their opinions, and say who they do sport with. They also explore adverbs of frequency and use a range of conjunctions to add more detail to their work.  <u>Key Skills</u> Listen attentively to spoken language, speak with increasing confidence and fluency. Use cognates to deduce meaning Engage in conversations expressing opinions and asking/answering questions Understand basic grammar to build sentences. Use a sentence builder/bilingual dictionary to broaden vocabulary and develop understanding of new words Transfer prior learning to a new context Manipulate language by changing elements in sentences	Mi tiempo libre My free time Children learn to discuss what they do in their free time, using present tense verbs. They also build on previously learnt adverbs and opinions. They begin to investigate more complex structures, such as subordinate clauses, to add sophistication to their Spanish. The unit culminates with a written piece about hobbies, incorporating key language from the summer term lessons.  <u>Key skills</u> Adapt a model/manipulate language by changing elements in sentences Apply grammatical knowledge/rules to build sentences Present ideas orally to a range of audiences Use knowledge of words and structures to build spoken / written passages and integrate new language into previously learnt language Use a bilingual dictionary to broaden vocabulary and develop understanding of new words Transfer prior learning to a new context

	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18
Y6	¿Dónde vives? Where do you live? Children recycle key verbs to discuss the country they are from and their nationality. They conjugate new verbs to talk about where they and others live. To develop their cultural understanding, they also find out about Spanish-speaking countries and world languages.  <u>Key Skills</u> Describe people orally and in writing Use language learnt in one context in another context. Adapt a model/manipulate language by changing elements in sentences Apply grammatical knowledge/rules to build sentences Appreciate, understand and respond to spoken and written language from a variety of authentic sources	¿Cómo es tu pueblo? What's your town like? To further advance their cultural understanding, children investigate typical Spanish-speaking towns and their features. This leads them to talk about their own town - what there is/isn't and what you can/can't do there.  <u>Key Skills</u> Describe places orally and in writing and use cognates to deduce meaning. Appreciate, understand and respond to spoken and written language from a variety of authentic sources Adapt a model/manipulate language by changing elements in sentences Write at varying length and for different purposes and audiences, using a range of grammatical structures and linguistic knowledge. Write phrases from memory and adapt these to create new sentences Use a sentence builder/bilingual dictionary	¡Vamos al café! Let's go to the café! This unit gives pupils the opportunity to use their Spanish for real, practical purposes. After revisiting food/drink vocabulary and examining authentic Spanish menus, children learn transactional language to enable them to order food at a café. They then practise new vocabulary through role plays and virtual scenarios.  <u>Key Skills</u> Describe things orally Appreciate, understand and respond to written language from a variety of authentic sources Adapt a model/manipulate language by changing elements in sentences Apply grammatical knowledge/rules to build sentences Integrate new language into previously learnt language Use a sentence builder/bilingual dictionary	La ropa Clothes Children are introduced to items of clothing as well as revisiting gender rules, opinions and justifications. They also revise descriptive language, including colours. In addition, they learn to talk about the clothing they wear to do different activities, including what they wear for school, and in different weather. Verb infinitives are introduced to extend language further.  <u>Key Skills</u> Describe things orally and in writing Adapt a model/manipulate language by changing elements in sentences Apply grammatical knowledge/rules to build sentences Understand basic grammar and apply previous knowledge to build sentences Integrate new language into previously learnt language	Mi escuela My school Children use their own experiences to explore the theme of school. They combine new vocabulary, related to subjects and teachers, with prior knowledge to express and justify preferences, and talk about their school routines. Pupils also have opportunities to compare/contrast the British and Spanish school systems  <u>Key Skills</u> Listen attentively, respond appropriately and speak with increasing confidence and fluency Use cognates to deduce meaning Engage in conversations expressing opinions Describe things and people orally and in writing Understand basic grammar and apply previous knowledge to build sentences Integrate new language into previously learnt language	Mis planes futuros My future plans This final unit gives children the opportunity to use another tense to describe a different time frame. They use the simple future to talk about plans for the summer holidays as well as future career plans. The irregular verb 'ir' is introduced as well as adverbs of time, while infinitive verbs are revisited.  <u>Key Skills</u> Use another tense in both spoken and written work Use knowledge of words and structures to build written passages. Write at varying length and for different purposes and audiences, using a range of grammatical structures. Write phrases from memory and adapt these to create new sentences Use a bilingual dictionary to broaden vocabulary and develop understanding of new words.



Yew Tree Primary School

SPANISH CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

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We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Spanish • Being able to communicate in a foreign language is an increasingly essential skill in today's diverse, multicultural society. Studying a language improves children's analytical and interpretive capacities as well as their physical, linguistic, cognitive, social and emotional skills. It is one of the best ways to prepare our children for the next steps in their education and for the future beyond. • Our Spanish curriculum is designed to foster children's curiosity, deepen their understanding of the world and provide an opening to other cultures.
	Curriculum Objectives	• To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	• It's aims are: - to introduce children to another language in an enjoyable, fun and accessible way; - to make children aware that language has structure and that the structure differs from one language to another; - to help children develop awareness of cultural similarities and differences; - to support oracy and literacy, and in particular develop speaking and listening skills - to lay the foundations for future study, helping children to develop positive attitudes to language learning. • Our curriculum encourages all our children, regardless of their background and ability, to achieve their full potential in Spanish lessons. It allows them to express their ideas in Spanish, both in speech and in writing, and provides opportunities for them to communicate for practical purposes as well as developing new ways of thinking.



Yew Tree Primary School

Spanish Key Skills Progression

Area	Year 4	Year 5	Year 6
Listening	Listen to learn new words and short phrases. Listen and respond to familiar spoken words, phrases and sentences. Develop understanding of the sounds of individual letters and groups of letters (phonics). Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text whilst listening to it being read out loud	Listen attentively and understand more complex phrases and sentences in longer passages. Undertake longer listening exercises and be able to identify key words or phrases to answer questions. Identify some main points from short spoken passages and/or conversation.	Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences in listening exercises and be able to answer questions based on what is heard.
Topics where covered	¡Hola! ¿Cómo estás? ¡Vamos a contar! ¿A qué fecha estamos? ¿De qué color es? ¿Qué tienes? Mi familia y yo	¡Describimos! ¡Buen provecho! ¿Qué tiempo hace? ¡Me encanta el deporte! Mi tiempo libre	¿Dónde vives? ¿Cómo es tu pueblo? ¡Vamos al café! La ropa Mi escuela Mis planes futuros
Speaking	Explore the patterns and sounds of language to begin developing accurate pronunciation and intonation. Respond to familiar spoken words and phrases. Communicate with others using simple words, phrases and short sentences. Recognise and use some question forms. Present short pieces of information to another person.	Apply phonic knowledge to support accurate pronunciation of words and phrases. Take part in short conversations/transactions using familiar structures and vocabulary. Understand and express simple opinions using familiar topics and vocabulary. Communicate by asking a wider range of questions. Present to another person or group using sentences and authentic pronunciation to convey accurate meaning	Use spoken language to initiate and sustain conversations on familiar topics which seek and give information, including opinions. Present to an audience in a clear audible voice which includes a variety of language, extended sentences and opinions. Use connectives to add fluency to speaking Be understood with little or no difficulty Recognise the importance and significance of accurate intonation
Topics where covered	¡Hola! ¿Cómo estás? ¡Vamos a contar! ¿A qué fecha estamos? ¿De qué color es? ¿Qué tienes?	¡Describimos! ¡Buen provecho! ¿Qué tiempo hace? ¡Me encanta el deporte! Mi tiempo libre	¿Dónde vives? ¿Cómo es tu pueblo? ¡Vamos al café! La ropa Mi escuela Mis planes futuros

Reading	Read aloud familiar words or short phrases in chorus with confidence and enjoyment. Make links between phonemes and graphemes. Recognise and understand familiar words, phrases and short sentences in written form. Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. Read a variety of simple texts in different but authentic formats covering familiar topics. Begin to use a bilingual dictionary to look up new words	Read a variety of simple texts in different but authentic formats covering familiar topics. Apply phonic knowledge to decode text. Recognise the typical conventions of the language in written form Read and understand some of the main points from short texts Use the context of a sentence to work out the meaning of unfamiliar words.	Read aloud with confidence, enjoyment expression Use reference materials with confidence and accuracy. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats. Identify different text types and read short, authentic texts for enjoyment or information. Apply knowledge of word order and sentence construction to support understanding of written texts.
Topics where covered	¡Hola! ¿Cómo estás? ¡Vamos a contar! ¿A qué fecha estamos? ¿De qué color es? ¿Qué tienes? Mi familia y yo	¡Describimos! ¿Qué tiempo hace? ¡Me encanta el deporte! Mi tiempo libre	¿Dónde vives? ¿Cómo es tu pueblo? La ropa Mi escuela Mis planes futuros
Writing	Copy words and simple structures accurately. Use phoneme-grapheme links to write simple words and phrases Write some familiar words, phrases and simple sentences from memory or using supported written materials. Check spellings using a sentence builder or bilingual glossary Manipulate language by changing elements in a sentence	Write simple sentences and short paragraphs from memory with spelling that is readily understandable or adapt a model. Express personal experiences/preferences Use familiar verbs in the 1st, 2nd and 3rd person forms to express what people do, like etc Check spellings with a sentence builder, bilingual or online dictionary. Apply knowledge of grammar and conventions of language when building sentences.	Write longer sentences / short paragraphs from memory or using supported materials. Develop a piece of written text using a model Use familiar verbs in infinitive, singular and plural forms Check spelling, gender and word class in a bilingual or online dictionary Identify and correctly use a range of opinions, justifications and connectives to extend sentences.
Topics where covered	¡Vamos a contar! ¿A qué fecha estamos? ¿De qué color es? ¿Qué tienes? Mi familia y yo	¡Describimos! ¡Buen provecho! ¿Qué tiempo hace?	¿Dónde vives? ¿Cómo es tu pueblo? La ropa Mi escuela Mis planes futuros

Grammar	Start to understand the concept of gender and how this is shown in Spanish, as well as how plural nouns are formed. Begin to develop an understanding of simple adjectival agreement with colours. Introduce and use the negative form. Begin to look at conjugated verb forms Introduce simple conjunctions to link ideas and possessive adjectives.	Further develop understanding of gender and how to form plurals. Begin to use articles with different nouns (singular/plural) Further develop understanding of adjectival position and agreement Understand what different parts of a conjugated verb look like as well as personal pronouns Use opinions with justifications Use the negative form, possessives and connectives. Introduce simple opinions, more conjunctions and intensifiers	Understand the concept of gender and accurately use articles with different nouns. Be able to identify and correctly use adjectives and connectives as well as understand the concept of adjectival agreement. Understand what different parts of a conjugated verb look like; understand a verb stem and the endings for the main types of verbs. Understand what an infinitive is and how it differs from a conjugated verb. Use another tense to describe a different time frame. Use adverbs of frequency correctly Use sequencers to organise ideas logically Use extended opinions with justifications
Topics where covered	¡Hola! ¿Cómo estás? ¿De qué color es? ¿Qué tienes? Mi familia y yo	¡Describimos! ¡Buen provecho! ¿Qué tiempo hace? ¡Me encanta el deporte! Mi tiempo libre	¿Dónde vives? ¿Cómo es tu pueblo? La ropa Mi escuela Mis planes futuros
Intercultural understanding	Customs of meeting and greeting Spanish names Festivals/celebrations in Spanish/Hispanic culture La Navidad / Día de los Reyes Magos Día de los Muertos La Semana Santa	Spanish food and drink – tapas culture / menus Famous Spanish speakers Geography, towns and cities of Spain Spanish/Hispanic sportspeople Typical Spanish pastimes / hobbies	Hispanic/World countries World languages Places in Spanish towns Spanish café culture/menus Spanish school system Spanish fashion – shops/designers
Topics where covered	¡Hola! ¿Cómo estás? ¿A qué fecha estamos?	¡Describimos! ¡Buen provecho! ¿Qué tiempo hace? ¡Me encanta el deporte! Mi tiempo libre	¿Dónde vives? ¿Cómo es tu pueblo? ¡Vamos al café! Mi escuela La ropa



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Yew Tree Primary School

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Yew Tree Primary School

Spanish Key Grammar and Vocabulary Overview

Blue – prior/revisited learning

Red - new learning

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 6
Y4	Unit 1 ¡Hola! ¿Cómo estás? Hello! How are you? 	Unit 2 ¡Vamos a contar! Let's count! 	Unit 3 ¿A qué fecha estamos? What's the date? 	Unit 4 ¿De qué color es? What colour is it? 	Unit 5 En mi mochila In my school bag 	Unit 6 Mi familia y yo My family and me 
Key Vocab	<i>Hola</i> <i>Buenos días</i> <i>Buenas tardes</i> <i>Mucho gusto</i> <i>Adiós</i> <i>Hasta luego</i> <i>¿Cómo estás?</i> <i>¿Qué tal?</i> <i>Estoy...</i> <i>estupendo</i> <i>(muy) bien</i> <i>regular</i> <i>mal</i> <i>fatal</i> <i>¿Cómo te llamas?</i> <i>Me llamo</i> <i>¿Y tú?</i> <i>Escuchad</i> <i>Mirad</i> <i>Repetid</i> <i>Escribid</i> <i>Levantaos</i> <i>Sentaos</i>	<i>Cuantos años tienes?</i> <i>Tengo ... años</i> <i>uno</i> <i>dos</i> <i>tres</i> <i>cuatro</i> <i>cinco</i> <i>seis</i> <i>siete</i> <i>ocho</i> <i>nueve</i> <i>diez</i> <i>once</i> <i>doce</i> <i>trece</i> <i>catorce</i> <i>quince</i> <i>dieciséis</i> <i>diecisiete</i> <i>dieciocho</i> <i>diecinueve</i> <i>veinte</i> <i>Feliz Navidad</i>	<i>Números 1-20</i> <i>enero</i> <i>febrero</i> <i>marzo</i> <i>abril</i> <i>mayo</i> <i>junio</i> <i>julio</i> <i>agosto</i> <i>septiembre</i> <i>octubre</i> <i>noviembre</i> <i>diciembre</i> <i>lunes</i> <i>martes</i> <i>miércoles</i> <i>jueves</i> <i>viernes</i> <i>sábado</i> <i>domingo</i> <i>¿Cuándo es tu cumpleaños?</i> <i>Mi cumpleaños es el... de...</i>	<i>¿De qué color eres?</i> <i>Soy de color...</i> <i>¿De qué color es?</i> <i>Es de color...</i> <i>(no) me gusta...</i> <i>mi color favorito es...</i> <i>rojo</i> <i>azul</i> <i>verde</i> <i>amarillo</i> <i>blanco</i> <i>negro</i> <i>rosa</i> <i>violeta</i> <i>naranja</i> <i>marrón</i> <i>gris</i> <i>multicolor</i> <i>Veo...</i> <i>un perro</i> <i>un gato</i> <i>un pájaro</i> <i>un pato</i> <i>un caballo</i> <i>un pez dorado</i> <i>un oso</i> <i>una rana</i> <i>una oveja</i> <i>una maestra</i>	<i>¿Qué tienes en tu mochila?</i> <i>Tengo</i> <i>No tengo</i> <i>Hay</i> <i>No hay</i> <i>Necesito</i> <i>un lápiz</i> <i>un bolígrafo</i> <i>un diccionario</i> <i>un libro</i> <i>un cuaderno</i> <i>un sacapuntas</i> <i>un estuche</i> <i>una goma</i> <i>una regla</i> <i>una barra de pegamento</i> <i>rojo/a</i> <i>azul</i> <i>verde</i> <i>amarillo/a</i> <i>blanco /a</i> <i>negro/a</i> <i>rosa</i> <i>violeta</i> <i>naranja</i> <i>marrón</i> <i>gris</i> <i>y</i> <i>pero</i>	<i>¿Tienes mascotas?</i> <i>Tengo</i> <i>No tengo</i> <i>Me gustaría</i> <i>un perro</i> <i>un gato</i> <i>un pájaro</i> <i>un pez</i> <i>un conejo</i> <i>un hamster</i> <i>un ratón</i> <i>un caballo</i> <i>una tortuga</i> <i>una cobaya</i> <i>una serpiente</i> <i>grande</i> <i>pequeño</i> <i>rojo/a</i> <i>azul</i> <i>verde</i> <i>amarillo/a</i> <i>blanco/a</i> <i>negro/a</i> <i>rosa</i> <i>violeta</i> <i>naranja</i> <i>marrón</i> <i>gris</i> <i>En mi familia</i> <i>hay</i> <i>mi</i> <i>madre</i> <i>padre</i> <i>hermano</i> <i>hermana</i> <i>abuelo</i> <i>abuela</i> <i>se llama...</i> <i>mis padres</i> <i>mis abuelos</i> <i>mis hermanos</i> <i>mis hermanas</i> <i>se llaman...</i> <i>¿Tienes hermanos?</i> <i>un hermano</i> <i>una hermana...</i> <i>y</i> <i>pero</i> <i>también</i>
Phonics Coverage	h, ll, ñ, a, o, u, qu, ue	ce, ci, z, v, cu, ñ	j, ñ, v, ci, z, a, i, cu, qu	j, z, rr, ll, v, a, o, qu, y	u, z, v, y	h, ll, z, j, ue, v, cu, y, rr. ñ

Grammar Coverage	Simple question forms <i>llamarse</i> 1,2 <i>estar</i> 1,2 Orthographic accents Inverted punctuation marks <i>í ñ</i> Simple idioms Conjunction <i>y</i>	Simple question forms <i>tener</i> 1,2	Simple question forms Possessive adjectives: <i>mi / tu</i>. <i>ser</i> 3 Genitive form: <i>el/la...</i> <i>de...</i>	<i>ser</i> 1,2 <i>ser</i> 3 Ver 1,2,3,4,6 Notion of gender Singular indefinite articles: <i>un/una</i> Simple nouns Simple adjectives Noun/adjective order Conjunction <i>y</i>	Simple question forms <i>tener</i> 1,2 <i>hay</i> Negation of verbs Gender singular nouns Notion of gender Singular indefinite articles: <i>un/una</i> Simple adjectives Noun/adjective order Adjective agreement Conjunction <i>y</i> Conjunction <i>pero</i>	Simple question forms <i>llamarse</i> 3,6 <i>tener</i> 1,2,3,6 <i>hay</i> Possessive adjectives: <i>mi / mis</i> Gender singular nouns Simple adjectives Noun/adjective order Adjective agreement Negation of verbs Conjunctions <i>y / pero</i> Conjunction <i>también</i>
Links to authentic Spanish / Hispanic culture	Identifying Hispanic countries Spanish first names Customs of meeting & greeting each other	<i>Día de los Muertos</i> in Mexico La Navidad	<i>Día de los Reyes</i> Popular Hispanic fiestas <i>Carnaval de Cádiz</i>	<i>Semana Santa</i> <i>Pascua</i>	<i>Cinco de Mayo</i> celebrations in Mexico	<i>La Tomatina</i> in Buñol, Spain

Y5	Unit 7 Describimos: ¿Cómo eres? What do you look like? 	Unit 8 Describimos: ¿Cómo es tu carácter? What's your personality like? 	Unit 9 ¿Qué tiempo hace? What's the weather like? 	Unit 10 ¡Buen provecho! Have a good meal! 	Unit 11 ¡Me encanta el deporte! I love sport! 	Unit 12 Mi tiempo libre My free time 
Key Vocab	¿Cómo es tu pelo / ¿Cómo son tus ojos? tengo tienes tiene el pelo el ojo / los ojos la oreja / las orejas el nariz la boca el diente / los dientes la cabeza rubio castaño pelirrojo largo corto rizado rojo/a/s azul/es verde/s amarillo/a/s blanco/a/s negro/a/s rosa/s violeta/s naranja/s marrón/es gris/es multicolor/es Numbers muy bastante alto/a bajo/a	¿Cómo eres? ¿Cómo es tu carácter? soy eres es divertido/a/s simpático/a/s timido/a/s antipático/a/s perezoso/a/s hablador/a/s Inteligente/s deportista/s muy bastante un poco mi madre padre hermano hermana abuelo abuela amigo/a chico chica y pero tambien	¿Qué tiempo hace? hace calor hace frío hace viento hace sol hay buen tiempo hay mal tiempo está nublado llueve nieva En... (town/city) En el... norte sur este oeste centro hoy por la mañana por la tarde por la noche y pero también sin embargo	quiero quieres comer beber ¿Te gusta(n)? me gusta(n) no me gusta(n) me encantan(n) odio prefiero mi comida favorito es y pero también sin embargo el chocolate el queso el jamón el pescado el pollo el chorizo el zumo el helado el pastel el batido el agua la sopa la ensalada la fruta la tortilla la leche la limonada los caramelos los churros los refrescos las verduras las fresas las patatas fritas	juego juegas juega al tenis fútbol hockey rugby bádminton golf baloncesto hago haces hace atletismo ciclismo equitación gimnasia natación boxeo patinaje no ¿Te gusta(n)? me gusta(n) no me gusta(n) me encanta(n) odio mi deporte favorito prefiero porque es no es hoy por la mañana por la tarde por la noche siempre a veces siempre a menudo raramente con mi amigo amiga padre madre hermano hermana aburrido difícil peligroso interesante emocionante fenomenal divertido relajante y pero también sin embargo además	¿Qué te/le gusta hacer en tu tiempo libre? Me gusta / le gusta No me gusta / No le gusta Me encanta / Le encanta Odio / Odia Me da igual Prefiero jugar con los amigos navegar por internet escuchar música montar en bici bailar jugar a los video juegos ver la televisión leer porque es + adjectives ¿Qué haces en tu tiempo libre? Cuando hace calor / frío / sol / llueve juego con mis amigos por la mañana por la tarde por la noche navego por internet escucho música monto en bici bailo veo la televisión leo juego a los video juegos siempre a veces a menudo raramente y pero también sin embargo además
Phonics Coverage	a, o, z, j, ñ, h, ll, y	ge, j, a, o, ue, z, v	h, ce, v, ll, qu, ñ	ci, z, j, a, h, qu, v, ll	gi, j, ci, ce, h, qu, v, ll	j, ci, ce, h, qu, v, ll, ue

Grammar Coverage	Simple question forms <i>tener 1,2,3</i> Negation of verbs Notion of gender Plural of nouns Definite articles: <i>el/la/los/las</i> Noun/adjective order Adjective agreement: plural nouns Conjunctions <i>y / pero / también</i>	Simple question forms <i>ser 1,2,3</i> Negation of verbs Notion of gender adjectival agreement : feminine, singular nouns use of intensifiers: <i>bastante / muy / un poco</i> Conjunctions <i>y / pero / también</i>	Simple question forms <i>hacer 3</i> <i>estar 3</i> <i>hay</i> Weather verbs – <i>llover 3</i> <i>nevar 3</i> Simple adverbs of time Conjunctions <i>y / pero / también / sin embargo</i>	Notion of gender Determiner definite articles: <i>el/la/los/las</i> Positive and negative opinions of singular and plural foods Conjunctions <i>y / pero / sin embargo</i>	Positive and negative opinions Definite articles <i>al (a + el)</i> contraction Conjunction <i>porque</i> + simple justifications Range of conjunctions Negation of verbs with <i>no</i> Adverbs of frequency -AR verb conjugation: <i>jugar 1,2,3</i> Irregular verb: <i>hacer 1,2,3</i>	Present tense of regular -AR /-ER verbs Opinions 1st/3rd person Determiner definite articles Conjunction <i>porque</i> + a range of adjectives / justifications Range of conjunctions Negation of verbs Adverbs of frequency Subordinate clauses with <i>cuando</i>
Links to authentic Spanish / Hispanic culture	Famous Spanish speakers	<i>Día de los Muertos</i>, Mexico <i>La Navidad / Las Posadas</i> , Mexico & Guatemala	Geography - towns / cities of Spain / Hispanic countries. Authentic weather forecasts / maps	Typical Hispanic foods Food tasting Spanish <i>tapas</i> culture Authentic menus	<i>Cinco de Mayo</i> celebrations in Mexico Spanish/Hispanic sports people	<i>Fiesta de San Fermín</i> in Pamplona, Spain Popular free time activities in Spain/Hispanic countries

Y6	Unit 13 ¿De dónde eres? Where are you from? 	Unit 14 ¿Cómo es tu pueblo? What's your town like? 	Unit 15 ¡Vamos al café! Let's go to the café! 	Unit 16 La ropa ¿Qué llevas? Clothes? What are you wearing? 	Unit 17 Mi escuela My school 	Unit 18 Mis planes futuros My future plans 
Key Vocab	¿Cuál es tu nacionalidad? Soy Eres Es ¿Qué idiomas hablas? Hablo Hablas Habla ¿Dónde vives? Vivo en.. (country) Vives Vive me gusta(n) no me gusta(n) me encanta(n) odio prefiero porque es / no es Inglaterra / inglés / inglesa británico/a España / español/a Francia / francés / francesa Escocia / escocés / escocesa Gales / galés / galesa Irlanda / irlandés / irlandesa Alemania / alemán / alemana Italia / italiano/a Polonia / polaco/a India / indio/a y pero también sin embargo además sobre todo	¿Dónde vives? Vivo en...(town) Mi pueblo/ciudad (no) es... muy / bastante / un poco grande pequeño/a animado/a tranquilo/a bonito/a feo/a y pero también sin embargo además interesante moderno/a histórico/a limpio/a sucio/a turístico/a (no) hay... un centro comercial un cine un estadio un supermercado un museo un parque un café una bolera una piscina una biblioteca una escuela unas tiendas (no) se puede ir visitar hacer viajar comer beber leer andar jugar ir a/en coche autobús tren bicí moto pie	las raciones un bocadillo el pan con tomate el jamón los calamares las patatas fritas las patatas bravas las gambas una pizza una tortilla una ensalada la sopa los churros (con chocolate) un helado (de vainilla / chocolate) la fruta las bebidas un zumo (de naranja) un té un café un chocolate caliente un agua un refresco un batido (de fresa / de plátano) una limonada una leche Hola Buenos días ¿Qué desea? / ¿Qué quieres? Para comer... Para beber... Quisiera... Me gustaría... Vale ¿Algo más? ¿Cuánto cuesta(n)? Sí No la cuenta por favor gracias adiós Numbers 1—30	(No) llevo Nunca llevo Me gusta llevar No me gusta llevar Prefiero llevar Llevo un jersey un abrigo un vestido un chándal un sombrero un cinturón una chaqueta una sudadera con capucha una falda una camiseta una gorra una bufanda una corbata unos pantalones unos vaqueros unos zapatos unos zapatos de deportes unos calcetines rojo/a/s amarillo/a/s blanco/a/s negro/a/s naranja/s rosa/s azul/es verde/s marrón/es gris/es violeta/s y pero también sin embargo además	¿Qué estudias? estudio... el inglés el español el religión el dibujo la geografía la historia la informática la música la educación física las matemáticas las ciencias Mi asignatura preferida es Que te gusta(n)? Me gusta(n) No me gusta(n) Odio Prefiero Me encanta(n) Me da igual Me flipa(n) En mi opinión (no) soy bueno/a en... porque es / son muy bastante un poco fácil/es difícil/es divertido/a/s aburrido/a/s interesante/s relajante/s ¿Cómo es tu maestro/a? Mi maestro/a es... Se llama... Señor / Señora/ Señorita Tiene el pelo... / los ojos... y pero también sin embargo además	voy vas va a ser ir visitar hacer viajar comer beber leer andar nadar jugar en el futuro mañana la próxima semana el próximo año en diez/veinte años Cuándo sea grande / mayor / adulto... y pero también sin embargo además
Phonics Coverage	h, v, ñ, ce, ci, j	h, ce, ci, z, qu, ñ, v, gi, j, ll, ue	ci, ll, j, v, z, h, qu, cu	v, z, cu, ce, ci, ll, h, qu, ue	ñ, ue, j, ll, b/v, qu, ge, gi, ce, ci	v, ce, j, x, ñ, cu, y

Grammar Coverage	Question forms Conjugation of <i>ser</i> Conjugation of <i>hablar</i> (regular –AR verb) Conjugation of <i>vivir</i> (regular IR verb) Negation of verbs Opinions Range of conjunctions Conjunction <i>porque</i> + justifications Range of adjectives / infinitives Adjective agreement	<i>vivir</i> 1,2 <i>ser</i> 3 Noun/adjective order Adjective agreement (no) <i>hay</i> Modal verb <i>se puede</i> Infinitives Intensifiers Definite/indefinite articles Negation of verbs Range of conjunctions Irregular verb <i>ir</i> 1,2,3 Prepositions <i>en/a</i> <i>al</i> (<i>a</i> + <i>e</i>) contraction	<i>Querer</i> - <i>quisiera</i> <i>Gustar</i> - <i>me gustaría</i> Definite/indefinite articles Plural of nouns Formal verb forms	Conjugation of regular present tense verbs Notion of gender Range of conjunctions Infinitives Subordinate clauses with <i>cuando</i> Noun/adjective order Adjective agreement Opinions Range of conjunctions Conjunction <i>porque</i> + Negatives - <i>nunca</i>	<i>estudiar</i> 1,2 <i>ser</i> 1,3, 6 Negation of verbs Positive and negative opinions Conjunction <i>porque</i> + justifications Intensifiers Definite articles Range of conjunctions Adjectival position Adjective agreement <i>llamarse</i> 3 <i>tener</i> 3	Simple future tense Irregular verb <i>ir</i> 1,2,3 Infinitives Adverbs of time Subordinate clauses with <i>cuando</i> Conjunctions
Links to authentic Spanish / Hispanic culture	World languages Hispanic countries	Spanish towns/cities – shops, places in town, opening hours etc	Authentic café/tapas menus Spanish café culture	Spanish fashion designers – Balenciaga / Paco Rabanne / Manolo Blahnik Shops – Zara / Mango	Spanish / British school systems – similarities/ differences	Spanish holiday destinations / activities

YEW TREE PRIMARY SCHOOL



FOREST SCHOOL



Yew Tree Primary School

EYFS FOREST SCHOOL CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.	What does this mean for Forest School? - High quality outdoor learning and Forest School should engage, inspire and challenge our children. - Our Forest School curriculum is designed to engage, inspire and challenge our children. Our curriculum fosters children's curiosity, deepens their understanding and appreciation of the natural world and provide ways of developing practical life skills. - Its aims are: - to provide memorable learning experiences that supports and enhances other areas of the school curriculum through high quality outdoor experiences. - to develop pupils physical, social, emotional and self-esteem needs. - to provide an engagement with nature and the environment for health, wellbeing and developing character, resilience and positive risk taking. - to foster a connection that leads to respect and care for the natural world, an appreciation of biodiversity and sustainability. - Our Forest School curriculum encourages all our children, regardless of their background and ability, to achieve their full potential. - It allows them to express their creativity through exploration and discovery. It offers many opportunities to for learners to deepen and contextualise their learning across the curriculum as well as promote personal, social emotional development, health and wellbeing.
	Curriculum Objectives	- To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. - To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. - To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.	



Yew Tree Primary School

Forest School Key Skills & Knowledge Overview

Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring the Forest School Environment	Discovering Natural Materials	Problem Solving and Building	Caring for Nature	Risk Taking and Physical Challenge	Independence and Reflection
YN	Key Vocabulary forest, woods, tree, leaves, sticks, mud, grass, explore, look, listen, smell, touch, safe, boundary, circle Key Skills and Knowledge Begin to explore the forest school area using their senses (touching bark, smelling leaves, listening to nature). Learn simple forest school boundaries and begin to stay within them. Develop confidence moving over natural surfaces such as grass, mud and uneven ground. Begin to notice plants, trees and natural materials in the environment. Join group routines such as the forest school circle and tidy-up time. Start to handle natural objects safely (sticks, stones, leaves).	Key Vocabulary stick, stone, leaf, mud, collect, build, pile, carry, scoop, container, autumn, cold, wind Key Skills and Knowledge Explore a variety of natural materials such as sticks, leaves, mud and stones. Use simple tools for exploration (spoons, scoops, small containers). Begin to create simple structures or arrangements using natural objects. Develop fine motor skills through collecting and manipulating small natural items. Show curiosity about seasonal changes such as falling leaves and colder weather. Begin cooperative play with peers when exploring materials.	Key Vocabulary log, branch, den, shelter, carry, lift, heavy, build, mud, soil, strong, try again Key Skills and Knowledge Begin to move larger natural materials such as sticks or logs with support. Experiment with building simple dens or shelters using branches or fabric. Develop gross motor strength through lifting, carrying and balancing. Explore mud and natural materials for sensory play. Begin to follow simple instructions during group building activities. Show persistence when structures fall down or need rebuilding.	Key Vocabulary plant, flower, seed, grow, bug, insect, worm, habitat, soil, gentle, care Key Skills and Knowledge Begin to recognise that plants and animals need care. Explore habitats such as logs, soil and leaf piles. Observe small creatures with adult support. Handle living things gently and return them to where they were found. Participate in simple activities that care for the environment (watering plants, planting seeds). Develop patience when observing nature.	Key Vocabulary balance, climb, jump, step, careful, safe, risk, try, strong, steady Key Skills and Knowledge Attempt new physical challenges such as balancing on logs. Develop climbing confidence on safe natural structures. Practise safe movement around sticks and uneven ground. Learn to recognise simple risks with adult guidance. Build confidence trying new outdoor activities. Begin to assess their own comfort levels during physical play.	Key Vocabulary choose, create, build, explore, share, tidy, summer, warm, change Key Skills and Knowledge Explore the forest school area with growing independence. Choose materials for play and simple building. Participate in group reflection at the end of sessions. Show pride in what they have created or explored. Demonstrate increasing confidence in outdoor routines. Begin to understand that nature changes throughout the year.

	 <u>Forest School Experiences</u> First visits to the forest school site and establishing routines. Sensory exploration walks (listening to sounds, touching bark, smelling leaves). Collecting natural objects such as leaves, sticks and stones. Simple nature hunts. Free exploration of the outdoor area. Forest school circle games and songs.	 <u>Forest School Experiences</u> Leaf collecting and leaf art. Mud kitchen play. Building simple stick piles or small structures. Using scoops, containers and small tools for digging. Autumn nature walks. Creating natural transient art.	 <u>Forest School Experiences</u> Simple den building using tarps or fabric. Moving and stacking logs with support. Mud and water exploration. Cooperative building activities. Creating pathways or obstacle courses with natural materials. Sensory play with soil, bark and leaves.	 <u>Forest School Experiences</u> Bug hunts and observing insects. Turning logs to explore habitats. Planting seeds or flowers. Watering and caring for plants. Nature observation activities. Gentle handling of living things.	 <u>Forest School Experiences</u> Balancing on logs and stepping stones. Climbing small natural structures. Jumping and exploring physical movement outdoors. Simple tool introduction with close support. Exploring different terrain such as mud or slopes. Confidence-building physical games.	 <u>Forest School Experiences</u> Free exploration of favourite forest school activities. Choosing materials to build simple structures. Group storytelling or reflection in the forest circle. Creating nature art or sculptures. Celebrating forest school achievements. Seasonal nature walks.
	<u>Nursery – Introduction to Safety and Tools</u> <u>Safety Skills</u> Children begin to develop an awareness of safety in the outdoor environment through adult modelling and supported experiences. Children will learn to: • Follow simple forest school rules and routines. • Recognise boundaries within the forest school area. • Move safely around sticks, logs and uneven ground. • Carry sticks safely (pointing down and away from others). • Use tools only when supported by an adult. • Begin to recognise simple risks such as slippery surfaces or sharp sticks. • Understand the importance of being gentle with living things. • Help tidy and store tools safely after use. <u>Tool Experiences</u> Tools are introduced mainly through exploration and adult-supported use. Children may experience: • Scoops and small spades for digging. • Containers and buckets for collecting natural materials. • Small trowels for soil exploration. • Simple mallets or small hammers with soft materials. • Mud kitchen utensils. • Magnifying glasses for observing insects					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year						
EYFS	Exploring the Forest School Environment	Discovering Natural Materials	Problem Solving and Building	Caring for Nature	Risk Taking and Physical Challenge	Independence and Reflection
YR	<u>Key Vocabulary</u> forest school, environment, boundary, rules, explore, balance, log, stump, branch, nature, respect, care, area  <u>Key Skills and Knowledge</u> Move confidently and safely across uneven woodland terrain. Identify key features of the forest school site (trees, logs, digging area, fire circle). Demonstrate understanding of forest school rules and boundaries. Use natural materials in imaginative play and simple building. Show increasing independence in exploring the forest area. Begin to care for the outdoor environment by returning resources and respecting nature.	<u>Key Vocabulary</u> materials, structure, build, construct, tool, hammer, peeler, teamwork, problem, season, autumn, winter  <u>Key Skills and Knowledge</u> Select and combine natural materials to build simple structures. Demonstrate control when using simple tools such as peelers or small hammers with support. Identify seasonal changes occurring in autumn and early winter. Work collaboratively with others to transport and organise materials. Begin to solve simple practical problems (e.g. making something balance or stand). Show care when using resources and return them appropriately.	<u>Key Vocabulary</u> shelter, structure, stable, strong, balance, support, teamwork, plan, fix, improve  <u>Key Skills and Knowledge</u> Plan and build simple shelters or structures using available materials. Work collaboratively to carry and place larger natural objects safely. Use problem-solving skills to strengthen or stabilise structures. Demonstrate increasing resilience when faced with challenges outdoors. Show awareness of safe lifting and carrying techniques. Reflect on what worked well in their building or den-making.	<u>Key Vocabulary</u> habitat, wildlife, protect, environment, plant, grow, roots, insects, minibeast, nature  <u>Key Skills and Knowledge</u> Identify simple habitats and the animals that live there. Show respect for wildlife and understand the importance of leaving habitats undisturbed. Help maintain the forest school area (tidying, protecting plants). Take part in planting or growing activities. Explain simple ways to care for the natural environment. Show curiosity by asking questions about plants, animals and insects.	<u>Key Vocabulary</u> risk, safety, tool, saw, peeler, handle, careful, challenge, steady, control  <u>Key Skills and Knowledge</u> Demonstrate controlled climbing, balancing and jumping. Assess simple risks before attempting an activity. Use tools such as peelers or small saws with adult supervision. Explain basic safety rules when using tools or exploring. Support peers in taking turns and staying safe during challenges. Show perseverance when attempting more difficult physical tasks.	<u>Key Vocabulary</u> independent, plan, create, design, teamwork, lead, responsibility, reflect, improve  <u>Key Skills and Knowledge</u> Plan and carry out their own forest school activity or project. Use tools and resources with increasing independence and responsibility. Explain what they enjoyed and learned during forest school sessions. Demonstrate teamwork and leadership in group activities. Show responsibility for tidying and caring for the forest school area. Reflect on how their skills and confidence outdoors have developed.

	 <u>Forest School Experiences</u> First visits to the forest school site and establishing routines. Mapping and exploring the forest school site. Creating simple nature collections. Loose parts play with sticks, logs and natural materials. Exploring different areas (digging area, log circle, mud area/kitchen). Simple group games in the forest. Beginning environmental care routines (tidying and returning resources).	 <u>Forest School Experiences</u> Building small structures with sticks and logs. Using simple tools (vegetable peelers for bark, small hammers). Creating nature-based artwork and sculptures. Transporting materials using wheelbarrows or buckets. Autumn habitat exploration. Seasonal activities such as leaf piles/leaf art.	 <u>Forest School Experiences</u> Designing and building simple dens or shelters. Team building challenges. Creating obstacle courses using logs, planks and crates. Problem-solving activities such as making structures stronger. Transporting larger natural materials. Collaborative construction projects.	 <u>Forest School Experiences</u> Habitat exploration and minibeast hunts. Creating bug hotels or small habitats. Planting vegetables or flowers. Maintaining the forest school area. Observing seasonal changes in plants and wildlife. Discussing ways to care for the environment.	 <u>Forest School Experiences</u> Advanced balancing and climbing activities. Using tools such as peelers or small hand saws with supervision. Simple woodwork activities (e.g., making stick creations). Creating obstacle courses. Carrying and moving larger materials safely. Practising safe risk-taking.	 <u>Forest School Experiences</u> Planning and leading small forest school projects. Independent den building or construction. Tool use with increasing independence. Creating large collaborative structures. Reflecting on forest school experiences. End-of-year celebration activities in the forest.
	<u>Reception – Developing Responsibility and Tool Skills</u> <u>Safety Skills</u> Children develop increased independence and awareness of risk. Children will learn to: • Explain basic forest school safety rules. • Assess simple risks before starting activities. • Carry and transport materials safely. • Use designated working spaces (e.g., tool area). • Understand the importance of personal space when using tools. • Demonstrate safe movement when climbing or balancing. • Support peers in staying safe during activities. • Take responsibility for tidying and maintaining equipment. <u>Tool Skills</u> Children begin to use a wider range of tools with direct adult supervision. Children may learn to use: • Vegetable peelers for bark stripping or whittling soft sticks. • Lightweight hammers for tapping nails into wood slices. • Hand saws (introduced later in Reception with close supervision). • Secateurs for cutting small stems (adult-supported). • Digging tools such as spades and trowels.					

YEW TREE PRIMARY SCHOOL



ENGLISH READING & WRITING

English Progression Of Skills – Reading

READING - WORD							
NURSERY	RECEPTION	1	2	3	4	5	6
Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.	Read individual letters by saying the sounds for them and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read words by breaking them down into sounds. Quickly read my given letters or groups of letters. Read new words by blending letter sounds together. Read some unusual words. Know how to read my word ending in -s, -es, -ing, -ed, -er and -est. Correctly read the longer words in my word list. Read words that contain missing letters such as I'm, I'll, and we'll. Correctly read aloud the words from my book. Re-read my books so that I become a better reader.	Read words quickly because I know how to sound out all parts of a word. Read by blending together the sounds I know and can read out within a word. Read words with two or three syllables. Read words with common word endings, such as -ing and -ed. Read a range of unusual words from our word lists. Read most words quickly and accurately. Sound out unknown words without help from an adult. Become better and better at reading the text, when re-reading books	Use existing knowledge to help read aloud. Be aware that some words sound different to how they are spelt.	Use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words. Be aware that some words sound different to how they are spelt.	Use understanding of some of the words and root words to think about what new words mean and sound like.	Use the words and root words that are known and understood already to think about what new words mean and sound like.

READING - COMPREHENSION							
NURSERY	RECEPTION	1	2	3	4	5	6
Engage in extended conversations about stories, learning new vocabulary.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduces vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Listen and discuss what has been read, including poems, stories and non-fiction books. When reading, talk of similar things that have happened to self Talk about some special stories that have been worked on in class and even re-tell them to an adult. Join in with the class at special times of a story when the teacher is telling certain stories. Learn some rhymes or poems. Discuss what words mean. Understand the books I can read. Check that reading makes sense as it is being read Discuss the titles and events from the books read. Talk about why a character does or says some things. Predict what happens next based on what has been read so far. Take turns to listen and discuss when in a group. Explain what has happened in the story that has just been read.	Listen, discuss and give opinions about poems, stories and non-fiction books Talk about things in the order they happen and if they are connected in books read. Talk about all the different stories read. Enjoy finding out about non-fiction books and how they are set out. Recognise simple language patterns in stories and poems. Discuss the meaning of words. Talk about my favourite words and phrases from reading. Say out loud a number of poems learnt. Understand the books read. Check that reading makes sense as it is being read Explain why certain things happen in a book or why a character says the things they do. Answer and ask questions about what has been read. Predict what happens next in a story, using what is already known or has gone on before. Take turns to discuss and listen to others Explain and discuss what has happened in books.	Understood a range of texts read. Choose from a range of books to find information required. Use a dictionary to check the meaning of words. Talk about some different types of stories read. Identify some themes in a range of books. Perform poems and play scripts to read aloud. Discuss words and phrases that interest. Know that poetry comes in different forms. Think about what has been read to understand it and check it makes sense. Ask questions about a text or book. Know a character does certain things because of how the character is feeling or what has happened to them in the story. Predict events in stories from what has happened up to now. Explain what the main ideas are from reading a number of paragraphs. Understand that books are set out in ways that help the reader to read the texts. Use non-fiction books to find information. Take turns when discussing books.	Understood an increasing wide range of texts read. Choose from a range of books that are set out differently but give the information required. Use a dictionary to check the meaning of new words. Talk about different types of stories. Identify different themes and conventions in a wide range of books. Perform poems and play scripts to read aloud to keep the listener interested. Discuss words and phrases of interest. Recognise different types of poetry. Check that reading makes sense by talking about it. Ask questions to understand more about a book. Use evidence from different parts of the text to support inferences such as showing characters' feelings, thoughts and motives from their actions across the story. Predict events in stories. Explain what the main ideas in a book are from reading a number of paragraphs. Understand that the way books are set out help the reader to identify the meaning. Use non-fiction books to find out about things. Take turns when discussing books and listen to what others have to say.	Read and discuss a range of fiction, poetry, plays, non-fiction and reference books. Understand books are set out in different ways for different purposes. Become familiar with a range of books. Recommend books read to friends. Identify and discuss themes across a range of writing. Make simple comparisons across books read. Learn a few poems by heart. Read aloud and perform poems and plays. Check understanding of a text through discussion and exploring the meaning of words. Ask questions about what has been read. Understand that characters do the things they do because of their feelings. Predict what may happen in a story by thinking about what has happened up to now. Be able to make simple summaries of a paragraph. Show how words, phrases and structure all contribute to make different meanings in texts read, which will have impact on a reader. Know the difference between a fact and an opinion. Find and make notes on information from non-fiction. Begin to participate in discussions about books read by listening to others' ideas. Debate topics read. Be able to explain views. Know authors use words or phrases, which will have an impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books read, or those that have been read by listening to others' ideas and at times challenging views courteously if they differ. Present or debate on topics that have been read about, using notes if necessary. Be able to justify views.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as textbooks. Understand what has been read, even though books are set out in different ways and are written for different purposes. Become familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions. Be able to recommend books to friends. Be able to identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books read. Learn a wider range of poems by heart. Be able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with understanding. Check understanding of books read through discussion and exploring the meaning of words. Ask questions about what has been read to further improve understanding. Show understanding of what has been read by drawing inferences from within the text and justifying them with evidence. From reading, predict what may happen in a story from details given and suggested in the text. Be able to identify key details and ideas in texts by summarising a given number of paragraphs read. Show how language, structure and presentation all contribute to meaning in texts Know authors use particular language, which will have impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books read, or those that have been read by listening to others' ideas and at times challenging views courteously if they differ. Present or debate on topics that have been read about, using notes if necessary. Be able to justify views.

GRAMMAR & SENTENCE STRUCTURE							
NURSERY	RECEPTION	1	2	3	4	5	6
	Spell words by identifying the sounds and then writing the sound with letter/s.	How words can combine to make sentences Noun phrases (e.g. the butterfly, the man) Joining words & joining clauses using and To add reason using because Sequencing sentences to form short narrative Separation of words with spaces Introduction to past simple and present simple tense Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Subordination (using when, if, that, because) and co-ordination (using or, and but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) How grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation Correct choice and consistent use of tenses; - Present simple and past simple tense (e.g. she walks, he shouted) - Present progressive and past progressive tense (e.g. she is walking, he was shouting) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spellings Apostrophes to mark singular possession in nouns (e.g. the girl's name)	Subordination (AWHITEBUS) and co-ordination (FANBOYS) Expressing time, place and cause using: - Conjunctions (e.g. when, before, after, while, so, because) - Adverbs (e.g. then, next, soon, therefore) - Prepositions (e.g. before, after, during, in, because of) Introduction to paragraphs as a way to group related material Correct choice and consistent use of tenses; - Present simple and past simple tense (e.g. she walks, he shouted) - Present progressive and past progressive tense (e.g. she is walking, he was shouting) - Present perfect and past perfect tense (e.g. She has walked, he had shouted) Introduction to inverted commas to punctuate direct speech e.g. "That's Harry Potter!" whispered the boy.	Subordination (AWHITEBUS) and co-ordination (FANBOYS) Noun phrases expanded by the addition of modifying adjectives, nouns and proposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. later that day, I heard the bad news.) TRaMP adverbs Time, Reason, Manner, Place Correct choice and consistent use of tenses; Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) Use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech and emotion. e.g. "That's Harry Potter!" whispered the boy in shock.	Subordination (AWHITEBUS) and co-ordination (FANBOYS) Relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Indicating degrees of possibility using: - Adverbs (e.g. perhaps, surely) - Modal verbs (e.g. might, should, will, must) Devices to build cohesion within a paragraph (e.g. then, after that, firstly) TRaMP adverbs Time, Reason, Manner, Place Correct choice and consistent use of tenses; Linking ideas across paragraphs using adverbials of - Time (e.g. later) - Place (e.g. nearby) - Tense choices (e.g. he had seen her before) Dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity. Use of inverted commas and other punctuation to indicate direct speech, emotion and action. e.g. As he pointed towards the wizard, the boy whispered in shock: "That's Harry Potter!"	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: 'He's you friend, isn't he?' or the use of the subjunctive forms such as 'if I were' or "were they to come" in some very formal writing) Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. The use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. it's raining; I'm fed up) Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark or recover versus re-cover) Use of inverted commas and other punctuation to indicate direct speech, emotion, action and thought. e.g. As he pointed towards the wizard, the boy whispered in shock: "That's Harry Potter!" Everyone gasped in disbelief as it couldn't be true; could it?

COMPOSITION & EFFECT – KEY FOCUS							
NURSERY	RECEPTION	1	2	3	4	5	6
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Write short sentences with words with known sound-letter correspondences, beginning to use a capital letter and full stop. Re-read what they have written to check that it makes sense.	Sequence properly punctuated sentences. Write and sequence coherent sentences with some descriptive detail. Writing based on familiar stories and own experiences Re-read what they have written to check that it makes sense.	Add detail to writing. Show awareness of the reader, through using language features relevant to the text type. Add detail to narrative writing through describing characters, setting and using dialogue. Group ideas together to form a clear series of events. Make simple additions, revisions and corrections to their own writing by: - Evaluating - Re-reading - Proofreading.	Sustain and expand a range of text types Write narratives based on familiar or given models where some elements are changed. Begin to structure texts using paragraphs. Develop characterisation through dialogue between characters. Show how characters react to events. Write well-structured non-fiction texts beginning to use precision language for description. Use language features appropriate to text type. Assess the effectiveness of their writing, making changes to grammar and vocabulary to improve consistency.	Manipulate detail within a well-structured text Write complete texts, organising paragraphs around a theme. Show how one event leads to another. Include vivid descriptive detail to evoke the setting and relationship between characters. Use a variety of language features and techniques to evoke a response from the reader, vary pace and maintain engagement. Assess the effectiveness of their writing, making changes to grammar and vocabulary to improve consistency.	Develop styles of writing Experiment with a range of styles using given models and show increasing awareness of the reader through recaps, humour, asides, repetition, etc. Develop characterisation, showing different situations and change over the course of a series of events. Adapt writing for a range of audiences taking different viewpoints. Experiment with different text structure. E.g. non-linear narratives. Assess the effectiveness of their writing, making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Writing for effect Draw on a range of styles and techniques appropriate to different narrative and non-fiction genres. Language features, vocabulary and sentence structures are consciously selected to achieve the appropriate effect. Description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action. Manipulate typical characters, settings and events to surprise and engage the reader. Use expressive and figurative language showing understanding of the nuances in vocabulary choice. Assess the effectiveness of their writing making changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

HANDWRITING							
NURSERY	RECEPTION	1	2	3	4	5	6
Write some letters accurately.	Form lower-case and capital letters correctly.	Begins to form lower-case letters in the correct direction, starting and finishing in the right place Forms capital letters Forms digits 0 – 9 Understands which letters belong to which handwriting 'families' Makes distinctions in most writing between ascenders and descenders and other 'between the line' letters Clearly distinguishes between similar looking letters e.g. h/n, a/g, a/e etc.	Forms lower-case letters in the correct orientation and size relative to one another Has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Uses spacing between words that reflects the size of the letters	Begins to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Secures the use of the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left un-joined Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Writes legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. E.g. using an un-joined script for caption, diagram labels, heading in non-fiction, slogans in posters, filling in a form, in algebra - Choosing the writing implement that is best suited for a task	Writes legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. E.g. using an un-joined script for caption, diagram labels, heading in non-fiction, slogans in posters, filling in a form, in algebra - Choosing the writing implement that is best suited for a task - Making appropriate choices in presenting information and ideas on paper and when using ICT; using presentational features (e.g. bullet lists, headings/subheadings, diagrams, graphs, captions) to organise information and to aid understanding.

EXEMPLIFICATION OF SENTENCE STRUCTURE IN WRITING							
NURSERY	RECEPTION	1	2	3	4	5	6
	The king has a ring. A bee can buzz. A pig in red boots. He can kick. (Sentences may not always be punctuated accurately)	Narrative One day Humpty Dumpty went for a walk. He found a big wall. Humpty Dumpty sat on the wall and he had a great fall. Non-Fiction A Griffle is a greedy animal. Griffles like to eat jam sandwiches. Griffles have one red tail and three long arms.	Narrative Humpty Dumpty was sitting on Mr Gill's old, broken wall when a strong wind blew. Poor Humpty! What would happen to him? Non-Fiction Griffles are the greediest animals on the planet. They like most foods but they hate green bananas, white chocolate and plain crisps. They get very cross when they are hungry. Never get too close to a hungry Griffle. It might bite you!	Narrative Humpty Dumpty set off as the sun rose above the hills. He was sitting happily on the old, crumbling wall when a gust of wind rushed past," oh no! "said Humpty. Non-Fiction Griffles are incredibly greedy animals. The often think about what to eat for tea while they are eating their lunch! A Griffle can easily eat a supersize burger meal, an ice cream with three scoops and three chocolate muffins before breakfast. Never approach a Griffle when it is eating because it might think that you are trying to steal its food. It might bite you with its razor-sharp teeth! **Inverted commas introduced, mostly used accurately.	Narrative As the sun rose above the hills, Humpty Dumpty sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind whipped past. "Oh no!" Humpty exclaimed. Non-Fiction It is a well-known fact that Griffles are incredibly greedy creatures with huge appetites. Unbelievably, a fully-grown Griffle can eat twice its own body weight in food at every meal. Interestingly, a Griffle's favourite meal contains an equal balance of sugar and fat. Therefore, cheesecake makes the perfect snack for a hungry Griffle. As Griffles are fiercely defensive of their food, never go near one when it is eating.	Narrative As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field. Suddenly, a gust of wind – as strong as a hurricane - whipped past. "Oh no," he grumbled, sitting up wiping the dust from his eyes. Non-Fiction <u>Eating Habits</u> Griffles, who are often found in the Hertfordshire countryside, are fascinating creatures. Perhaps the most unusual fact about Griffles is that they are incredibly greedy creatures with huge appetites. Unbelievably, a mature Griffle (a Griffle is considered fully-grown from 2 years of age) can eat twice its own body weight in food at every meal – sometimes more! A Griffle's favourite meal contains an equal balance of sugar and fat, with a small amount of carbohydrate, which they find hard to digest. Therefore, cheesecake – lemon and lime seems to be a popular choice – makes the perfect snack for a hungry Griffle.	Narrative As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field thinking about what a lucky egg he was he listed his best qualities: a good-sized shell with a lovely shine; an 'egg'cellent sense of humour and an attractive appearance. Nothing could go wrong; life was good. Suddenly, and without warning; a gust of wind – as strong as a hurricane - whipped past. The wall was destroyed... completely destroyed. "Why is this happening to me?" he cried. Humpty Dumpty was sat on damp ground; he had a bad feeling. "Now what," he exclaimed. Non-Fiction <u>Eating Habits</u> Griffles (Latin name; 'Griffalis gargantious'), who are mostly found in the more rural areas of Hertfordshire, are very interesting creatures. Despite their slim appearance, Griffles are well known for their huge appetite; a fully-matured male can eat twice its own body weight in a single meal! However, the question is: if a hungry Griffle were to turn up for dinner unexpectedly, what would you feed it? Put together soft full fat cheese, butter, sugar and zesty lemons and you have the perfect combination...lemon cheesecake! The balance of fat and sugar in this tasty treat meets the dietary needs of a Griffle.

YEW TREE PRIMARY SCHOOL



MATHEMATICS



Yew Tree Primary School Maths Key Skills Progression

NUMBER AND PLACE VALUE

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NUMBER AND PLACE VALUE	COUNTING	Recite numbers past 5.	Count objects, actions and sounds. Count beyond 10 Verbally count beyond 20, recognising the pattern of the counting system	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			Count backwards through zero to include negative numbers	Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	Use negative numbers in context, and calculate intervals across zero
		Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly	Count numbers to 100 in multiples of twos, fives and tens (appears also in multiplication and division)	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (repeated in multiplication and division)	Count from 0 in multiples of 6, 7 and 8 Count from 0 in multiples of 50 and 100 (repeated in multiplication and division)	Count from 0 in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 Count in multiples of 25 and 1000 (repeated in multiplication and division)	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (repeated in multiplication and division)	
		Say one number name for each item in order: 1, 2, 3, 4, 5		Identify one more and one less from a given number		Know how to find 10 or 100 more or less than a given number	Know how to find 1000 more or less than a given number		
	COMPARING NUMBER	Compare quantities using the language 'more than/fewer than'	Use the language of: equal to, more than, less than (fewer), most, least	Use the language of: equal to, more than, less than (fewer), most, least	Compare and order numbers from 0 up to 100; use <, > and = signs	Compare and order numbers up to 1000	Order and compare numbers beyond 1000 Compare numbers with the same number of decimal places up to two decimal places (repeated in fractions)	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (repeated in reading and writing numbers)	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (repeated in Reading and Writing Numbers)
			Understand the 'one more than/one less than' relationship between consecutive numbers.	Reason about the location of numbers to 20 within the linear number system, including comparing using inequality symbols < > and =	Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10	Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100	Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.	Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system

NUMBER AND PLACE VALUE	IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5	Subitise up to 5 Link the number symbol (numeral) with its cardinal number value	Identify and represent numbers using objects and pictorial representations including the number line	Identify, represent and estimate numbers using different representations, including the number line	Identify, represent and estimate numbers using different representations	Identify, represent and estimate numbers using different representations		
	READING AND WRITING NUMBERS (INCLUDING ROMAN NUMERALS)	Experiment with their own symbols and marks as well as numerals.	Experiment with their own symbols and marks as well as numerals. Read and write numbers from 1 -10 in numerals	Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words	Read and write numbers up to 1000 in numerals and in words	Read and write numbers up to 1000 in numerals and in words revision	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (repeated in understanding place value)	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (repeated in understanding place value)
		Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	Link the number symbol (numeral) with its cardinal number value			Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (repeated in measurement)	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value (repeated in measurement)	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals (repeated in measurement)	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals - revision (repeated in measurement)
	UNDERSTANDING PLACE VALUE	Show 'finger numbers' up to 5 using the language of 'add 1 more'	Understand the 'one more than/one less than' relationship between consecutive numbers	Explore the place value of each digit in a two-digit number (tens, ones) up to 20	Know the place value of each digit in a two-digit number (tens, ones)	Know the place value of each digit in a three-digit number (hundreds, tens, ones)	Know the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	Know how to read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit repeated in reading and writing numbers)	Know how to read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (repeated in reading and writing numbers)
		Explore the composition of numbers to 5	Explore the composition of numbers to 10 Have a deep understanding of numbers to 10, including the composition of each number	Explore the composition of numbers to 20 Have a deep understanding of numbers to 20, including the composition of each number	Compose and decompose two-digit numbers using standard and non-standard partitioning	Compose and decompose three-digit numbers using standard and non-standard partitioning	Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning	Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning
	ROUNDING						Round any number	Round any number	Round any whole

							up to 1 000 000 to the nearest 10, 100 and 1000	up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	number to a required degree of accuracy
					Use place value and number facts to solve problems	Solve number problems and practical problems involving these ideas	Solve number problems and practical problems that involve all of the above and increasingly large positive numbers	Solve number problems and practical problems that involve all of the above	Solve number problems that involve all of the above



Yew Tree Primary School

Maths Key Skills Progression

ADDITION AND SUBTRACTION

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ADDITION AND SUBTRACTION	NUMBER BONDS		Automatically recall number bonds for numbers 0-5 and some to 10	Use addition and subtraction facts to 10 fluently, and derive and use number bonds and related subtraction facts within 20	Use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				
	MENTAL CALCULATION	Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, including double facts	Add and subtract one-digit and two-digit numbers to 20, including zero	Add and subtract numbers mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers	Add and subtract numbers mentally, including: a three-digit number and one, a three-digit number and tens, a three-digit number and hundreds		Add and subtract numbers mentally with increasingly large numbers	Perform mental calculations, including with mixed operations and large numbers
			Automatically recall (without reference to rhymes, counting or other aids) subtraction facts up to 5		Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				I know how to use my knowledge of the order of operations to carry out calculations involving the four operations

	WRITTEN METHODS	Experiment with their own symbols and marks as well as numerals	Experiment with their own symbols and marks as well as numerals	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	Add and subtract numbers with up to two digits, using formal written methods of column addition and subtraction	Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction	I know how to add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate	I know how to add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)	
	INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS		Have a deep understanding of the composition of numbers to 10	Explore the composition of numbers to 20 Have a deep understanding of numbers to 20, including the composition of each number	Use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	Estimate the answer to a calculation and use inverse operations to check answers	Estimate and use inverse operations to check answers to a calculation	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy
ADDITION AND SUBTRACTION	PROBLEM SOLVING		Explore and represent patterns within numbers up to 10, including evens and odds	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
				solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (repeated in measurement)	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (repeated in measurement)			Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Solve problems involving addition, subtraction, multiplication and division



Yew Tree Primary School Maths Key Skills Progression

MULTIPLICATION AND DIVISION

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MULTIPLICATION AND DIVISION	MULTIPLICATION & DIVISION FACTS		Know double facts to 10	Count numbers to 100 in multiples of twos, fives and tens repeated in number and place value)	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (repeated in number and place value)	Count from 0 in multiples of 3 4 and 8 Count from 0 in multiples of 50 and 100 (repeated in number and place value)	Count from 0 in multiples of 6, 7 and 9 Count in multiples of 25 and 1000 (repeated in number and place value)	Count from 0 in multiples of 6, 7 and 9 Count in multiples of 25 and 1000 – revision (repeated in number and place value)	
			Know how quantities can be distributed evenly		Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Recall multiplication and division facts for multiplication tables up to 12×12	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 (repeated in number and place value)	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 <u>revision</u> (repeated also in number and place value)
MULTIPLICATION AND DIVISION	MENTAL CALCULATION				Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers, using mental methods (repeated in written calculation)	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Multiply and divide numbers mentally drawing upon known facts	Perform mental calculations, including with mixed operations and large numbers
							Recognise and use factor pairs and commutativity in mental calculations (repeated in Properties of Numbers)	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) (repeated in Fractions)

MULTIPLICATION AND DIVISION	WRITTEN CALCULATION				Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs	Write and calculate mathematical statements for multiplication and division using the multiplication tables that I know, including for two-digit numbers times one-digit numbers, using formal written methods (appears also in Mental Methods)	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
									Divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the context
MULTIPLICATION AND DIVISION	PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS							Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
							Recognise and use factor pairs and commutativity in mental calculations (repeated in mental calculations)	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	Identify common factors, common multiples and prime numbers Use common factors to simplify fractions; use common multiples to express fractions in the same denomination (repeated in fractions)
								Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers	
								Establish whether a number up to 100 is prime and recall prime numbers up to 19	

MULTIPLICATION AND DIVISION								Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)	Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm ³) and cubic metres (m ³), and extending to other units such as mm ³ and km ³ (repeated in measures)
	ORDER OF OPERATIONS								Use their knowledge of the order of operations to carry out calculations involving the four operations
	INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					Estimate the answer to a calculation and use inverse operations to check answers (Also, in Addition and Subtraction)	Estimate and use inverse operations to check answers to a calculation (Also, in Addition and Subtraction)		Use estimation to check answers to calculations and determine, in the context of a problem
	PROBLEM SOLVING			Solve one-step problems involving repeated addition and sharing, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	Use their knowledge of the order of operations to carry out calculations involving the four operations
								Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	Solve problems involving similar shapes where the scale factor is known or can be found (repeated in ratio and proportion).

								Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	
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Yew Tree Primary School Maths Key Skills Progression

FRACTIONS AND DECIMALS

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
FRACTIONS AND DECIMALS	COUNTING IN FRACTIONAL STEPS				Pupils should count in fractions up to 10, starting from any number and using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalence on the number line	Count up and down in tenths	Count up and down in hundredths		
	RECOGNISING FRACTIONS	Explore shapes in the environment	Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.	Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	
		Learn and use new vocabulary half and whole	Learn and use new vocabulary half, whole, equal	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
						Recognise, find and write fractions as a discrete set of objects: unit fractions and non-unit fractions with small denominators			

FRACTIONS AND DECIMALS									
FRACTIONS AND DECIMALS	COMPARING FRACTIONS					Compare and order unit fractions, and fractions with the same denominators		Compare and order fractions whose denominators are all multiples of the same number	Compare and order fractions, including fractions >1
	COMPARING DECIMALS						Compare numbers with the same number of decimal places up to two decimal places	Read, write, order and compare numbers with up to three decimal places	Identify the value of each digit in numbers given to three decimal places
	ROUNDING INCLUDING DECIMALS						Round decimals with one decimal place to the nearest whole number	Round decimals with two decimal places to the nearest whole number and to one decimal place	Solve problems which require answers to be rounded to specified degrees of accuracy
	EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)				Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3	Recognise and show, using diagrams, equivalent fractions with small denominators	Recognise and show, using diagrams, families of common equivalent fractions	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
				Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.		Recognise and write decimal equivalents of any number of tenths or hundredths	Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$)	Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)	
							Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents		
							Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

	ADDITION AND SUBTRACTION OF FRACTIONS					I can add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	Add and subtract fractions with the same denominator	Add and subtract fractions with the same denominator and denominators that are multiples of the same number	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
								Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	
	MULTIPLICATION AND DIVISION OF FRACTIONS							Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$)
									Multiply one-digit numbers with up to two decimal places by whole numbers
									Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$)
	MULTIPLICATION AND DIVISION OF DECIMALS						Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
							Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places

									Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
									Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$)
									Use written division methods in cases where the answer has up to two decimal places
	PROBLEM SOLVING					Solve problems that involve all of the above	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	Solve problems involving numbers up to three decimal places	
							Solve simple measure and money problems involving fractions and decimals to two decimal places.	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25.	



Yew Tree Primary School
Maths Key Skills Progression
MAP, RATIO AND PROPORTION

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MAP, RATIO AND PROPORTION		Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division							Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
									Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
									Solve problems involving similar shapes where the scale factor is known or can be found
									Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples



Yew Tree Primary School
Maths Key Skills Progression
ALGEBRA

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ALGEBRA	EQUATIONS			Know how to solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.		Use the properties of rectangles to deduce related facts and find missing lengths and angles	Express missing number problems algebraically
				Represent and use number bonds and related subtraction facts within 20	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Solve problems, including missing number problems, involving multiplication and division, including integer scaling			Know how to enumerate all possibilities of combinations of two variables

									Find pairs of numbers that satisfy number sentences involving two unknowns
	FORMULAE						I know that perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit (repeated in measures)		Recognise when it is possible to use formulae for area and volume of shapes Use simple formulae
	SEQUENCES			Know how to sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening	Know how to compare and sequence intervals of time Know how to order and arrange combinations of mathematical objects in patterns				Know how to generate and describe linear number sequences



Yew Tree Primary School Maths Key Skills Progression **MESUREMENT**

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
MESUREMENT	COMPARING AND ESTIMATING	Make comparisons between objects relating to size, length, weight and capacity	Compare length, weight and capacity	Compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] mass/weight [e.g. heavy/light, heavier than, lighter than] capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]	Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (repeated in telling the time)	Estimate, compare and calculate different measures, including money in pounds and pence (repeated in measuring)	Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (repeated in measuring)	Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3

MEASUREMENT		Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'	Describe a sequence of events, real or fictional, using words, such as 'first', 'then...'	Sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (appears also in time)	Compare and sequence intervals of time	Compare durations of events, for example to calculate the time taken by particular events or tasks		Estimate volume (e.g. using 1 cm ³ blocks to build cubes and cuboids) and capacity (e.g. using water)	
	MEASURING and CALCULATING	Recognise that some objects are used in measuring e.g scales, tape measure, height chart	Explore measuring length, weight and capacity.	Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Estimate, compare and calculate different measures, including money in pounds and pence (repeated in Comparing)	Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (repeated in Converting)
						Measure the perimeter of simple 2-D shapes	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	Recognise that shapes with the same areas can have different perimeters and vice versa
		Recognise and know the value of different denominations of coins and notes			Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Know that perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit (repeated in algebra)		
					Find different combinations of coins that equal the same amounts of money				
					Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (repeated in addition and subtraction)				

MESUREMENT							Find the area of rectilinear shapes by counting squares	Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) (repeated in multiplication and division)	Calculate the area of parallelograms and triangles Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3]. Recognise when it is possible to use formulae for area and volume of shapes
	TELLING THE TIME	Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'	Describe a sequence of events, real or fictional, using words, such as 'first', 'then...'	Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks (repeated in reading and writing numbers)	Read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in reading and writing numbers)	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. (repeated in reading and writing numbers)	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals revision. (repeated in reading and writing numbers)
		Begin to recognise what season it is and what day of the week it is with support	Recognise and use language relating to dates; including the seasons, days of the week and months of particular significance to me e.g the month of my birthday	Recognise and use language relating to dates, including days of the week, weeks, months and years	Know the number of minutes in an hour and the number of hours in a day. (repeated in Converting)	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (repeated in comparing and estimating)			
				Sequence events in		Know the number of	I can solve problems	I can solve problems	

				chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] (repeated in comparing)		seconds in a minute and the number of days in each month, year and leap year. (repeated in converting)	involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	involving converting between units of time	
MESUREMENT	CONVERTING				I know the number of minutes in an hour and the number of hours in a day. (repeated in telling the time)	I can compare durations of events, for example to calculate the time taken by particular events or tasks (repeated in comparing and estimating)	Read, write and convert time between analogue and digital 12 and 24-hour clocks (repeated in time)	Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
					Compare and sequence intervals of time	Solve problems involving converting from hours to minutes; minutes to seconds; weeks to days years to months (repeated in telling the time)	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (repeated in telling the time)		Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (repeated in measuring and calculating)
						Know the number of seconds in a minute and the number of days in each month, year and leap year			Convert between miles and kilometres



Yew Tree Primary School

Maths Key Skills Progression

GEOMETRY

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GEOMETRY	IDENTIFYING SHAPES AND THEIR PROPERTIES	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.		Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g. rectangles (including squares), circles and triangles] 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line		Identify lines of symmetry in 2-D shapes presented in different orientations	Identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Recognise, describe and build simple 3-D shapes, including making nets (repeated in drawing and constructing)
					Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces				Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
					Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]				
	DRAWING AND CONSTRUCTING	Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. Combine shapes to make new ones—an arch, a bigger triangle, etc.				Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Complete a simple symmetric figure with respect to a specific line of symmetry	Draw given angles, and measure them in degrees ($^{\circ}$)	Draw 2-D shapes using given dimensions and angles Recognise, describe and build simple 3-D shapes, including making nets (repeated in identifying shapes properties)
	COMPARING AND CLASSIFYING		Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		Compare and sort common 2-D and 3-D shapes and everyday objects		Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Use the properties of rectangles to deduce related facts and find missing lengths and angles	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles,

			Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can					Distinguish between regular and irregular polygons based on reasoning about equal sides and angles	quadrilaterals, and regular polygons
	ANGLES					Recognise angles as a property of shape or a description of a turn		Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
						Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	Identify acute and obtuse angles and compare and order angles up to two right angles by size	Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90°	Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
						Identify horizontal and vertical lines and pairs of perpendicular and parallel lines			



Yew Tree Primary School
Maths Key Skills Progression
POSITION AND DIRECTION

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
POSITION AND DIRECTION	POSITION, DIRECTION AND MOVEMENT	Understand position through words alone—for example, "The bag is under the table," – with no pointing. Describe a familiar route. I can discuss routes and locations, using words like 'in front of' and 'behind'	Draw information from a simple map. Use positional language to describe where I am and/or to follow simple instructions e.g. 'put teddy in between the bowls'	Describe position, direction and movement, including half, quarter and three-quarter turns	Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		Describe positions on a 2-D grid as coordinates in the first quadrant I can describe movements between positions as translations of a given unit to the left/right and up/down	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	Describe positions on the full coordinate grid (all four quadrants)
							Plot specified points and draw sides to complete a given polygon		
	PATTERN	Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc Extend and create ABAB patterns—stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Continue, copy and create repeating patterns such as AABB, ABC, AABBC, using objects, shapes and numerals	Recognise and create repeating patterns with objects and with shapes	Order and arrange combinations of mathematical objects in patterns and sequences				



Yew Tree Primary School

Maths Key Skills Progression

STATISTICS

TOPIC	ASPECT	NURSERY	RECEPTION	YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
STATISTICS	INTERPRETING, CONSTRUCTING AND PRESENTING DATA				Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Interpret and present data using bar charts, pictograms and tables	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	Complete, read and interpret information in tables, including timetables	Interpret, construct pie charts and line graphs and use these to solve problems
					Can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity				
					Can ask and answer questions about totalling and comparing categorical data				
	SOLVING PROBLEMS					Can solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	Can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Can solve comparison, sum and difference problems using information presented in a line graph	Can calculate and interpret the mean as an average

YEW TREE PRIMARY SCHOOL



THE YEW TREE WAY - BEHAVIOUR



Yew Tree Primary School

BEHAVIOUR CURRICULUM – THE YEW TREE WAY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YN – Y6	Explicit teaching of The Yew Tree Way curriculum during Learning to Learn Week	Ongoing revision of content	Recap of The Yew Tree Way curriculum	Ongoing revision of content	Longer recap of The Yew Tree Way curriculum	Ongoing revision of content

Introduction

At Yew Tree, we develop children's character through the 'Yew Tree Way' curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are responsible, respectful, courageous, ambitious and proud individuals.

We believe that behaviour is a key part of this development and that, as children practise behaviours over time, these become habits which positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Teaching the Behaviour Curriculum

The behaviour curriculum is taught explicitly during the first week in the Autumn term as part of the annual 'Learning to Learn' week. Children should learn the content of this curriculum explicitly so that they can recall the information and act upon it. At the start of each subsequent term, the 'Yew Tree Way' curriculum is revisited with children and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the 'Principles of Instruction' set out by Rosenshine including regular quizzing to check and strengthen retention.

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all children will know this content.

As Tom Bennett describes in 'Running The Room', the process for teaching behaviour explicitly is as follows –

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

It is essential that all staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where individuals feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

Adaptations

While this curriculum is intended for all children, it will be applied differently in different year groups depending on age and may be applied differently depending on individual's SEND needs. For example, children who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

Curriculum Content

NB: This curriculum content must be covered in depth in Autumn 1 and revisited throughout the year. Staff also have access to the Behaviour Blueprint which is an overview of our Behaviour Policy.

1. Our Core Values & Example Behaviours

Children should understand, and be able to recall, our core values and be able to give examples of behaviour (the behaviour examples can include, but are not limited to, the following):

Our Core Values & Behaviours				
RESPONSIBILITY	RESPECT	COURAGE	AMBITION	PRIDE
I can follow rules & instructions without reminders	I show good manners all of the time	I put my hand up to answer questions in class	I have a positive attitude in all that I do	I say well done to show I am proud of others
I work hard in lessons and strive to achieve targets	I am kind & look after others around me	I keep going even when things are tough	I set myself goals which help me get better at learning	I am confident and talk about things I am good at
I am able to keep my word and show I can be trusted	I listen to others and respect any differences	I am able to say sorry and admit when I am wrong	I am focused and determined in all that I do	I can express what is important to me in my community

2. Our Rules

Children should understand, and be able to recall, the three rules and underlying principle for these:

Our Rules		
<i>"Treat other people as you would like to be treated yourself"</i>		
Be READY	Be RESPECTFUL	Be SAFE

Staff should expand on the rules, as appropriate, to help children understand:

- If you respect someone, you usually have a good opinion of their character or ideas.
- If you are being responsible, it means being able to be trusted to do the right things that are expected of you without supervision.
- If you are not ready to learn, or behaviour makes you or others unsafe, there are consequences for this behaviour.

3. Moving Around the School

Children should understand that we use 'fantastic walking' when moving around the school and that this means:

- Facing forwards
- Walking at a steady pace (e.g. not running/jumping on stairs)
- Walking in a straight, single-file line
- Walking with hands by your sides
- Walking without talking
- Walking on the left-hand side of corridors

Children should understand that we use fantastic walking to keep everyone in school safe and ensure any learning is not disrupted by people moving around the school.

Children should also be reminded that, when inside the building, shirts should ALWAYS be tucked in, jumpers/cardigans should be worn or carried (i.e. not tied around the waist) and hats should be removed/coats should be worn or carried (i.e. not hanging off a child's head).

Curriculum Content (continued)

4. Classroom Routines

Children should be taught that we expect STAR behaviour in every class and they should understand, and be able to recall, what this means and what it looks like:

STAR Behaviour
S – Sit Up (i.e. no slouching at desks)
T – Track the Speaker (staff should use their discretion in expectations for children with ASD or additional needs but should not allow children to aimlessly look around the room or at books etc)
A – Ask & Answer Questions (i.e. passive behaviour is discouraged as children need to participate)
R – Respect Others (i.e. not interrupting others, valuing contributions, not disrupting learning)

Children should understand that we use STAR behaviour to ensure everybody is learning and able to learn without distractions.

Staff should expand on STAR behaviours by explicitly teaching, and persistently promoting, the following routine behaviours so that children:

- Know the order that they always line up in.
- Know who they stand in front of and who is behind them.
- Know that they should line up without leaning against the walls while moving around school.
- Know the routine for entering the classroom and getting ready to work (both during SODA time and after break/lunchtime).
- Know where they sit in class during lessons (including 'carpet places').
- Know the routine for handing out and collecting exercise books in the classroom.
- Know where to hang up their coat in the classroom.

- Know that they need and to look after any equipment used in the lesson.
- Know that any deliberate damage to school equipment will result in a consequence.
- Know how to put their hand up quietly to answer a question or participate in discussion (i.e. no shouting out at any time).
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when they want help from an adult they raise your hand and wait quietly unless the teacher has indicated otherwise.
- Know that verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? He was a famous explorer.
- Know that, if we are using mini-whiteboards, we show our answers using the '3-2-1 Chin It' system where the board is placed under the chin.

5. Speaking in Class

Children should be taught to SHAPE their answers when speaking in class and be able to understand, and recall, what this means:

SHAPE
Sentences – children know they must answer in full sentences
Hands away from the mouth – children know they must keep their hands away from their mouth when speaking
Articulate – children know they must pronounce words clearly
Project – children know they must speak with a loud enough voice for everyone in class to hear
Eye contact – children know it is polite to look at the person you are speaking to

6. Manners

Children should be taught to use STEPS to politeness and to understand, and be able to recall, what this means:

STEPS to Politeness
Sir/Miss – children know to address staff as sir/miss (either as a stand alone pronoun or with their surname)

Note: Section 6 continues on the next page with the remaining STEPS letters (T, E, P, S).

Curriculum Content (continued)

6. Manners (continued)

Children should be taught to use STEPS to politeness:

STEPS to Politeness
Sir/Miss – children know to address staff as sir/miss (either as a stand alone pronoun or with their surname)
Thank you – children know they should say 'thank you' when they receive something or someone does something nice for them
Excuse Me – children know they should say 'excuse me' if someone is in their way
Please – children know they should say 'please' when asking for something
Smile – children know they should be positive and upbeat when talking to each other and adults (staff should use discretion in promoting this as some children, e.g. those with ASD, find it difficult to smile)

Staff should expand on this by ensuring children:

- Know that they should offer to let any waiting adults through a doorway before walking through themselves.
- Know that they should say 'Good morning/afternoon Sir/Miss' to adults if spoken to.
- Know that it is polite to ask questions such as "How are you today, Miss?", "Have you had a good morning, Sir?", "Did you have a good weekend, Miss?" or comment on the weather.
- Know that it is polite to give eye contact to the person they are talking to.
- Know that it is important to show gratitude to others by thanking people for what they have done for them.
- Know that it is important to have good manners so that people act politely back to them.

7. Playtime Behaviour

Staff should explicitly teach these expectations so that children should:

- Know that they must walk from their classroom to the playground (and back) using 'Fantastic Walking'.
- Know that they must play safely without hurting anyone.
- Know that they do not 'play fight' because they may hurt someone by accident.
- Know that they must be kind by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that they must look after all playground equipment and put it away properly at the end.
- Know that they should not scream when playing together at playtime.
- Know that, when called/when the whistle is blown, they must line up in their lining up order quickly.

8. Lunchtime Behaviour

Staff should explicitly teach these expectations so that children should:

- Know where they line up for lunchtime when they are called.
- Know they should not lean against the wall in the dining room when lining up in the hall.
- Know where they sit in the dining room during lunchtime.
- Know that they should use a quiet voice in the dining room (promoting them to make polite conversation using the talk topics on each table).
- Know that they should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).
- Know that they should not talk with their mouth full.
- Know that they should finish what they are eating before leaving their seat.
- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to lunchtime supervisors.
- Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Curriculum Content (continued)

9. End of Day Behaviour

Staff should explicitly teach these expectations so that children should:

- Know that they must stay in a straight line while walking across the playground until they reach their meeting point on the playground.
- Know that they must stand in front of the teacher at the meeting point.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up. Know that these procedures are put in place to keep all children safe at home time.
- Know that they must not throw bags, scream, mess around or generally whilst waiting to be collected.

10. Behaviour Outside of School

Staff should explicitly teach these expectations so that children should:

- Know that when they are wearing their school uniform they are representing the school community and must always behave responsibly and respectfully towards each other and our neighbours.
- Know that they should be considerate of other people arriving and leaving school.
- Know that being considerate means thinking about other people's needs, wishes and feelings.
- Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).
- Know that online behaviour, after school/in holidays, must be in line with the way we expect children to behave in school.

YEW TREE PRIMARY SCHOOL



THE HIVE



Curriculum Rationale

The Hive: EYFS & KS1 Enhanced Provision

School provides a distinct curriculum designed to meet the diverse learning needs of its pupils. This separate approach ensures that every child receives tailored support, recognising the importance of personalisation and accessibility in education. The curriculum is structured around one topic per half term, delivered over a five-week cycle, carefully sequenced to build on prior learning and help pupils make meaningful connections as their knowledge grows.

There is a core offer of Continuous Provision within the Hive enabling pupils to access a consistent, purposeful learning environment. Key additions to this provision are included within this curriculum which ensures activities are adapted and linked to the areas of learning to support both academic and developmental progress.

The Hive curriculum rationale is rooted in a neuro-affirming approach, recognising that pupils experience and engage with the world in different ways. By valuing these differences and adapting provision accordingly, this curriculum promotes inclusion, reduces barriers to participation and ensures that every child can learn, communicate and thrive within a supportive environment.

Teachers play the vital role in planning, delivering and assessing the curriculum, using ongoing evaluation to personalise learning pathways. This ensures that each pupil's progress is monitored closely by using individual branch maps and adapting planning accordingly. As a result, teaching responds swiftly and effectively to individual strengths and needs. The Hive curriculum rationale underscores our commitment to inclusive practice, supporting every child to realise their potential in a nurturing and empowering setting.

The core Continuous Provision offer in the Hive is:

- **Water Area:** *Provides opportunities for sensory exploration and early scientific enquiry, supporting curiosity and language development.*
- **Role Play Area:** *Rehearsal of life experiences, communication development and understanding of the world through imaginative and cooperative play.*
- **Access to outdoors:** *Supports physical development, regulation and wellbeing, offering space for exploration, risk-taking and engagement in a less restrictive environment.*
- **Sensory Room access:** *Provides a controlled environment to support sensory stimulation and regulation, helping pupils to explore and manage their sensory experience and access learning more effectively.*
- **Fine motor activities:** *Develop hand strength and co-ordination, which are essential for early writing, tool use and independence in everyday tasks.*
- **Visual aids:** *Provide consistent and accessible support for understanding, communication and routine, reducing cognitive load and anxiety while enabling pupils to anticipate, process and engage more independently in learning.*
- **Intensive Interactions:** *Supports the development of early communication and social engagement by building shared attention, turn-taking and responsiveness, enabling pupils to form meaningful connections and develop the foundations for interaction and language.*



Curriculum Overview: Autumn 1 – “Look at Me”

The Hive: EYFS & KS1 Enhanced Provision

Rationale: The “Look at Me” topic has been carefully selected to help children explore their sense of self and celebrate their unique identities. At this early stage, understanding the importance of family and community lays the foundation for social and emotional wellbeing. Through opportunities to learn about themselves and others, children begin to develop empathy, self-regulation, and positive relationships with peers.

These experiences foster confidence, curiosity, and respect for diversity, which are essential for holistic development.

Week	Key Area	Description of skill (<i>Branch 7 unless stated</i>)	Link to Prior Learning	Continuous Provision to include:
1	Ready to learn/The Yew Tree Way			
2	The World	Notice and comment on one difference between plants and animals.		Access the Farm
	Physical Development	Moves freely with confidence in a range of ways and shows control in holding and using books and mark making tools.		
3	People and Communities	Comment on pictures/stories related to themselves.		Plants v Animals
	Creative Performance	Copies an action they have seen before in response to seeing it.		
4	Scientific Enquiry	Use simple scientific equipment to explore and investigate.	Week 2: The World	Plants v Animals
	Media and Materials	Experiment with changing colour in different ways (Colour).	Week 3: People and Communities	Pictures and photos/gallery Action Songs
5	Creative Expression	Begin to draw, exploring mark making and creativity.	Week 2: Physical Development	Scientific Equipment
	Computing	Use buttons to play back recorded sounds or actions.	Week 3: Creative Performance	Painting/Colour/Gallery
6	Design & Technology	Use tools for a specific purpose in creative tasks.		Scientific Equipment
	PSED	Takes part in pretend play that involves other children, supporting social interaction and regulation.		Painting/Colour/Gallery Sound buttons
7	Revisit areas as needed			

Core Vocabulary:	me	you	look	different	like
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Curriculum Overview: Autumn 2 – “Tea Party”

The Hive: EYFS & KS1 Enhanced Provision

Rationale: The Tea Party curriculum topic provides a meaningful framework for pupils to develop essential life skills. Through engaging activities centred around tea parties, children learn the importance of hygiene by practising handwashing and food preparation. The social aspect fosters understanding, sharing and turn-taking, helping pupils build positive relationships and appreciate teamwork. Exploring these traditions introduces children to global cultures, broadening their knowledge of the wider world and encouraging respect for diversity.

Overall, this topic nurtures holistic growth, equipping learners with practical skills and a deeper social and cultural awareness.

Week	Key Area	Description of skill (<i>Branch 7 unless stated</i>)	Link to Prior Learning	Continuous Provision to include:
1	The World	Can move around and find areas in familiar environment		Artistic opportunity linked to week 3 of Autumn 1
	Physical Development	Open and close scissors independently (fine motor) Walk up and downstairs holding a rail (gross motor)		
2	People and Communities	In pretend play, imitate everyday actions and events (Branch 6)	Copying of actions they have seen before from Autumn 1 week 2	
	Creative Performance	Perform familiar songs		
3	Scientific Enquiry	Show awareness of a range of consistent changes to materials under effect of physical processes.	Using simple scientific equipment in Autumn 1 week 3	Home corner to be used to enhance understanding and roleplay of every day actions and events.
	Media and Materials	Intentionally mixing colour to create a new colour. (Branch 6)		
4	Creative Expression	Engage in imaginative play	Links to PSED from Autumn 1	Stacking of blocks horizontally and vertically
	Computing	Shows an interest in real objects such as cameras and mobile phones, attempting to use functionality (Branch 8)		
5	Design & Technology	I can describe what I am doing when using a simple action or symbol.		Role play activity to be linked to imaginative play from previous week
	PSED	Assist in laying a table		
6	Revisit areas as needed			
7	Christmas/Winter			

Core Vocabulary:	eat	drink	more	help	share
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Curriculum Overview: Spring 1 – “Weather”

The Hive: EYFS & KS1 Enhanced Provision

Rationale: Introducing the theme of “Weather” in Spring 1 for children in The Hive is essential for fostering their understanding of the world. Exploring weather helps children make sense of daily changes, encouraging curiosity and observation skills. It supports their development by linking to language, communication and scientific enquiry, while also helping them recognise appropriate clothing choices for different conditions. Understanding weather enables children to comprehend how their environment changes, such as rain making puddles or sunshine encouraging outdoor play, fostering independence and practical decision-making.

This theme lays a foundation for lifelong learning and environmental awareness.

Week	Key Area	Description of skill (<i>Branch 7 unless stated</i>)	Link to Prior Learning	Continuous Provision to include:
1	The World	Notice signs/symbols for significant places in their environment.	Aut 2, Week 1: The World (School signs)	
	Physical Development	Can catch a small ball at close range.		
2	People and Communities	Talk about events in their own experience (weather related) (Branch 8).	Aut 1, Week 3: People and Communities	Weather symbols
	Creative Performance	Tap a steady beat.		
3	Scientific Enquiry	Shows awareness of a range of consistent changes to materials under effect of physical processes.	Week 2: People and communities Aut 2, Week 3: Scientific Enquiry	Weather experiences e.g. photos
	Media and Materials	Notices different textures and describes the texture of things.		
4	Creative Expression	Chooses dressing up items for a familiar role with adult support.	Week 3: Media and materials	Textures
	Computing	Participate in simple video conferencing activities e.g. video call.	Week 2: People and communities Aut 2, Week 4: Computing	
5	Design & Technology	Can use a phrase to describe what they see, using familiar properties – shape, colour, texture, feeling	Aut 1, Week 5: Creative Expression Aut 2, Week: Media and Materials	Textures
	PSED	Can express their own feelings such as sad, happy, scared and worried		
6	Revisit areas as needed			

Core Vocabulary:	hot/cold	wet/dry	inside	outside	weather
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Curriculum Overview: Spring 2 – “In the Garden”

The Hive: EYFS & KS1 Enhanced Provision

Rationale: The Spring 2 topic within the Hive - 'In the Garden' nurtures curiosity and develop communication skills through meaningful, hands-on experiences. This topic supports children's understanding of growth and life cycles by encouraging them to observe changes, both in the classroom and throughout the school grounds. Exploring the garden environment broadens their awareness of nature's rhythms and provides opportunities to discuss where food comes from, try new flavours and reflect on individual food preferences.

By connecting learning to their immediate world and extending beyond it, children gain a deeper appreciation for the natural world and their place within it.

Week	Key Area	Description of skill (<i>Branch 7 unless stated</i>)	Link to Prior Learning	Continuous Provision to include:
1	The World	Shows care and concern for living things and environmental care		Growing area, plant care, polytunnel etc.
	Physical Development	Can link two movements together – e.g. bean game		The Farm
2	People and Communities	Shows interest in different occupations and ways of life	Week 1: The World	Growing area, plant care, polytunnel etc.
	Creative Performance	Joins in with familiar dances and ring games independently	Week 1: Physical Development	The Farm
3	Scientific Enquiry	Request scientific tools/objects for specific purposes	Week 1: The World Aut 1, Week 3: Scientific Enquiry	Growing area, plant care, polytunnel etc.
	Media and Materials	Can create free-form shapes using lines (Branch 8)		The Farm
4	Creative Expression	Can retell a familiar story with the support of props or visuals	Week 2: Creative Performance	Growing area, plant care, polytunnel etc.
	Computing	Shows an interest in real objects such as cameras and mobile phones, attempting to use functionality (Branch 8)	Aut 2, Week 4: Computing	The Farm
5	Design & Technology	Uses tools for a purpose with adult modelling	Week 1: The World Aut 1, Week 5: Design & Technology	Growing area, plant care, polytunnel etc.
	PSED	Expresses own preferences and interests	Spr 1, Week 5: PSED	The Farm
6	Revisit areas as needed			

Core Vocabulary:	grow	plant	water	dig	alive/dead
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Curriculum Overview: Summer 1 – “Let’s Play”

The Hive: EYFS & KS1 Enhanced Provision

Rationale: Including 'Let's Play' in The Hive curriculum supports holistic child development by providing valuable opportunities for outdoor play and learning which is more appropriate in Summer due to the weather and as a culmination of learning in Autumn and Spring. This topic encourages children to participate in a range of games and activities where they practise sharing resources and turn taking. Through engaging with peers, children learn to understand and follow simple rules, which strengthens their social skills. It can foster creativity by children developing the games for themselves and adapting games they are already are familiar with. The physical activities involved, such as kicking a ball or catching, promote coordination and gross motor development, while listening to music fosters rhythm and enjoyment.

These experiences help children develop confidence and skills that extend beyond The Hive, enriching their learning journey.

Week	Key Area	Description of skill (<i>Branch 7 unless stated</i>)	Link to Prior Learning	Continuous Provision to include:
1	The World	Can name different rooms in their environment (Branch 8)	Autumn 2	Outside Sports station: balls etc.
	Physical Development	Can kick a large ball successfully and Can use an overarm action to throw a ball	Spr 1, Week 1: Physical Development	
2	People and Communities	Describe some of the things that makes them unique	Autumn 1	Outside Sports station: balls etc.
	Creative Performance	Creates their own movements as a response to music (Branch 8)	Aut 2, Week 2: Creative Performance Spr 2, Week 2: Creative Performance	
3	Scientific Enquiry	Repeats an action in order to test result	Week 1: Physical Development	Outside Sports station: balls etc.
	Media and Materials	Selects appropriate resources for the task (Branch 9)	Week 2: People and Communities	
4	Creative Expression	Engages independently in imaginative role	Aut 2, Week 4: Creative Expression Spr 1, Week 4: Creative Expression	Outside Sports station: balls etc.
	Computing	Operates mechanical toys, e.g. turns knob on wind-up toys or pulls back on a friction car		
5	Design & Technology	Selects and uses tools purposefully to shape materials	Aut 1, Week 5: Design & Technology Spr 2, Week 5: Design & Technology	Outside Sports station: balls etc.
	PSED	Take part in turn taking game with adults for a sustained period		
6	Revisit areas as needed			

Core Vocabulary:	play	go/stop	wait	turn	share
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Curriculum Overview: Summer 2 – “Transport”

The Hive: EYFS & KS1 Enhanced Provision

Rationale: Choosing 'Transport' as a Curriculum theme provides a meaningful connection to children’s everyday experiences, particularly their journey to school and awareness of their local environment. Exploring transport allows children to recognise its role in daily life, notice the different sounds vehicles make and develop an understanding of movement and motion. Construction play linked to the best mode of transport encourages creativity, problem-solving and investigation of speed and movement.

Through discussions and activities, children build language skills and begin to understand their place in the wider world, preparing them for future learning and helping them further make sense of their surroundings.

Week	Key Area	Description of skill (<i>Branch 7 unless stated</i>)	Link to Prior Learning	Continuous Provision to include:
1	The World	Identifying sounds in environment – transport and Comments on aspects of their familiar world such as the place where they live or the natural world (Branch 8)	Aut 2, Week 1: The World	Transport: Cars, Train track
	Physical Development	Moves freely with confidence in a range of ways	Aut 1, Week 1: Physical Development	
2	People and Communities	Recognises and describes special times or events for family or friends (Branch 8)		Transport: Cars, Train track
	Creative Performance	Can move rhythmically (Branch 8) and Remembers a sequence of two actions (Branch 8)	Week 1: Physical Development Spr 2, Week 2: Creative Performance	
3	Scientific Enquiry	Compares and contrasts results (Branch 8) – Faster/slower		Transport: Cars, Train track
	Media and Materials	Use construction to make enclosures and create spaces	Aut 2, Week 1: Physical Development Aut 2, Week 5: Design & Technology	
4	Creative Expression	Chooses dressing up items for a familiar role	Week 1: The World	Transport: Cars, Train track
	Computing	Uses arrow keys on keyboard to control movement on the screen (Branch 8)	Week 3: Scientific Enquiry	Transport dress up Construction
5	Design & Technology	Select and use tools to assemble and join materials (Branch 8)		Transport: Cars, Train track
	PSED	Shows affection and concern for people who are special to them. (Link to emergency services)		Transport dress up Construction Junk Modelling
6	Revisit areas as needed			

Core Vocabulary:	fast/slow	car	train	bus	plane
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T: 01922 626926

W: yewtreeprimary.co.uk

A: Birchfield Way, Yew Tree Estate, Walsall, WS5 4DX