

## BEECHWOOD PRIMARY SCHOOL THE SCHOOL CURRICULUM 2024-25

The school is structured as follows: -

**Early Years Foundation Stage:** 3 - 5 years (Nursery and Reception)

**Key Stage One:** 5 - 7 years (Years 1 & 2)

**Key Stage Two:** 7 - 11 years (Years 3, 4, 5 & 6)

### ORGANISATION OF THE CURRICULUM

We prioritise the teaching of key skills through **daily teaching of Maths and English**. The context for work across much of the rest of the curriculum is through an annual cycle of **Thematic Study Units**. These are primarily structured around Geography and History, but involve other subjects as well; particularly Art, Design Technology, cross-curricular writing and computing. These units form the basis for a termly unit of work. Other subjects, such as Music, PE and PSHE are taught as **discrete units on a weekly timetabled basis**.

Alongside a core curriculum entitlement, the interests of pupils are vitally important in shaping each TSU and class, group and individual lines of pupil-initiated enquiry are developed. Extensive use of visits and visitors informs TSU work and extends learning beyond the classroom. The school gives high status to skills of **Creativity** and **Research and Enquiry** and hierarchical skills progressions have been evolved for each of these areas. Skills are systematically layered into each Thematic Study Unit.

### Classroom Organisation and Matching of Work to Pupils' Abilities

Class groupings will be flexible according to the teacher's choice of organisation and the activities to be undertaken. Pupils may be grouped as follows; whole class, mixed ability and ability groups, sets by ability (Year 6), paired or individual working. The basic principle operating will be 'fitness for purpose' - i.e. the activity or activities to be undertaken will suggest ways by which the class will be organised. The staff as professionals will match appropriate tasks to the child's age, maturity and level of understanding. These tasks will be interesting, stimulating and challenging. Work of quality is the consistent aim. Supplementary and extension work as and when appropriate will be made available. More able pupils will receive tasks that stretch and challenge them and pupils that need more scaffolding will receive work to support their abilities.

## ENGLISH

### Aims

Our aims in teaching English are that all children will:

- develop the necessary skills to use the English language confidently, appropriately and accurately in a range of situations;
- be able to read a range of materials fluently and with understanding for enjoyment and for information;
- be able to speak clearly, fluently and with an expanding vocabulary;
- be able to listen to the spoken word attentively, with understanding, pleasure and empathy;
- understand and use the grammatical and linguistic conventions of standard English;
- develop an appreciation of our rich and varied literary heritage;
- be able to write effectively for a range of purposes and audiences, using spelling, punctuation and grammar accurately and confidently.

### Content

The teaching of English is informed by the **Beechwood Primary School Progressions of Skills for Reading and Writing**, the **Programmes of Study for Vocabulary, Grammar and Punctuation** and the **Framework of Skills for Spoken English**, all of which are derived from the National Curriculum for English.

### How English is taught

### Time Allocation

The time allocation for English at Key Stages 1 and 2 is 7 hours 30 minutes per week. This is broken down as follows:

- Daily English teaching (5 hours a week);

- Additional guided reading, phonics, spelling, handwriting and vocabulary, grammar and punctuation teaching (minimum of 2 hours 30 minutes a week).

The specific breakdown of the additional time varies according to the Key Stage and Year Group. Teachers exercise professional judgement in the precise organisation of this time, responding to the identified needs of the children in their classes. Common guidelines for allocation of this time, however, are as follows.

### **Daily English Lesson**

The principle context for the teaching of English is within the daily English lesson. Lessons focus on key skills of reading and writing, with units of genre-based study linked to the school's Thematic Study Units. (**see BPS English: Comprehension and Composition – Units of Teaching**)

### **Teaching of Phonics**

In Reception, Year 1 and Year 2 we prioritise the early acquisition of essential word reading skills and follow a highly structured programme of synthetic phonics teaching, based on the **Read Write Inc.** scheme. Pupils are given regular direct phonics teaching in addition to the daily English lesson, in ability based groups which are organised across each year group.

In Reception pupils receive 30 minutes daily phonic teaching; in Year 1: 60 minutes daily and in Year 2: 4 x 30 minute sessions in the autumn term, with subsequent provision based on pupil need. By the end of Key Stage 1, most pupils will have mastered key phonic skills. For those pupils who require additional reinforcement of phonics, further teaching is provided at individual or group level in Key Stage 2. (**see BPS Reading: Guidelines for Teaching**)

### **Guided Reading**

Guided Reading is allocated dedicated time throughout Key Stages 1 and 2, in addition to the daily English lesson. This is an essential component of the teaching of reading, with highly focused group based teaching supporting pupils to reach, and sometimes exceed, age related expectations. Sessions are 20-30 minutes long and take place 3 times a week in Year 1 and 4 times a week from Year 2 to Year 6. (**see BPS Reading: Guidelines for Teaching**)

### **Reading Fluency**

Reading fluency is allocated dedicated time in Year 2 to Year 6, in addition to guided reading sessions. Year 2 start reading fluency sessions in the Spring term. Sessions are 10-15 minutes long and take place daily. Three of the sessions teach explicit reading skills to develop fluency and pace when reading. Two of the sessions are used to develop reading for pleasure, where children can access a wide variety of high quality texts.

### **Spelling**

Spelling is taught daily from Year 1 to Year 6, using a model of 'teach, practise, apply and assess'. A whole school framework for the teaching of spelling structures the delivery of the programmes of study specified in the National Curriculum for English. (**BPS Writing: Guidelines for Teaching**). Year 2-6 follow the No Nonsense Spelling Scheme to teach spelling.

### **Vocabulary, Grammar and Punctuation**

Vocabulary, grammar and punctuation skills are taught in accordance with the requirements of the National Curriculum. In Years 1 and 2 this is primarily within the context of the daily English lesson, although more discrete teaching sessions are introduced in Year 2. In Years 3 - 6 skills are taught in 3 discrete 30 minute sessions (as a minimum) and in the context of the daily English lesson and cross-curricular writing. (**see BPS Writing: Guidelines for Teaching**)

### **Cross Curricular Writing**

The development of extended writing skills is a major priority of the school. Genre based skills acquired in the English lesson are systematically applied in a cross-curricular context, in accordance with the school's Long Term Plan. The school has developed a highly consistent approach to the planning, teaching and marking of writing, with extended work evolving through a process of modelled and shared writing, and supported drafting and redrafting. (**see BPS Writing: Guidelines for Teaching**)

### **Handwriting**

The school has adopted the **Nelson Handwriting** scheme. Additional sessions are allocated to the teaching of handwriting according to pupils' needs. Following direct teaching of letter formation and joins, children apply their skills in writing activities across the curriculum. It is expected that children will use a joined style in the majority of their writing, once basic joins have been learned. (*see BPS Writing: Guidelines for Teaching*)

### Teaching Strategies

A variety of teaching and organisational strategies are employed during the teaching of English. At various points children will be organised on a whole class, group and individual basis. Teaching strategies include interactive direct teaching, demonstration and modelling. Children are encouraged to develop English skills through discussion, research and investigation in addition to individual application of taught skills. Differentiation is employed at each stage of the process; for example, in targeted questioning in whole class work and focus group and individual work based on pupil need.

### Reading Schemes

**Read, Write Inc.** is used for early phonics teaching, with a rich variety of other resources being used to provide breadth to pupils' reading experience, including the revised **Oxford Reading Tree** materials which are phonically decodable.

### Cross-Curricular Links

We encourage a cross-curricular approach to the teaching of English and the teaching of both fiction and non-fiction reading and writing is rooted in the content of other curriculum subjects. We believe that this provides a meaningful context for the application of basic skills and allows children to investigate subjects in depth.

### Home School Links

Homework is used to support English through:

- home/school reading diaries which children are expected to take home every night with their current individual reading book as a focus for reading with parents;
- learning of differentiated spelling lists;
- practising sight recognition words;
- specific tasks set by teachers related to current literacy work.

Our school website is updated regularly and provides a range of informative links, videos and advice to enable parents to support their child's learning at home.

### Equal Opportunities

We ensure children have access to a range of materials for teaching English that promote a culture of equality and diversity. At Beechwood, we promote the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender, sexual orientation or background. We work to ensure that all groups in society are represented in the reading material we provide to prevent bias as well as providing positive role models.

### English as an Additional Language (EAL)

The school includes a small number of children for whom English is an Additional Language. These pupils are included in whole class teaching of English wherever appropriate, with differentiated work programmes planned by the class teacher. This teaching is sometimes complemented by specialised support provision from the local authority.

### Long Term Plan for English

#### Reception – cycle 1

| Term                                    | Fiction                                   | Non Fiction                      | Poetry                          |
|-----------------------------------------|-------------------------------------------|----------------------------------|---------------------------------|
| <b>Autumn 1</b><br><i>All About Me!</i> | Stories with familiar settings and people | Names and labels<br><br>Captions | Poems about ourselves           |
| <b>Autumn 2</b><br><i>Celebrations</i>  | Celebration stories                       | Writing for different purposes   | Celebration and festival poetry |

|                                             |                   |                                                               |                              |
|---------------------------------------------|-------------------|---------------------------------------------------------------|------------------------------|
| <b>Spring 1</b><br><i>Traditional Tales</i> | Traditional Tales | Writing for different purposes                                | Nursery Rhymes               |
| <b>Spring 2</b><br><i>Journeys</i>          | Journey stories   | Writing for different purposes – tickets, maps and timetables | Poetry from around the world |

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|--------------------------------------------|-------------------------|-------------------|------------------------|
| <b>Summer</b><br><i>Plants and Animals</i> | Food and animal stories | Animal fact files | Food and animal poetry |
|--------------------------------------------|-------------------------|-------------------|------------------------|

## Reception – cycle 2

| Term                                    | Fiction                                                            | Non Fiction                      | Poetry                         |
|-----------------------------------------|--------------------------------------------------------------------|----------------------------------|--------------------------------|
| <b>Autumn 1</b><br><i>Marvellous Me</i> | Stories with familiar settings and people<br><br>Traditional Tales | Names and labels<br><br>Captions | Poems about ourselves          |
| <b>Autumn 2</b><br><i>Our Community</i> | Stories about people who help us<br><br>Talk for Writing           | Writing for different purposes   | Poems about people who help us |

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|------------------------------------------|--------------------------------------------------------|--------------------------------|----------------------------|
| <b>Spring 1</b><br><i>Fantasy Worlds</i> | Stories with a fantasy element<br><br>Talk for Writing | Writing for different purposes | Fantasy poems/dragon poems |
| <b>Spring 2</b><br><i>New Life</i>       | Life cycle stories                                     | Writing for different purposes | Animal poetry              |

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|------------------------------------|--------------------------------------|-------------------|-------------|
| <b>Summer</b><br><i>The Garden</i> | Food Stories<br><br>Talk for Writing | Animal fact files | Food poetry |
|------------------------------------|--------------------------------------|-------------------|-------------|

## Year 1

| Term                              | Fiction                        | Non Fiction                                    | Poetry                |
|-----------------------------------|--------------------------------|------------------------------------------------|-----------------------|
| <b>Autumn</b><br><i>Who Am I?</i> | Stories with familiar settings | Labels, lists and captions<br><br>Instructions | Poems about ourselves |

|                                              |                                                        |                                  |             |
|----------------------------------------------|--------------------------------------------------------|----------------------------------|-------------|
| <b>Spring</b><br><i>Food of Many Nations</i> | Traditional and fairy stories from different countries | Information Texts<br><br>Recount | Food poetry |
|----------------------------------------------|--------------------------------------------------------|----------------------------------|-------------|

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|------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------|-------------------|
| <b>Summer</b><br><i>Homes Around the World</i> | Stories with familiar, predictable and patterned language from a range of cultures | Recount<br><br>Report Writing | Pattern and Rhyme |
|------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------|-------------------|

## Year 2

| Term                                 | Fiction                                     | Non Fiction                                                      | Poetry             |
|--------------------------------------|---------------------------------------------|------------------------------------------------------------------|--------------------|
| <b>Autumn</b><br><i>South Africa</i> | Traditional stories from different cultures | Instructions<br>Non-chronological Reports                        | Poetry from Africa |
| <b>Spring</b><br><i>Explorers</i>    | Adventure stories<br>Letters/diaries        | Historical Reports<br><br>Information texts/third person recount | Space poetry       |
| <b>Summer</b><br><i>Seaside</i>      | Stories with Familiar Settings              | Historical reports<br>Recount<br>Information Texts               | Seaside poems      |

## Year 3

| Term                                          | Fiction                                     | Non Fiction                       | Poetry                          |
|-----------------------------------------------|---------------------------------------------|-----------------------------------|---------------------------------|
| <b>Autumn</b><br><i>Invaders and Settlers</i> | Myths/ Legends                              | Historical Reports                | Poems to perform                |
| <b>Spring</b><br><i>Our Community</i>         | Realism                                     | Note Taking / Letters             | Poems about personal experience |
| <b>Summer</b><br><i>Ancient Egypt</i>         | Adventure /Fantasy<br><br>Myths and legends | Recount<br><br>Historical Reports | Other worlds                    |

## Year 4

| Term                                   | Fiction                       | Non Fiction                                    | Poetry                               |
|----------------------------------------|-------------------------------|------------------------------------------------|--------------------------------------|
| <b>Autumn</b><br><i>Ancient Greece</i> | Greek Myths                   | Journalistic Writing<br><br>Historical Reports | Mythical creatures                   |
| <b>Spring</b><br><i>Ghana</i>          | Traditional African Tales     | Non Chronological Reports<br><br>Explanation   | Poetry from Africa                   |
| <b>Summer</b><br><i>Lake District</i>  | Realism<br><br>Film Narrative | Persuasive writing<br><br>Discussion           | Poetry about the natural environment |

## Year 5

| Term                               | Fiction                                               | Non Fiction                         | Poetry                     |
|------------------------------------|-------------------------------------------------------|-------------------------------------|----------------------------|
| <b>Autumn</b><br><i>Victorians</i> | Film narrative / playscript<br><br>Historical realism | Arguments<br><br>Persuasive writing | Victorian narrative poetry |

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|-----------------------------------------------|------------------------------------------|------------------------------------------------|--------------------|
| <b>Spring</b><br><b>World</b><br><b>War 2</b> | Historical stories<br><br>Letter writing | Historical reports<br><br>Biographical Writing | World War 2 Poetry |
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|-------------------------------|-----------------------------------------------------------------|---------------------------------------------------------|-------------------|
| <b>Summer</b><br><b>India</b> | Traditional stories /<br>stories from other<br>cultures (India) | Non Chronological reports<br><br>Email writing/blogging | Poetry from India |
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## Year 6

| <b>Term</b>                    | <b>Fiction</b>                                      | <b>Non Fiction</b>                                    | <b>Poetry</b> |
|--------------------------------|-----------------------------------------------------|-------------------------------------------------------|---------------|
| <b>Autumn</b><br><b>France</b> | Film Narrative<br><br>Historical Writing in<br>role | Non Chronological reports<br><br>Biographical Writing | French Poetry |

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| <b>Spring</b><br><b>North and</b><br><b>South</b><br><b>America</b> | Revision of fiction<br>genres (adventure)<br><br>Diary entry | Newspaper report<br><br>Discussion<br><br>Revision of non fiction genres | Experimenting with<br>language |
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| <b>Summer</b><br><b>Past,</b><br><b>Present,</b><br><b>Future</b> | Shakespeare plays | Information writing for a variety<br>of purposes<br><br>Explanation | Other worlds |
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## MATHEMATICS

Beechwood Primary School is committed to the lively and engaging delivery of Mathematics across the age ranges. We aim to show the children the enjoyment in Mathematics and to nurture a curiosity for the subject.

### Aims

Mathematics is a life skill. It is an essential element of communication, widely used in society, both in everyday situations and in the world of work.

### Our aims in teaching mathematics are:

- To help all children to become fluent in Mathematics, developing a conceptual understanding of different aspects of Mathematics as well as the ability to recall and apply knowledge quickly and accurately.
- To reason mathematically using mathematical vocabulary. Children will have the opportunity to make generalisations, develop arguments and justify and prove their findings
- To solve a range of routine and non-routine problems, learning how to break problems into smaller steps and to persevere when trying different approaches to find the solution.
- To develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.
- To nurture a fascination and excitement of mathematics.

**In EYFS** children work following the Development Matters document. Throughout this time children will develop a sound understanding of number (a number each week) by exploring them in a variety of contexts and using a range of resources such as ten frames, numicon, counters and objects. Children will learn to count and order numbers up to 20 accurately ensuring they use the counting principles. Using a range of objects they will learn how to add and subtract two single digit numbers. The children will work on different problems that involve doubling, halving and sharing. Children will have opportunities to learn and listen to number stories and rhymes. In shape, space and measure the children will learn to talk about size, position and time. They will learn to recognise and describe pattern and use mathematical vocabulary to discuss objects and shapes.

Mathematics is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's mathematical development, building their confidence as they learn to explore, to think about problems, and relate to others. During purposeful play practitioners respond to each child's mathematical development needs and interests, guided through warm, positive interaction.

Children in years 1 to 6 are working from the new National Curriculum and the White Rose Hub materials play a key part in our children's mathematical experiences across these year groups.

**In Years 1 and 2** children will develop confidence and mental fluency with whole numbers. The children will develop skills in counting and will use practical resources and problem solving to develop their understanding of place value. The children will learn all number bonds to 20. Children will learn how to recognise, find and name halves, quarters and thirds. Children will work on comparing, describing and solving practical problems involving measures, including time and money and will learn how to recognise, describe and compare shapes using the correct Mathematical vocabulary. The children will learn how to record, interpret, collate, organise and compare information. Children will learn to read and spell mathematical vocabulary.

**In Years 3 and 4** children will become increasingly fluent with number facts and a greater understanding of place value. Children will learn multiplication facts up to and including the 12 multiplication tables. They will become more efficient in written and mental methods to calculate with larger whole numbers. Children will solve a range of problems that involve all four operations as well as simple fractions and decimal places. Children will use reasoning across all aspects of mathematics including shapes and their properties and measuring with accuracy. Links between measure and number will be made throughout both year groups. The children will continue their work on statistics and begin to work with simple scales. Children will learn to read and spell mathematical vocabulary.

**In Years 5 and 6** the children will extend their understanding of place value to include larger integers. They will investigate a wider range of connections between multiplication and division with fractions, decimals, percentages and ratio. The children will learn to use their fluency and reasoning to solve a wider range of problems using formal written methods, jottings and mental calculations as well as being introduced to algebra. Pupils will confidently use written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages. Children's problem solving will link a range of geometry and measure aspects of the subject to number aspects of Mathematics. In statistics children will use line graphs and pie charts across the curriculum. They will learn to read, spell and pronounce mathematical vocabulary correctly.

## SCIENCE

### Aims

Our aims in teaching Science are that all children will:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiry that help them to answer scientific questions about the world around them
- Become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- Learn a progression of scientific skills, while developing their curiosity and pursuing their own interests by questioning, exploring and investigating practically inside the classroom, in the outside environments around school and through regular science based visits and visitors
- Build up an understanding of scientific vocabulary that they are able to use accurately and precisely both verbally and in writing while predicting, explaining, discussing and analysing
- Apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data

### How Science is taught

#### Working Scientifically

The key elements of scientific enquiry are taught throughout each year group's programmes of study and are a core element of the science curriculum as part of our school focus on creativity, research and enquiry. 'Working scientifically' pupils learn to independently use and explain a variety of approaches for investigating, including: observing over time, pattern seeking, identifying, classifying and grouping, comparative testing, fair testing and researching using secondary sources. They are encouraged to ask questions and explore practically to develop their knowledge and understanding, while learning to measure, gather and record data, communicate and discuss their findings using scientific vocabulary.

#### Time Allocation

The teaching of Science may be in discrete weekly sessions throughout a term or in blocked sessions or days. This is dependent on whether Science can be taught cross curricular through other areas of the curriculum or whether specific science based visits or visitors provide the context for developing scientific learning and understanding.

### Science Long Term plan 2022-2023

### EYFS:

| Foundation Stage Curriculum Map |                                                                  |                                                                       |                                                     |                                                                 |                                                                                       |
|---------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Cycle 1                         | Autumn 1                                                         | Autumn 2                                                              | Spring 1                                            | Spring 2                                                        | Summer 1 and 2                                                                        |
| Theme/Topic                     | <b>All About Me!</b><br>(Autumn Walk<br><br>Black History Month) | <b>Celebrations</b><br><br>(Tiny Tales and Tunes Cinderella workshop) | <b>Traditional Tales</b>                            | <b>Journeys</b><br><br>(Walk around local area following a map) | <b>Plants and Animals</b><br><br>(Hungry Caterpillar workshop: Tiny Tales and Tunes.) |
| Cycle 2                         | Autumn 1                                                         | Autumn 2                                                              | Spring 1                                            | Spring 2                                                        | Summer 1 and 2                                                                        |
| Theme/Topic                     | <b>Marvellous Me</b> (Autumn Walk)                               | <b>Our Community</b><br><br>(Local Visitors)                          | <b>Fantasy Worlds</b><br><br>(Tiny Tales and Tunes) | <b>New Life</b>                                                 | <b>The Garden</b><br><br>(Harlow Carr)                                                |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  | (Walk around local area following a map) |  |
| <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> |  |  |  |                                          |  |

## Years 1-6:

Teachers to follow Snap Science planning, making adjustments and differentiating to suit their classes as needed. Medium term planning documents show which lessons from the Snap Science scheme must be taught (including at least one investigation per topic). Beechwood's medium term planning documents show the objectives, national curriculum links and working scientifically areas each lesson covers.

| Year Group    | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Year 1</b> | <p>Ongoing across the year each term – Seasonal changes including plant growth, animals and weather.</p> <p>(Lessons from Snap Science: Our Changing World should be covered throughout the year).</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|               | <p><b><u>Who Am I?</u></b></p> <p><b><u>Snap Science: Using our senses</u></b></p> <p><i>Learn about the human body, naming body parts and senses and comparing humans with other animals.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>          | <p><b><u>Food of many Nations</u></b></p> <p><b><u>Snap Science: Looking at animals</u></b></p> <p><i>Learn about what humans and other animals eat.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> | <p><b><u>Houses around the World</u></b></p> <p><b><u>Snap Science: Everyday materials/ Plant Detectives</u></b></p> <p><i>Name objects and identify what they are made of. Explore the properties of everyday materials in the local area/ Explore flowering plants and trees, including their own planting and investigating.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the</li> </ul> |

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|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>basis of their simple physical properties.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Year 2</b> | <p><b><u>South Africa</u></b></p> <p><b><u>Snap Science: Take Care/Growing Up</u></b></p> <p><i>Investigate, classify and explore different groups of animals.</i></p> <p><i>Learn about how to live a healthy lifestyle.</i></p> <p><i>*Continue Y1 animals (mammals etc)</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> | <p><b><u>Explorers</u></b></p> <p><b><u>Snap Science: Materials – Good choices/Shaping up</u></b></p> <p><i>Explore the properties of everyday materials.</i></p> <p><i>Investigate the suitability of everyday materials for different uses.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> | <p><b><u>The Seaside!</u></b></p> <p><b><u>Snap Science: Our Changing World/What is in Your Habitat?/The Apprentice Gardener</u></b></p> <p><i>Find out about the habitats of different plants and animals and how they are suited to them.</i></p> <p><i>Identify and describe food chains in different ecosystems.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> |
| <b>Year 3</b> | <p><b><u>Invaders and Settlers</u></b></p> <p><b><u>Snap Science: Rock Detectives/Amazing Bodies</u></b></p> <p><i>Investigate rocks and soils, including fossils.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b><u>Local Community</u></b></p> <p><b><u>Snap Science: Our Changing world/Can you see me?</u></b></p> <p><i>Explore plant lifecycles and what plants need to be</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b><u>Ancient Egypt</u></b></p> <p><b><u>Snap Science: The Power of Forces/How does your garden grow?</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|               | <p><i>Investigate how the muscles help the body move/healthy eating. Investigations about the human body.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> | <p><i>healthy, including nutrition and water transport.</i></p> <p><i>Explore how light behaves and investigate shadows.</i></p> <p><b>**Year 4 Human Impact (Snap Science – links to Our Community).</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul> | <p><i>Investigate different plants and animals in a local ecosystem.</i></p> <p><i>Explore and investigate a variety of forces, including magnetism</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> |
| <b>Year 4</b> | <p><b><u>Ancient Greece</u></b></p> <p><b><u>Snap Science: In a State/Switched On</u></b></p> <p><i>Investigate electricity, including: identifying electrical appliances, constructing circuits using a variety of components and exploring conductors and insulators.</i></p> <p><i>Explore heating and cooling of different materials.</i></p> <p><i>Understand how the water cycle works.</i></p> <p><b>Pupils should be taught to:</b></p>                                                                                                                                                                                                                                                                                                                                                                            | <p><b><u>Ghana</u></b></p> <p><b><u>Snap Science: Good Vibrations/Where does all that food go?</u></b></p> <p><i>Explore sound, including pitch, volume and how sounds are made.</i></p> <p><i>Identify and describe parts of the human digestive system.</i></p> <p><i>Learn about how we get nutrition from food.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b><u>The Lake District</u></b></p> <p><b><u>Snap Science: Who Am I?/Our Changing World</u></b></p> <p><i>Explore food chains, identifying producers, predators and prey.</i></p> <p><i>Explore and use classification keys to group, identify and name organisms in local and more distant habitats.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|               | <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors</li> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>                                                                                                                                                                                                                                                                                                                                      | <p>variety of living things in their local and wider environment</p> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Year 5</b> | <p><b><u>Victorians</u></b></p> <p><b><u>Snap Science: Feel the Force/ Get Sorted</u></b></p> <p><i>Investigate different types of forces.</i></p> <p><i>Sort a range of materials according to their properties</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>                | <p><b><u>World War Two</u></b></p> <p><b><u>Snap Science: /Everyday Materials/ Marvellous mixtures/ Year 6 topic - Danger Low Voltage</u></b></p> <p><i>Explore how light travels, explaining how we see and the behaviour of shadows.</i></p> <p><i>Investigate how manipulating variables affects the properties of components in a circuit.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul> | <p><b><u>India</u></b></p> <p><b><u>Snap Science: Reproduction in plants and animals/ Circle of life/ Earth and Beyond</u></b></p> <p><i>Investigate the movement of the Earth, Sun and Moon, as well as explaining how we get night and day.</i></p> <p><i>Investigate the lifecycles of a range of vertebrates, describing the changes as humans develop to old age.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe the changes as humans develop to old age.</li> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent</li> </ul> |

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|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Movement of the sun across the sky.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Year 6 | <p><b><u>France</u></b></p> <p><b><u>Snap Science: The Nature Library/Body Pump</u></b></p> <p>Classify groups and subsets of animals and plants based on specific characteristics.</p> <p>Investigate how the human circulatory system works, recognising the impact of diet, exercise and lifestyle on how the human body functions.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> | <p><b><u>Inventors</u></b></p> <p><b><u>Snap Science: Body Health/All Change *Year 5 Snap Science*</u></b></p> <p><i>Investigate how drugs, smoking and exercise affect the body.</i></p> <p><i>Explore more complex properties of materials as well as reversible and irreversible changes.</i></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul> | <p><b><u>Past, Present, Future</u></b></p> <p><b><u>Snap Science: Everything Changes/Light up your world</u></b></p> <p>Explore evolution and adaptation, including learning from the fossil record.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> |

## GEOGRAPHY

### Aims

The Beechwood geography curriculum aims to ensure that all pupils develop contextual knowledge of the location of globally significant places including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. They understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. They become competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. They can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In Key Stage One, pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage Two, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe (including Russia), North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### Time Allocation

The teaching of Geography may be in discrete weekly sessions throughout a term or in blocked sessions or days. Geography based visits or visitors may provide the context for developing geographical learning and understanding.

Geography at Beechwood is taught as part of Thematic Study Units (TSU's) as outlined below.

### LONG TERM PLAN Updated 2023

| Foundation Stage Curriculum Map Cycle One |                                       |                                                                      |                                                                                                              |                                                             |                                                                                                                       |
|-------------------------------------------|---------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Cycle 1                                   | Autumn 1                              | Autumn 2                                                             | Spring 1                                                                                                     | Spring 2                                                    | Summer 1 and 2                                                                                                        |
| Theme/Topic                               | <b>All About Me!</b><br>(Autumn Walk) | <b>Celebrations</b><br>(Tiny Tales and Tunes<br>Cinderella workshop) | <b>Traditional Tales</b>                                                                                     | <b>Journeys</b><br>Walk around local area following a map)  | <b>Plants and Animals</b><br>(Hungry Caterpillar workshop: Tiny Tales and Tunes.)                                     |
| Cycle 2                                   | Autumn 1                              | Autumn 2                                                             | Spring 1                                                                                                     | Spring 2                                                    | Summer 1 and 2                                                                                                        |
| Theme/Topic                               | <b>Marvellous Me</b><br>(Autumn Walk) | <b>Our Community</b><br>(Local Visitors)                             | <b>Fantasy Worlds</b><br>(Tiny Tales and Tunes)                                                              | <b>New Life</b><br>(Walk around local area following a map) | <b>The Garden</b><br>(Harlow Carr)                                                                                    |
| Year                                      | AUTUMN                                |                                                                      | SPRING                                                                                                       |                                                             | SUMMER                                                                                                                |
| <b>1</b>                                  | <b>Who Am I?</b><br><i>(locality)</i> |                                                                      | <b>Food of Many Nations</b><br><i>(inc locality, UK &amp; world)</i><br><i>Visit- Restaurant/supermarket</i> |                                                             | <b>Homes Around the World</b><br><i>(inc locality, UK &amp; world)</i><br><i>Visit- Local walk and Skipton Castle</i> |
|                                           | <b>South Africa</b>                   |                                                                      | <b>Explorers</b>                                                                                             |                                                             | <b>Seaside</b>                                                                                                        |

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| <b>2</b> | <i>(similarities and differences between UK and contrasting non-European country)</i>                                                          |                                                | <i>(location)</i><br><br><i>Visit to Ledston Woods</i><br><br><i>Stardome visit</i>                                                                                                                                                           | <i>(fieldwork- visit to Scarborough)</i>                                                                                                                                                                                                 |
| <b>3</b> | <b>Stone to Iron Age</b>                                                                                                                       | Invaders and Settlers<br><br><i>(location)</i> | <b>Local Community</b><br><br><i>(geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom)</i><br><br><i>Residential to Nell Bank Ilkley</i><br><br><i>Visitor- DEC</i> | Ancient Egypt                                                                                                                                                                                                                            |
| <b>4</b> | Ancient Greece                                                                                                                                 |                                                | <b>Ghana</b><br><br><i>Visitors- DEC Fairtrade</i><br><br><i>Visitor Paul Jackson</i>                                                                                                                                                         | <b>The Lake District</b><br><br><i>(geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom )</i><br><br><i>Fieldwork- Lake District</i><br><br><i>Residential</i> |
| <b>5</b> | Victorians                                                                                                                                     |                                                | World War 2<br><br><i>(location)</i>                                                                                                                                                                                                          | <b>India</b><br><br><i>(Visitors- Mayo College, Selina Shaw)</i>                                                                                                                                                                         |
| <b>6</b> | <b>France</b><br><br><i>(similarities and differences through the study of human and physical geography of a region in a European country)</i> |                                                | <b>The Americas</b><br><br><i>(similarities and differences through the study of human and physical geography of a region within North or South America)</i><br><br><i>Visitor- Rainforest Workshop</i><br><br><i>DEC Climate Workshop</i>    | Past, Present and Future<br><br><i>Visitor- DEC</i>                                                                                                                                                                                      |

## HISTORY

### Aims

The Beechwood history curriculum aims to ensure that all pupils know and understand British history as a coherent, chronological narrative and how Britain has influenced and been influenced by the wider world. They will know and understand significant aspects of the history of the wider world and gain and deploy a historically grounded understanding of abstract terms. They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to

make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. They will understand the methods of historical enquiry and gain historical perspective by placing their growing knowledge into different contexts.

In Key Stage One, the pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In Key Stage Two, pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They learn to note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

### Time Allocation

The teaching of History may be in discrete weekly sessions throughout a term or in blocked sessions or days. History based visits or visitors may provide the context for developing historical learning and understanding.

History at Beechwood is taught as part of Thematic Study Units (TSU's) as outlined below.

#### LONG TERM PLAN Updated 2023

| Foundation Stage Curriculum Map |                                                                  |                                                                       |                                                     |                                                                 |                                                                                       |
|---------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Cycle 1                         | Autumn 1                                                         | Autumn 2                                                              | Spring 1                                            | Spring 2                                                        | Summer 1 and 2                                                                        |
| Theme/Topic                     | <b>All About Me!</b><br>(Autumn Walk<br><br>Black History Month) | <b>Celebrations</b><br><br>(Tiny Tales and Tunes Cinderella workshop) | <b>Traditional Tales</b>                            | <b>Journeys</b><br><br>(Walk around local area following a map) | <b>Plants and Animals</b><br><br>(Hungry Caterpillar workshop: Tiny Tales and Tunes.) |
| Cycle 2                         | Autumn 1                                                         | Autumn 2                                                              | Spring 1                                            | Spring 2                                                        | Summer 1 and 2                                                                        |
| Theme/Topic                     | <b>Marvellous Me</b><br>(Autumn Walk)                            | <b>Our Community</b><br><br>(Local Visitors)                          | <b>Fantasy Worlds</b><br><br>(Tiny Tales and Tunes) | <b>New Life</b><br><br>(Walk around local area following a map) | <b>The Garden</b><br><br>(Harlow Carr)                                                |
| Year                            | AUTUMN                                                           |                                                                       | SPRING                                              |                                                                 | SUMMER                                                                                |
| <b>1</b>                        | <b>Who Am I?</b><br><br>(changes within living memory)           |                                                                       | <b>Food of Many Nations</b>                         |                                                                 | <b>Homes Around the World</b><br><br><i>Visit to Skipton Castle</i>                   |

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| <b>2</b> | <b>South Africa</b><br>(the lives of significant individuals)                                                                                                                                                  |                                                                                                                                                       | <b>Explorers</b><br>(compare aspects of life in different periods through significant individuals)                                                                                                                                     | <b>Seaside</b><br>(significant historical events)<br>Visit to Scarborough<br>Visitor – Matthew Bellwood Punch & Judy Workshop                                                  |
| <b>3</b> | <b>Stone to Iron Age</b>                                                                                                                                                                                       | <b>Invaders and Settlers</b><br>(Romans, Anglo-Saxons & Vikings)<br>Visitor – History to Life Expert<br>Visitor Days<br>Matthew Bellwood-Viking Drama | <b>Local Community</b><br>(inc. element of local history)<br>Visitor- Matthew Bellwood                                                                                                                                                 | <b>Ancient Egypt</b><br>(the achievements of the earliest civilizations)<br>Visitor- History to Life<br>Matthew Bellwood – Mummification Workshop<br>Visit - Leeds City Museum |
| <b>4</b> | <b>Ancient Greece</b><br>(a study of Greek life and achievements and their influence on the western world)<br>Visitor- History to Life, Matthew Bellwood- democracy Drama Workshop<br>Visit- Leeds City Museum |                                                                                                                                                       | Ghana                                                                                                                                                                                                                                  | The Lake District                                                                                                                                                              |
| <b>5</b> | <b>Victorians</b><br>(inc. local history study: child labour in Leeds)<br>Visit- Leeds Industrial Museum<br>Visitor- Matthew Bellwood – Victorian Leisure<br>National Archives – Black Victorians              |                                                                                                                                                       | <b>World War 2</b><br>(an aspect of British history that extends pupils' chronological knowledge beyond 1066)<br>Visit - Lotherton Hall Evacuation Workshop<br>Visitors Matthew Bellwood- Home Front<br>National Archives - Propaganda | India                                                                                                                                                                          |
| <b>6</b> | <b>France</b> (inc French Revolution)<br>Visitor- Matthew Bellwood March of the Women Workshop                                                                                                                 |                                                                                                                                                       | The Americas                                                                                                                                                                                                                           | <b>Past, Present and Future</b><br>(inc a non-European society that provides contrasts with British history)                                                                   |

## ART

### EYFS:

Children are provided with a wide range of different media to help express their ideas and feelings linking to the world around them. Practitioners plan indoor and outdoor provisions around the children's interest so opportunities develop key skills and knowledge through multi-sensory experiences and experimentation which foster imagination, curiosity and cognition. Through interaction with others, children learn to collaborate and share ideas which leads to critical thinking. To support their gross and fine motor skills within the provision, there are a variety of different materials and tools available. This enables the development of gross motor skills such as negotiating space and obstacles safely, with consideration for themselves and others. To add to this, children's fine motor skills are developed to achieve the ability to hold a pencil effectively, use a variety of small tools and begin to show accuracy and care when drawing.

#### Key stage 1:

Children will experiment with different materials and techniques at an early age in order to help them make informed choices about how to express their ideas. They will also evaluate other artistic works at this stage and this will be facilitated by workshops by visiting artists, discussion of different art forms and art from different cultures. Discussion of the children's work is encouraged at this stage to aid the development of subject specific vocabulary.

#### Key stage 2:

Children continue to use their sketchbooks in order to collect information and ideas and record initial ideas and techniques. Practical skills in making are developed at this stage by allowing the children to choose appropriate materials and techniques from a range of sources for an intended purpose. Children also develop the skills to allow them to refine and alter their technique. Evaluation of work at key stage 2 allows the children to discuss their work to help them make changes to improve their technique and the final outcome. Knowledge about different forms of art is taught at Key stage 2 by the children discussing the cultural, historical and social contexts of art.

#### Time Allocation

The teaching of Art may be in discrete weekly sessions throughout a term or in blocked sessions or days. Art based visits or visitors may provide the context for developing learning and understanding.

Art at Beechwood is taught as part of Thematic Study Units (TSU's) as outlined below.

### ART LONG TERM PLAN UPDATED 2023

| Foundation Stage Curriculum Map |               |               |                   |          |                    |
|---------------------------------|---------------|---------------|-------------------|----------|--------------------|
| Cycle 1                         | Autumn 1      | Autumn 2      | Spring 1          | Spring 2 | Summer 1 and 2     |
| Theme/Topic                     | All About Me! | Celebrations  | Traditional Tales | Journeys | Plants and Animals |
| Cycle 2                         | Autumn 1      | Autumn 2      | Spring 1          | Spring 2 | Summer 1 and 2     |
| Theme/Topic                     | Marvellous Me | Our Community | Fantasy Worlds    | New Life | The Garden         |

| Year | AUTUMN                                                                |                                                                       | SPRING                                                                                         | SUMMER                                                                                                    |
|------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 1    | <u>Who Am I?</u><br>Paint/collage/digital portrait<br>Picasso/Matisse |                                                                       | <u>Food of Many Nations</u><br>Printing/ painting                                              | <u>Homes Around the World</u><br><i>(inc. local community)</i><br>Cubist exploration<br>Collage/ painting |
| 2    | <u>South Africa</u><br>Printing                                       |                                                                       | <u>Explorers</u><br>Pastel and paint 2D/3D work                                                | <u>Seaside</u><br>Andy Goldsworthy/Georgia O' Keefe inspired<br>Collage/different media                   |
| 3    | Stone<br>to Iron Age                                                  | <u>Invaders and Settlers</u><br>Beowulf inspired painting/pastel work | <u>Local Community</u><br>Photographs/David Hockney<br>Barbara Hepworth/Henry Moore-Sculpture. | <u>Ancient Egypt</u><br>Making jewellery                                                                  |
| 4    | <u>Ancient Greece</u><br>Greek clay pots                              |                                                                       | <u>Ghana</u><br>Edward Saidi-Batik of Ghanaian animals/landscape                               | <u>The Lake District</u><br>Watercolour/gouache landscape                                                 |
| 5    | <u>Victorians</u><br>William Morris inspired clay tile                |                                                                       | <u>Goodnight Mr Tom</u><br><u>(World War 2)</u><br>Henry Moore-Charcoal/Sculpture              | <u>India</u><br><i>(inc. Early Islamic Cvlstn)</i><br>Indian Silk Painting                                |
| 6    | France<br>Monet/Matisse painting/collage<br>Impressionism             |                                                                       | The Americas<br>Drawings/use of different media<br>Frida Kahlo                                 | Past, Present and Future<br>Painting/Sculpture/Portraits                                                  |

## MODERN FOREIGN LANGUAGES – FRENCH

We currently teach French in Key Stage 2.

The main aim of language teaching is to develop children's linguistic competence. Lessons are regular and frequent, so that previously learnt language can be reinforced and children can make good progress.

The teaching of languages at Key Stage 2 offers opportunities for children to:

- become increasingly familiar with the sounds and written form of a new language
- develop linguistic skills, knowledge about language and language-learning skills
- understand and communicate in a new language
- increase their cultural awareness by learning about different countries and their people and working with materials from those countries and communities
- develop positive attitudes towards language learning
- use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing
- understand and respond to its speakers, both in speech and writing
- communicate for practical purposes in the in the studied language and to learn new ways of thinking
- discover and develop an appreciation of a range of writing in the language studied
- develop a sound basis for further study at key stage 3 and beyond.

### KS2 Long Term Plan

|                    | Year 3                                                 | Year 4                                         | Year 5                                          | Year 6               |
|--------------------|--------------------------------------------------------|------------------------------------------------|-------------------------------------------------|----------------------|
| <b>Autumn Term</b> |                                                        |                                                |                                                 |                      |
| <b>Half Term 1</b> | Phonics lesson 1 (C)<br><br>J'Apprends Le Français (E) | Phonics lesson 2 (C)<br><br>Je Me Présente (I) | Phonics lesson 3(C)<br><br>As-Tu Un Animal? (I) | Phonics lesson 4 (C) |
| <b>Half Term 2</b> | Les Saisons (KS2) (E)                                  | La Famille (I)                                 | La Date (I)                                     |                      |

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|                    | Year 3              | Year 4                                         | Year 5                  | Year 6 |
|--------------------|---------------------|------------------------------------------------|-------------------------|--------|
| <b>Spring Term</b> |                     |                                                |                         |        |
| <b>Half Term 1</b> | Les Instruments (E) | Boucle d'Or et les Trois Ours (Goldilocks) (I) | Quel Temps Fait-Il? (I) |        |
| <b>Half Term 2</b> | Les Fruits (E)      | En Classe (I)                                  | Les Habitats (I)        |        |

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|                    | Year 3                    | Year 4       | Year 5                  | Year 6 |
|--------------------|---------------------------|--------------|-------------------------|--------|
| <b>Summer Term</b> |                           |              |                         |        |
| <b>Half Term 1</b> | Les Glaces (E)            | Au Café (I)  | Les Vêtements (I)       |        |
| <b>Half Term 2</b> | L'ancienne Histoire de la | Chez Moi (I) | Les Jeux Olympiques (I) |        |

|  |                            |  |  |  |
|--|----------------------------|--|--|--|
|  | <b>Grande Bretagne (E)</b> |  |  |  |
|--|----------------------------|--|--|--|

| Key | C | Core Vocabulary Unit       |
|-----|---|----------------------------|
|     | E | Early Language Unit        |
|     | I | Intermediate Language Unit |
|     | P | Progressive Language Unit  |



## COMPUTING

### Children at 3-7 are taught to;

- use information technology to find out information and then to share and exchange it;
- become familiar with hardware and software e.g. how to use a word processor and 'paint' software;
- store information on computers, present it in different ways and talk about how Computing can be used both in and out of school;
- begin to use programmable toys and applications putting together instructions and algorithms in the right order.

### Children at 7-11 are taught to;

- use a range of Computing tools and information sources, such as computer software and the Internet to support their work in other subjects;
- develop research and communication skills;
- learn that information needs to be accurate and relevant and that information on the Internet can sometimes be neither;  
check the quality of information, learning how to filter good from bad and how to present it in a way which suits the needs of the audience;
- use the Internet safely and not to divulge personal information online;
- explore and compare the different ways Computing is used in and out of school
- write and test simple computer programmes to control and monitor events (e.g. monitor temperature). Pupils use simulation software and spreadsheets to test theories and explore data patterns.

The school is equipped with computer suite, which is timetabled for class based Computing skills teaching or Computing based intervention. There is a set of 16 iPads available to supplement computing teaching and cross-curricular research. In addition every class has laptops to support cross-curricular learning.

## Long Term Plan for Computing

### BEECHWOOD PRIMARY SCHOOL COMPUTING CURRICULUM LONG TERM PLAN 2021/22

| Year | AUTUMN | SPRING | SUMMER |
|------|--------|--------|--------|
|------|--------|--------|--------|

|                |                                                                             |                                                                            |                                                                                                          |                |                                                                         |
|----------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------|
| EYFS<br>Year 1 | All About Me                                                                | Celebrations                                                               | Traditional Tales                                                                                        | Journeys       | Plants and Animals                                                      |
|                | Use of technology in areas of provision to support ELGs                     |                                                                            |                                                                                                          |                |                                                                         |
| EYFS<br>Year 2 | Marvellous Me                                                               | Our Community                                                              | Fantasy Worlds                                                                                           | New Life       | The Garden                                                              |
|                | Use of technology in areas of provision to support ELGs                     |                                                                            |                                                                                                          |                |                                                                         |
| 1              | Who Am I?<br><br>2Paint – Portraits<br><br>2count - Pictograms              |                                                                            | Food of Many Nations<br><br>2Paint – Food Pictures<br><br>2Publish – Favourite Meals                     |                | Homes Around the World<br><br>2Publish – House Descriptions/Labelling   |
|                | Coding                                                                      |                                                                            | BeeBots                                                                                                  |                | 2Go / Intro to 2Code                                                    |
| 2              | South Africa<br><br>2Paint – SA Patterns<br><br>2Publish – Ntolwane Poster  |                                                                            | Explorers<br><br>2Publish – Leaflets<br><br>2Type                                                        |                | Seaside<br><br>Shell Pictures – 2Paint a Picture<br><br>2Graph          |
|                | Coding                                                                      | 2Code – Chimp – Ongoing                                                    |                                                                                                          |                |                                                                         |
| 3              | Stone to Iron Age                                                           | Invaders and Settlers<br><br>2Publish – Leaflets<br><br>Textease Timelines | Local Community<br><br>email<br><br>2Graph – Local surveys<br><br>Digital Photography - 2Paint - Hockney |                | Ancient Egypt<br><br>Databases                                          |
|                | Coding                                                                      | 2Code – Gibbon – Ongoing                                                   |                                                                                                          |                |                                                                         |
| 4              | Ancient Greece<br><br>2Logo – Greek patterns<br><br>GoogleSlides/PowerPoint |                                                                            | Ghana<br><br>Publisher - Poster                                                                          |                | The Lake District<br><br>Excel – Data Collection                        |
|                | Coding                                                                      | 2Logo                                                                      |                                                                                                          | 2Code – Gibbon |                                                                         |
| 5              | Victorians<br><br>PowerPoint/Slides                                         |                                                                            | World War 2<br><br>Podcasts                                                                              |                | India<br><br>Email / Blog<br><br>Shared research and outcomes with Mayo |
|                | Coding                                                                      | 2Code Gorilla / Scratch Ongoing /Code Bugs                                 |                                                                                                          |                |                                                                         |

|   |                                                                            |                                                  |                                                               |
|---|----------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------|
| 6 | <b>France</b><br><i>PowerPoint/Publisher<br/>Posters and Presentations</i> | <b>The Americas</b><br><i>Animation Workshop</i> | <b>Past, Present and Future</b><br><i>3D Graphics and CAD</i> |
|   | <b>Coding</b> 2Code Gorilla / Scratch Ongoing /Code Bugs                   |                                                  |                                                               |

## MUSIC

### Children in EYFS are taught;

In Early Years children are given opportunities to explore musical instruments, listen to music and sing songs. Children learn simple songs, and nursery rhymes and participate in weekly singing sessions. Time is spent making musical instruments including sound shakers. Children will experiment with ways of playing instruments for example loud, quiet, fast and slow. Every year children spend time learning songs for the annual Christmas performance. Specific key vocabulary is regularly scaffolded by adults through a range of stories and songs.

### Children in KS1 are taught;

how to sing and play simple musical instruments. They explore sounds and create their own short compositions. They learn to listen carefully, finding out and describing how sounds can change; for example, getting higher, lower, louder and quieter. They experience a wide range of music from different times and cultures. They learn to keep to a steady rhythm when singing and playing music.

### Children in KS2 are taught;

how to sing and play musical instruments in a controlled way. They learn to perform music in groups and see how their own contribution makes a difference to the whole performance. They listen to many types of music, picking out the detail and learning how it was created and used. They learn to express themselves in singing and most sing in tune. They talk and write about music using musical terms, describing them and comparing them and making judgements. They can improve their own and others' work.

In school, music features as an integral part of the children's experience. Music is taught using the Charanga scheme through Leeds ArtForms, to support non-specialist music teachers. Emphasis is placed on class, group and individual work on simple songs, singing games, movement, playing instruments and exploring sound from a variety of sources. Each year group has a specific time weekly allocated to singing. As pupils develop, they extend their experience of singing and playing and become involved in improvising, composing and performing. Opportunities to play an instrument are offered in Key Stage Two for steel pans and drums on a limited basis through visiting specialists.

Classes in all year groups are also allocated a slot to work with a professional musician from Artforms. He delivers lessons using percussion sometimes linking to the topic being taught in particular year group. The children work in 30-minute sessions each week for 1 half term of the year.

The school's strong music tradition includes regular participation in celebration performances, end of term productions and events to mark special times of the year, e.g. Christmas and 'Spirit Alive'.

## MUSIC CURRICULUM

### LONG TERM PLAN UPDATED 2023

| Foundation Stage Curriculum Map |          |          |          |          |                |
|---------------------------------|----------|----------|----------|----------|----------------|
| Cycle 1                         | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 and 2 |
|                                 |          |          |          |          |                |

|             |               |                                                      |                   |                                     |                    |
|-------------|---------------|------------------------------------------------------|-------------------|-------------------------------------|--------------------|
| Theme/Topic | All About Me! | Celebrations<br><br>Christmas songs and performance  | Traditional Tales | Journeys                            | Plants and Animals |
| Cycle 2     | Autumn 1      | Autumn 2                                             | Spring 1          | Spring 2                            | Summer 1 and 2     |
| Theme/Topic | Marvellous Me | Our Community<br><br>Christmas songs and performance | Fantasy Worlds    | New Life<br><br>Spring chicken song | The Garden         |

|               | AUTUMN 1                                                                                  | AUTUMN 2                                                                                        | SPRING 1                                                                                                | SPRING 2                                                                                                     | SUMMER 1                                                                                                   | SUMMER 2                                                                                                        |
|---------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>YEAR 1</b> | Introducing Beat<br>How Can We Make Friends When We Sing Together?<br><br>1 2 3 4 5 6     | Adding Rhythm & Pitch<br>How Does Music Tell Stories about the Past?<br><br>1 2 3 4 5 6         | Introducing Tempo & Dynamics<br>How Does Music Make the World a Better Place?<br><br>1 2 3 4 5 6        | Combining Pulse, Rhythm and Pitch<br>How Does Music Help Us to Understand Our Neighbours?<br><br>1 2 3 4 5 6 | Having Fun with Improvisation<br>What Songs Can We Sing to Help Us through the Day?<br><br>1 2 3 4 5 6     | Explore Sound and Create a Story<br>How Does Music Teach Us about Looking After Our Planet?<br><br>1 2 3 4 5 6  |
| <b>YEAR 2</b> | Exploring Simple Patterns<br>How Does Music Help Us to Make Friends?<br><br>1 2 3 4 5 6   | Focus on Dynamics & Tempo<br>How Does Music Teach Us about the Past?<br><br>1 2 3 4 5 6         | Exploring Feelings Through Music<br>How Does Music Make the World a Better Place?<br><br>1 2 3 4 5 6    | Inventing a Musical Story<br>How Does Music Teach Us about Our Neighbourhood?<br><br>1 2 3 4 5 6             | Music that Makes You Dance<br>How Does Music Make Us Happy?<br><br>1 2 3 4 5 6                             | Exploring Improvisation<br>How Does Music Teach Us about Looking After Our Planet?<br><br>1 2 3 4 5 6           |
| <b>YEAR 3</b> | Developing Notation Skills<br>How Does Music Bring Us Closer Together?<br><br>1 2 3 4 5 6 | Enjoying Improvisation<br>What Stories Does Music Tell Us about the Past?<br><br>1 2 3 4 5 6    | Composing Using Your Imagination<br>How Does Music Make the World a Better Place?<br><br>1 2 3 4 5 6    | Sharing Musical Experiences<br>How Does Music Help Us Get to Know Our Community?<br><br>1 2 3 4 5 6          | Learning More about Musical Styles<br>How Does Music Make a Difference to Us Every Day?<br><br>1 2 3 4 5 6 | Recognising Different Sounds<br>How Does Music Connect Us With Our Planet?<br><br>1 2 3 4 5 6                   |
| <b>YEAR 4</b> | Interesting Time Signatures<br>How Does Music Bring Us Together?<br><br>1 2 3 4 5 6       | Combining Elements to Make Music<br>How Does Music Connect Us with Our Past?<br><br>1 2 3 4 5 6 | Developing Pulse & Groove Through Improvisation<br>How Does Music Improve Our World?<br><br>1 2 3 4 5 6 | Creating Simple Melodies Together<br>How Does Music Teach Us about Our Community?<br><br>1 2 3 4 5 6         | Connecting Notes and Feelings<br>How Does Music Shape Our Way Of Life?<br><br>1 2 3 4 5 6                  | Purpose, Identity and Expression in Music<br>How Does Music Connect Us With the Environment?<br><br>1 2 3 4 5 6 |
| <b>YEAR 5</b> | Getting Started with Music Tech<br>How Does Music Bring Us Together?<br><br>1 2 3 4 5 6   | Emotions & Musical Styles<br>How Does Music Connect Us with Our Past?<br><br>1 2 3 4 5 6        | Exploring Key & Time Signatures<br>How Does Music Improve Our World?<br><br>1 2 3 4 5 6                 | Introducing Chords<br>How Does Music Teach Us about Our Community?<br><br>1 2 3 4 5 6                        | Words, Meaning and Expression<br>How Does Music Shape Our Way Of Life?<br><br>1 2 3 4 5 6                  | Identifying Important Musical Elements<br>How Does Music Connect Us With the Environment?<br><br>1 2 3 4 5 6    |
| <b>YEAR 6</b> | Developing Melodic Phrases<br>How Does Music Bring Us Together?<br><br>1 2 3 4 5 6        | Understanding Structure & Form<br>How Does Music Connect Us with Our Past?<br><br>1 2 3 4 5 6   | Gaining Confidence Through Performance<br>How Does Music Improve Our World?<br><br>1 2 3 4 5 6          | Exploring Notation Further<br>How Does Music Teach Us about Our Community?<br><br>1 2 3 4 5 6                | Using Chords and Structure<br>How Does Music Shape Our Way Of Life?<br><br>1 2 3 4 5 6                     | Respecting Each Other through Composition<br>How Does Music Connect Us With the Environment?<br><br>1 2 3 4 5 6 |

## DESIGN AND TECHNOLOGY

At all levels children are encouraged to be creative in their application of Design Technology. They are given opportunities to make cross-curricular links as part of thematic study units, working in a range of relevant contexts *[for example, the home, school, leisure, culture, enterprise, industry and the wider environment]*. Children are able to work in both the indoor and outdoor environment.

### Aims

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- critique, evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook;

#### **Children at 3-7 are taught to;**

- explore and evaluate a range of existing products;
- develop simple practical skills and tasks, such as cutting, folding and gluing and food preparation which they will use as they make their own products;
- use simple tools safely; such as scissors, rulers, hole punch, knives;
- plan and create their own products, using the skills they have learned;
- work in a range of relevant contexts *[for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment];*
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products;
- select from and use a range of tools and equipment to perform practical tasks *[for example, cutting, shaping, joining and finishing];*
- evaluate their ideas and products against design criteria;
- use the basic principles of a healthy and varied diet to prepare dishes;
- understand where food comes from;

#### **Children at 7-11 are taught to;**

- select from and use a wider range of tools and equipment to perform practical tasks *[for example, cutting, shaping, joining and finishing]*, accurately ;
- understand and use mechanical systems in their products *[for example, gears, pulleys, levers and linkages];*
- understand and use electrical systems in their products *[for example, series circuits incorporating switches, bulbs, buzzers and motors] ;*
- explore and evaluate a range of existing products;
- understand the purpose of design criteria and use them to inform their own work;
- design and create products, using familiar materials such as card, textiles and food, mouldable materials, electrical components;
- develop finishing techniques;
- test and evaluate their work;
- understand and apply the principles of a healthy and varied diet;
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed;

#### **Long Term Plan for Design and Technology**

##### **BEECHWOOD PRIMARY SCHOOL – Design and Technology - CURRICULUM**

##### **LONG TERM PLAN Updated 2023**

| <b>Foundation Stage Curriculum Map Cycle One</b> |                      |                     |                          |                 |                           |
|--------------------------------------------------|----------------------|---------------------|--------------------------|-----------------|---------------------------|
| <b>Cycle 1</b>                                   | <b>Autumn 1</b>      | <b>Autumn 2</b>     | <b>Spring 1</b>          | <b>Spring 2</b> | <b>Summer 1 and 2</b>     |
| Theme/Topic                                      | <b>All About Me!</b> | <b>Celebrations</b> | <b>Traditional Tales</b> | <b>Journeys</b> | <b>Plants and Animals</b> |
| <b>Cycle 2</b>                                   | <b>Autumn 1</b>      | <b>Autumn 2</b>     | <b>Spring 1</b>          | <b>Spring 2</b> | <b>Summer 1 and 2</b>     |

| Theme/Topic |                                                                                                                                                                                                                                                                                                     | Marvellous Me                                                                                                                                                                                                                                                                                                                                                                         | Our Community                                                                                                                                                                                                                                                                                | Fantasy Worlds | New Life                                                                                                                                                                                                                                                                                                                  | The Garden |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Year        | AUTUMN                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       | SPRING                                                                                                                                                                                                                                                                                       |                | SUMMER                                                                                                                                                                                                                                                                                                                    |            |
| 1           | <b>WHO AM I?</b><br><b>MECHANISMS / TOYS</b><br><i>Axles / pull along toys / levers, sliders, wheels and axles</i><br><i>Bulldog clips, box axles, cylinder wheels, split pins</i><br><b>Food technology</b><br><i>Senses herb garden.</i><br><i>(Link with science – Animals including Humans)</i> |                                                                                                                                                                                                                                                                                                                                                                                       | <b>FOOD OF MANY NATIONS</b><br><b>Food technology</b><br><i>Farm trip, food preparation, use of school garden, quick crop salad leaves.</i><br><i>Safe use of tools.</i><br><i>Hygiene.</i><br><i>(Link with science - Plants &amp; Seasonal changes)</i>                                    |                | <b>HOMES AROUND THE WORLD</b><br><b>STRUCTURES</b><br><i>Use of large construction outside with TA support.</i><br><i>Look at frames &amp; triangulation to add rigidity (art straws).</i><br><i>Cylinders to give support &amp; how to join to a flat surface using slits.</i><br><i>(Link with science - materials)</i> |            |
| 2           | <b>SOUTH AFRICA</b><br><b>TEXTILES</b><br><br><b>FOOD TECHNOLOGY</b><br><i>A traditional South African meal</i>                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                       | <b>EXPLORERS</b><br><b>STRUCTURES</b><br><i>Using triangulation, arches, hoops &amp; piping.</i><br><i>Dome shaped structures, teepe and A-frames.</i><br><b>Food technology</b><br><i>Camping food, dehydration, survival food, hunting.</i>                                                |                | <b>SEASIDE</b><br><b>MECHANISMS</b><br><i>Use sliders and cams to design a moving picture, themed toy or game.</i><br><b>FOOD TECHNOLOGY</b><br><i>Fish from the sea.</i>                                                                                                                                                 |            |
| 3           | <b>INVADERS AND SETTLERS</b><br><b>MECHANISMS</b><br><i>Make an axled vehicle i.e., chariot, cart, slave truck. Must extend beyond axle work in year.</i><br><b>Food Technology</b><br><i>A popular dish of the time, Introduction of the rabbit to Britain. Rocks</i>                              | <b>LOCAL COMMUNITY</b><br><b>ICT</b><br><i>Use computer aided design. Create a plan for a new town, community centre etc. - with everything in the right place an ideal community. Consider the various needs and decide on the priorities.</i><br><b>FOOD TECHNOLOGY</b><br><i>Ensure that there is open space and areas for fresh veg production.</i><br><b>FORCES &amp; PLANTS</b> | <b>ANCIENT EGYPT</b><br><b>MECHANISMS</b><br><i>Lifting weight using levers, gears and using a pulley to reduce effort.</i><br><b>FOOD TECHNOLOGY</b><br><i>Food suited to environment. What grows where? Animal and light</i>                                                               |                | 3                                                                                                                                                                                                                                                                                                                         |            |
| 4           | <b>ANCIENT GREECE</b><br><b>Masks</b><br><i>(inventions i.e., Archimedes screw)</i><br><b>FOOD TECHNOLOGY</b><br><b>Greek food. Suited to environment.</b><br><b>What grows where?</b>                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       | <b>GHANA</b><br><b>FOOD TECHNOLOGY</b><br><i>Fair trade, product placement. Food of the country, exports, air miles etc.</i><br><i>Create a savoury dish based on traditional foods.</i><br><i>(What is the main carbs, keep it veggie)</i><br><i>(Link with science – States of matter)</i> |                | <b>THE LAKE DISTRICT</b><br><b>TEXTILES</b><br><i>Applique</i><br><i>Patterns, stitching and cutting etc.</i>                                                                                                                                                                                                             |            |
| 5           | <b>VICTORIANS</b><br><b>(LOCAL HISTORY, CHILD LABOUR IN LEEDS)</b><br><b>Food technology</b><br><i>School garden, chopping, cutting etc.</i><br><b>Seasonality v accessibility</b><br><i>(supermarkets)</i><br><b>Making a Savoury dish.</b>                                                        |                                                                                                                                                                                                                                                                                                                                                                                       | <b>GOODNIGHT MR TOM</b><br><b>(WORLD WAR 2)</b><br><i>Simple control using electricity.</i><br><i>Understand and apply conduction to make models involving alarms, pressure pads, lights etc.</i><br><b>FOOD TECHNOLOGY</b><br><b>Rationing as part of a healthy diet.</b>                   |                | <b>INDIA</b><br><b>TEXTILES</b><br><b>Designs on silk.</b><br><b>FOOD TECHNOLOGY</b><br><b>Spices, the current popularity of curry.</b><br><i>Perhaps look at a few recipes.</i>                                                                                                                                          |            |

|   |                      |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                    |
|---|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | FRANCE<br>STRUCTURES | North America, S<br>CONTROL TECHNOLOGY<br><i>Rockets, lunar modules moved by<br/>electronics. Robotic arms...</i><br>STILL TO BE INVESTIGATED AND<br>LINKED WITH I.T.<br><i>Science - Forces &amp; Space</i><br><br><i>Could be removed?</i> | PAST, PRESENT & FUTURE<br>Food Technology<br>Look at food through history.<br>Decide on types / periods of time<br>that you feel had healthy and<br>unhealthy diets.<br>Consider a balanced meal for the<br>future that may appear on a menu.<br><b>Make a main course for a<br/>restraint in the past, present or<br/>future.</b> |
|---|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## PHYSICAL EDUCATION

The PE curriculum at Beechwood Primary School meets the National Curriculum aims and ensures that children of all ages:

- explore a range of physical activities;
- are physically active within a PE lesson;
- engage in competitive activities;
- are encouraged to lead healthy, active lives.

### Foundation

The EYFS follow a two-year rolling program where Physical Development is a prime area of discrete teaching and continuous provision. Children revisit and continuously build on their gross and fine motor skills each day through a range of specific activities linked to their current topic. Specific movements are regularly scaffolded by adults and a range of stories and topics are used to enhance this area of learning. Adults create games and provide opportunities for play both indoors and outdoors, supporting children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Children are encouraged to take part in a wide range of activities, taking risks and building resilience.

EYFS have a weekly PE lesson following our PE scheme.

### Key Stage 1

Children in Key Stage 1 develop fundamental movement skills through the use of the “Primary Steps in PE” scheme. Children learn to extend their agility, balance and coordination, individually and with others. Children will be able to apply the skills to a range of activities.

**Dance** - they learn to move rhythmically and expressively using simple movement patterns, showing their imagination.

**Games** - they learn to participate in team games, using their skills to score points or goals against others.

**Gymnastics** - they learn how to link together movements, still shapes and balances.

**Competition** - they learn how to work on their own and together in teams, competing against others.

Children are taught to follow rules and how to move and play safely.

**Yoga**- they learn different yoga poses and link the PE curriculum to looking after their mental health and wellbeing.

### Key Stage 2

Pupils build on the fundamental movement skills children learn in Key Stage 1, they continue to apply and develop the range of skills, learning how to use them in different ways by continuing with the “Primary Steps in PE” scheme.

**Dance** - they create and perform dances using a range of movement patterns to express ideas and feelings.

**Games** - they play and invent games to score points or goals against others, either on their own or in small teams.

**Gymnastics** – they develop flexibility, strength, technique, control and balance, both on the floor and using apparatus

**Swimming** - in Year 4, children have a weekly swimming lesson. They are taught to swim competently and confidently using a range of strokes effectively. They learn safety rules to increase confidence when in or on water.

**Athletics** - they run, jump and throw, trying to beat their own records and competing against others.

**Competition** – they learn how to use skills for different purposes. Children play competitive games and apply basic principles suitable for attacking and defending. As they grow in confidence, they learn how to compare and improve their performance to achieve their personal best and see what kind of physical activity they could enjoy in their own time.

**Yoga**- they learn different yoga poses and link the PE curriculum to looking after their mental health and wellbeing.

### **Long Term Plan for Physical Education**

| Year                          | Autumn 1                                                            | Autumn 2                                                           | Spring 1                                                                 | Spring 2                                                  | Summer 1                              | Summer 2                                |
|-------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------|-----------------------------------------|
| <b>EYFS</b><br>(2 year cycle) | All about me!<br><br>Marvellous me<br><br>(Gross/fine motor skills) | Our Community<br><br>Celebrations<br><br>(Gross/fine motor skills) | Fantasy Worlds<br><br>Traditional tales<br><br>(Gross/fine motor skills) | New Life<br><br>Journeys<br><br>(Gross/fine motor skills) | The Garden<br><br>Plants and Animals  | (Gross/fine motor skills)               |
| <b>1</b>                      | Body management<br><br>Locomotion                                   | Performance Dance                                                  | Gymnastics<br><br>Yoga                                                   | Gymnastics<br><br>Object control                          | Net/wall<br><br>Sending and receiving | Sending and receiving<br><br>Locomotion |
| <b>2</b>                      | Body management<br><br>Object control                               | Performance Dance                                                  | Gymnastics<br><br>Yoga                                                   | Gymnastics<br><br>Sending and receiving                   | Net/wall<br><br>Locomotion agility    | Locomotion<br><br>Athletics             |
| <b>3</b>                      | Body management<br><br>Invasion                                     | Performance Dance                                                  | Gymnastics<br><br>Yoga                                                   | Gymnastics<br><br>Invasion 2                              | Net/wall<br><br>Athletics             | Striking and fielding<br><br>Athletics  |
| <b>4</b>                      | Body management<br><br>Invasion                                     | Performance Dance                                                  | Gymnastics<br><br>Yoga                                                   | Gymnastics<br><br>Invasion 2                              | Net/wall<br><br>Athletics             | Striking and fielding<br><br>Athletics  |
| <b>5</b>                      | Body management<br><br>Invasion                                     | Performance Dance                                                  | Gymnastics<br><br>Yoga                                                   | Gymnastics<br><br>Invasion 2                              | Net/wall<br><br>Athletics             | Striking and fielding<br><br>Athletics  |
| <b>6</b>                      | Body management<br><br>Invasion                                     | Performance Dance                                                  | Gymnastics<br><br>Yoga                                                   | Gymnastics<br><br>OAA                                     | Net/wall<br><br>Athletics             | Striking and fielding<br><br>Athletics  |

## PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

All children are taught PSHE in relation to the three core themes of:

1. **Health and Well being**
2. **Relationships**
3. **Living in the wider world**

Children are taught where possible in a cross curricular way through thematic study units. Where this is not possible they are also given discrete PSHE lessons to teach key concepts and skills.

Yearly TSUs and PSHE lessons provide a context to progressively expand and enrich overarching concepts and transferable skills:

1. **Identity**
2. **Relationships**
3. **A healthy balanced lifestyle**
4. **Risk**
5. **Diversity and equality**
6. **Rights responsibilities and consent**
7. **Change and resilience**
8. **Power**
9. **Career**

Essential skills are taught throughout the PSHCE curriculum as well as being embedded in our whole school ethos and curriculum:

1. **Intrapersonal skills required for self-management**
2. **Interpersonal skills required for positive relationships in a wide variety of settings**
3. **Skills of enquiry**

### Long Term Plan for PSHE

#### BEECHWOOD PRIMARY SCHOOL- PSHE CURRICULUM

##### LONG TERM PLAN Updated 2023

| Foundation Stage Curriculum Map |                                                 |                                                                                          |                                              |                                                                                                                  |                                                                                                         |
|---------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Cycle 1                         | Autumn 1                                        | Autumn 2                                                                                 | Spring 1                                     | Spring 2                                                                                                         | Summer 1 and 2                                                                                          |
| Theme/<br>Topic                 | <b>All About Me!</b><br><br>Black History Month | <b>Celebrations</b><br><br>(Tiny Tales and Tunes<br>Cinderella workshop)<br><br>E-Safety | <b>Traditional Tales</b><br><br>NSPCC- Pants | <b>Journeys</b><br><br>D-Side visit-<br>Different feelings & emotions /<br>Taking care of our body /<br>Medicine | <b>Plants and Animals</b><br><br>(Hungry Caterpillar workshop: Tiny Tales and Tunes.)<br><br>Transition |
| Cycle 2                         | Autumn 1                                        | Autumn 2                                                                                 | Spring 1                                     | Spring 2                                                                                                         | Summer 1 and 2                                                                                          |
| Theme/<br>Topic                 | <b>Marvellous Me</b><br><br>Black History Month | <b>Our Community</b><br><br>(Local Visitors)                                             | <b>Fantasy Worlds</b>                        | <b>New Life</b><br><br>D-Side visit-<br>Different feelings &                                                     | <b>The Garden</b><br><br>(Harlow Carr)<br><br>Transition                                                |

|      |                                                                                                                                                                                                      | E-Safety                                                                                                                                                                                                                                             | (Tiny Tales and Tunes)<br><br>NSPCC- Pants                                                                                                                 | emotions /<br>Taking care of<br>our body /<br>Medicine                                                                                                                        |                                                                                                                                                                                                   |                                                                                                                                              |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Year | AUTUMN 1                                                                                                                                                                                             | AUTUMN 2                                                                                                                                                                                                                                             | SPRING 1                                                                                                                                                   | SPRING 2                                                                                                                                                                      | SUMMER 1                                                                                                                                                                                          | SUMMER 2                                                                                                                                     |
| 1    | <b>Relationships: Identity, society and equality:</b> Me and other<br><br>Black history month<br><br>Intro to Restorative Practice<br><br>Mindmate lesson- Feeling good and being me                 | <b>Health &amp; wellbeing: Physical health and wellbeing:</b> Fun times<br><br>Anti bullying<br><br>Internet Safety<br><br>Mindmate lesson- Being the same and being different                                                                       | <b>Health &amp; Wellbeing: Keeping safe and managing risk:</b> Feeling safe<br><br>LGBTQ+ history month<br><br>Mindmate lesson- Friends and family         | <b>Health and wellbeing Drug, alcohol and tobacco education:</b> What do we put into and on to bodies?<br><br>Empathy- fill my bucket<br><br>Mindmate Lesson- Strong emotions | <b>Health and wellbeing: Mental health and emotional wellbeing:</b> Feelings<br><br>Mindmate lesson- Life changes                                                                                 | <b>Living in the wider world: Careers, financial capability and economic wellbeing:</b> My money<br><br>Mindmate Lesson- Solving problems    |
| 2    | <b>Relationships: Mental health and emotional wellbeing:</b> Friendship<br><br>Black history month<br><br>Recap Restorative Practice<br><br>Mindmate lesson- Feeling good and being me               | <b>Health and wellbeing: Physical health and wellbeing:</b> What keeps me healthy?<br><br>Keeping our teeth healthy lesson<br><br>Ebug Lesson<br><br>Anti bullying<br><br>Internet Safety<br><br>Mindmate lesson- Being the same and being different | <b>Health &amp; Wellbeing: Keeping safe and managing risk:</b> Indoors and outdoors<br><br>LGBTQ+ history month<br><br>Mindmate lesson- Friends and family | <b>Health &amp; Wellbeing: Drug, alcohol and tobacco education:</b> Medicines and me<br><br>Empathy- fill my bucket<br><br>Mindmate Lesson- Strong emotions                   | <b>SRE-: Sex and relationship education:</b> Boys and girls, families<br><br>Mindmate lesson- Life changes                                                                                        | <b>SRE-ongoing Sex and relationship education</b><br><br>Boys and girls, families<br><br>Transition<br><br>Mindmate Lesson- Solving problems |
| 3    | <b>Relationships: Mental health and emotional wellbeing:</b> Strengths and challenges<br><br>Black history month<br><br>Recap Restorative Practice<br><br>Mindmate lesson- Feeling good and being me | <b>Health &amp; Wellbeing: Keeping safe and managing risk:</b> Bullying – see it, say it, stop it<br><br>Anti bullying<br><br>Internet Safety<br><br>Mindmate lesson- Being the same and being different                                             | <b>Health &amp; Wellbeing: Physical health and wellbeing:</b> What helps me choose?<br><br>LGBTQ+ history month<br><br>Mindmate lesson- Friends and family | <b>Health &amp; Wellbeing: Drug, alcohol and tobacco education:</b> Tobacco is a drug<br><br>Empathy- fill my bucket<br><br>Mindmate Lesson- Strong emotions                  | <b>Living in the wider world: Careers, financial capability and economic wellbeing:</b> Saving, spending and budgeting<br><br>Care in the sun teaching pack.<br><br>Mindmate lesson- Life changes | <b>Relationships: Identity, society and equality:</b> Celebrating difference<br><br>First aid<br><br>Mindmate Lesson- Solving problems       |

|   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                |                                                                                                                                                                     |                                                                                                                                                                                                             |                                                                                                                                                             |                                                                                                                                                                                                         |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | My Mental Health Rocks                                                                                                                                                                                   |                                                                                                                                                                                                                                                                |                                                                                                                                                                     |                                                                                                                                                                                                             |                                                                                                                                                             |                                                                                                                                                                                                         |
| 4 | <b>Relationships: Identity, society and equality:</b><br>Democracy<br><br>Black history month<br><br>Recap<br>Restorative Practice<br><br>Mindmate lesson- Feeling good and being me                     | <b>Health &amp; Wellbeing: Keeping safe and managing risk:</b> Playing safe<br><br>Anti bullying<br><br>Internet Safety- Be internet legends<br><br>Road Safety<br><br>Mindmate lesson- Being the same and being different                                     | <b>Health &amp; Wellbeing: Physical health and wellbeing:</b><br>What is important to me?<br><br>LGBTQ+ history month<br><br>Mindmate lesson- Friends and family    | <b>Health &amp; Wellbeing: Drug, alcohol and tobacco education:</b><br>Making choices<br><br>Empathy- fill my bucket<br><br>Mindmate Lesson- Strong emotions                                                | <b>SRE- Sex and relationship education:</b><br>Growing up and changing<br><br>Mindmate lesson- Life changes                                                 | <b>SRE- ongoing: Sex and relationship education:</b><br>Growing up and changing<br><br>First aid<br><br>Who can play?<br>Media violence- 1 lesson<br><br>Mindmate Lesson- Solving problems              |
| 5 | <b>Health &amp; Wellbeing: Keeping safe and managing risk:</b> When things go wrong<br><br>Black history month<br><br>Recap<br>Restorative Practice<br><br>Mindmate lesson- Feeling good and being me    | <b>Relationships: Identity, society and equality:</b><br>Stereotypes, discrimination and prejudice (including tackling homophobia)<br><br>Internet Safety- Be internet legends<br><br>Anti bullying<br><br>Mindmate lesson- Being the same and being different | <b>Health &amp; Wellbeing: Physical health and wellbeing:</b><br>In the media<br>LGBTQ+ history month<br><br>Mindmate lesson- Friends and family                    | <b>Health &amp; Wellbeing: Drug, alcohol and tobacco education:</b><br>Different influences<br><br>Empathy- fill my bucket<br><br>Mindmate Lesson- Strong emotions<br><br>Mindmate Focus- Domestic Violence | <b>Health &amp; Wellbeing: Mental health and emotional wellbeing:</b><br>Dealing with feelings<br>First Aid<br><br>Mindmate lesson- Life changes            | <b>Living in the wider world: Careers, financial capability and economic wellbeing:</b><br>Borrowing and earning money<br><br><b>SRE- periods</b><br>First aid<br><br>Mindmate Lesson- Solving problems |
| 6 | <b>Health &amp; Wellbeing: Mental health and emotional wellbeing:</b><br>Healthy minds<br><br>Black history month<br><br>Recap<br>Restorative Practice<br><br>Mindmate lesson- Feeling good and being me | <b>Health &amp; Wellbeing: Keeping safe and managing risk:</b> Keeping safe - out and about<br><br>Anti bullying<br><br>Internet Safety<br><br>Mindmate lesson- Being the same and being different                                                             | <b>Relationships: Identity, society and equality:</b><br>Human rights<br>Out with Homophobia<br><br>LGBTQ+ history month<br><br>Mindmate lesson- Friends and family | <b>Health &amp; Wellbeing: Drug, alcohol and tobacco education:</b><br>Weighing up risk<br><br>Empathy- fill my bucket<br><br>Mindmate Lesson- Strong emotions                                              | <b>SRE: Sex and relationship education</b><br>Healthy relationships / How a baby is made<br><br>Alright Charlie<br>FGM<br><br>Mindmate lesson- Life changes | <b>SRE-ongoing: Sex and relationship education:</b><br>Healthy relationships / How a baby is made<br><br>First aid<br><br>Mindmate Lesson- Solving problems<br><br>Transition workshops                 |

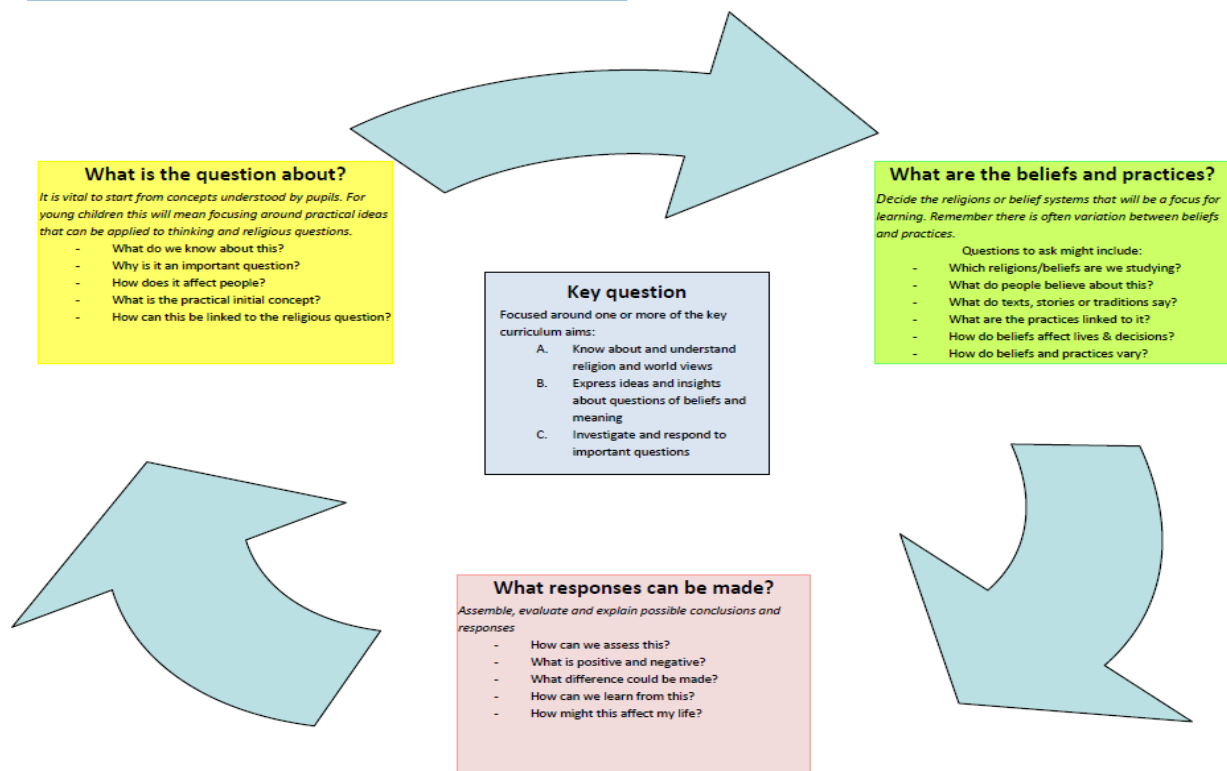
## RELIGIOUS EDUCATION

The Beechwood Religious Education curriculum follows the West Yorkshire Agreed Syllabus for Religious Education in Calderdale, Kirklees and Leeds; Believing and Belonging 2019 – 2024. The syllabus is called Believing and Belonging because it includes two key elements. First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. The RE curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Secondly, it is about 'belonging'. It nurtures pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. These elements are embraced, embedded and promoted within the RE curriculum and the delivery of RE lessons throughout school. The aim of the curriculum development from EYFS to Year 6 enables children to build upon their experiences in EYFS where they have begun to explore the idea of celebrations and their community in different contexts through the area of learning and development: Understanding the World.

The EYFS follow a two-year rolling program where Understanding the World is a key part of discrete teaching and continuous provision. Children revisit and build on their understanding of a variety of celebrations, cultures and religions through experiences that consider themselves, their family, their community and different objects or places. Specific vocabulary is regularly scaffolded by adults and a range of stories are used to enhance this area of learning.

From Year 1 to Year 6 the children are instrumental in devising key enquiry based questions to investigate and they are taught a range of progressive skills to support the answering of these. This includes the use of and interpretation of religious and non-religious sources to equip children with the skills of enquiry, the ability to think critically, to make valid judgements using key vocabulary, and to construct informed responses.

### The Enquiry Cycle- a model for curriculum planning



**BEECHWOOD PRIMARY SCHOOL- RELIGIOUS EDUCATION CURRICULUM**

**LONG TERM PLAN Updated 2023**

| Foundation Stage Curriculum Map |                                                                                                                          |                                                                                                                 |                                                                                                                                 |                                                                                                                 |                                                                                       |                                                                 |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Cycle 1                         | Autumn 1                                                                                                                 | Autumn 2                                                                                                        | Spring 1                                                                                                                        | Spring 2                                                                                                        | Summer 1 and 2                                                                        |                                                                 |
| Theme/Topic                     | <b>All About Me!</b><br>(Autumn Walk<br><br>Black History Month)<br><br>Spirituality – awe of the natural world - Autumn | <b>Celebrations</b><br><br>(Tiny Tales and Tunes Cinderella workshop)<br><br>Diwali<br><br>Christmas<br><br>Eid | <b>Traditional Tales</b><br><br>Chinese New Year<br><br>Spirituality – awe of the natural world - Spring                        | <b>Journeys</b><br><br>(Walk around local area following a map)<br><br>Shrove Tuesday<br><br>Easter<br><br>Holi | <b>Plants and Animals</b><br><br>(Hungry Caterpillar workshop: Tiny Tales and Tunes.) |                                                                 |
| Cycle 2                         | Autumn 1                                                                                                                 | Autumn 2                                                                                                        | Spring 1                                                                                                                        | Spring 2                                                                                                        | Summer 1 and 2                                                                        |                                                                 |
| Theme/Topic                     | <b>Marvellous Me</b> (Autumn Walk)<br><br>Spirituality – awe of the natural world - Autumn                               | <b>Our Community</b><br>(Local Visitors)<br><br>Diwali<br><br>Christmas<br><br>Eid                              | <b>Fantasy Worlds</b><br>(Tiny Tales and Tunes)<br><br>Chinese New Year<br><br>Spirituality – awe of the natural world - Spring | <b>New Life</b><br><br>(Walk around local area following a map)<br><br>Shrove Tuesday<br><br>Easter<br><br>Holi | <b>The Garden</b><br><br>(Harlow Carr)                                                |                                                                 |
| Year                            | AUTUMN                                                                                                                   |                                                                                                                 | SPRING                                                                                                                          |                                                                                                                 | SUMMER                                                                                |                                                                 |
| <b>1</b>                        | <b>1.1 Which books and stories are special?</b>                                                                          | <b>1.2 How do we celebrate special events</b><br><br><b>Why do Christians Celebrate Christmas?</b>              | <b>1.3 What does it mean to belong to a church or a mosque?</b>                                                                 | <b>What Makes Easter Important for Christians?</b>                                                              | <b>1.4 How and why do we care for others</b>                                          | <b>1.5 Who brought messages about God and what did they say</b> |
| <b>2</b>                        | <b>2.1 How is new life welcomed</b>                                                                                      | <b>2.2 How can we make good choices?</b><br><br><b>Why do Christians Celebrate Christmas?</b>                   | <b>2.3 How and why do people pray?</b>                                                                                          | <b>What Makes Easter Important for Christians?</b>                                                              | <b>2.4 How can we look after the planet?</b>                                          | <b>2.5 What did Jesus teach and how did he live?</b>            |
| <b>3</b>                        | <b>3.1 3.1 How do Jews remember</b>                                                                                      | <b>3.2 How do people express spirituality?</b>                                                                  | <b>3.3 What do Christians believe about a good life?</b>                                                                        | <b>What Makes Easter</b>                                                                                        | <b>3.4 What do creation stories tell us</b>                                           | <b>3.5 Who can Inspire us?</b>                                  |

|          |                                                      |                                                                                                                                |                                                                        |                                                    |                                                                             |  |
|----------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------|--|
|          | <b>Abraham and Moses</b>                             | <b>Why do Christians Celebrate Christmas?</b>                                                                                  |                                                                        | <b>Important for Christians?</b>                   | <b>about our world?</b>                                                     |  |
| <b>4</b> | <b>4.1 How are important events remembered?</b>      | <b>4.2 What faiths are shared in our country?</b><br><br><b>Why do Christians Celebrate Christmas?</b>                         | <b>4.3 How do the Five Pillars guide Muslims?</b>                      | <b>What Makes Easter Important for Christians?</b> | <b>4.4 Why are Gurus at the heart of Sikh belief and practice</b>           |  |
| <b>5</b> | <b>5.1 Why are some journeys and places special?</b> | <b>5.2 What values are shown in code for living?</b><br><br><b>Why do Christians Celebrate Christmas?</b>                      | <b>5.3 should we forgive others?</b>                                   | <b>What Makes Easter Important for Christians?</b> | <b>5.4 What do Christians believe about the old and new covenants</b>       |  |
| <b>6</b> | <b>6.1 How do Sikhs show commitment?</b>             | <b>6.2 What do Christians believe about Jesus' death and resurrection</b><br><br><b>Why do Christians Celebrate Christmas?</b> | <b>6.3 How does growing up bring responsibilities and commitments?</b> | <b>What Makes Easter Important for Christians?</b> | <b>6.4 How do Jews remember the Kings and Prophets in worship and life?</b> |  |