

DUNSFORD COMMUNITY ACADEMY



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CURRICULUM OVERVIEWS 2019-20

As a MAT, our curriculum is the beating heart of our academies. For our church schools, it is rooted in John 10:10, “I came that they might have life and live it to the full.” For our community academies, our curriculum is designed to support children to thrive and live fulfilled lives.

Over-arching curriculum statement:

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.



Developing learners' learning

WHAT WE LEARN



Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learners' character

WHO WE ARE WHEN WE LEARN



Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learning behaviours

HOW WE ACT WHEN WE LEARN



Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners' moral compass

WHO WE ARE



Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

English

As communicators, our children will experience an English curriculum which is underpinned by oracy and language. Our children will build confidence as oral and written communicators who are fluent readers and are prepared for the next step in their education. The English curriculum will be language-rich, foster a love of our literary heritage, encourage children to take pleasure in books and acquire knowledge across the broader curriculum. As writers, children will learn to craft texts for a variety of audiences and purposes and develop their authorial voice with an increasing knowledge of vocabulary and grammar which will equip them for the future.

Our EYFS and KS1 children are all taught through the Bug Club Phonics scheme. This focuses on systematic phonics and early reading skills. Our English curriculum is centered around writing with authorial intent. Teachers select a challenging novel to base their English learning around. The novel may be linked to other areas of the curriculum. The novel is the grounding for the whole class reading lessons, which are taught, and the inspiration for their writing outcomes.

	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
KS1	Writing to Entertain	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain
KS2	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Inform	Writing to Entertain	Writing to Entertain (Yr 3/4) Writing to Discuss (Yr 5/6)

Mathematics

As mathematicians, our children will develop a deep conceptual understanding through exploration, reasoning and problem solving of all areas. We expect our children to explain and articulate their understanding and become fluent in number so they can use known number facts to make efficient choices with calculations. They will make connections and discover patterns to take creative approaches when faced with challenges and show appreciation of the beauty and power of Mathematics. We aim to develop resilient learners and our children take time to deepen their understanding of mathematical structures through the use of resources and representations.

We follow the White Rose Planning, which is adapted by class teachers to meet the needs of the children. This planning is supplemented by other resources such as Maths No Problem and is delivered using a mastery approach to teaching.

Science

As scientists, our children will experience a sense of awe and wonder of their environment and the natural and physical phenomena of the world they live in. They will understand how scientific advancements and the work of scientists continue to shape human achievement. They will learn scientific enquiry skills that will enable them to predict, investigate and evaluate evidence and draw conclusions. Pupils should be encouraged to recognise the power of rational explanation that enables them to ask and answer questions.

Year	Autumn		Spring		Summer	
KS1	Animals, including Humans		Materials		Plants	
	Across the year: Seasonal Changes					
KS2	Sound	Light	States of Matter	Electricity	Living things and their habitats	Evolution and Inheritance

Science Skills Progression

Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Year 1</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Observe closely, use simple equipment Perform simple tests Identify and classify objects Use observations and ideas to suggest answers to questions Begin to make records of findings in appropriate forms <p>Year 2</p> <ul style="list-style-type: none"> As Year 1 Gather and record data to help to answer questions and consider how to present findings Start to consider the idea of 'fair testing' 	<p>Year 3</p> <ul style="list-style-type: none"> Ask relevant questions Set up simple practical enquiries, comparatives and fair tests Make accurate measurements using standard units, using a range of equipment Gathering, recording, classifying and presenting data in a variety of ways to help with answering questions Recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables Reporting on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions and suggest improvements Identify differences, similarities or change related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. <p>Year 4</p> <ul style="list-style-type: none"> As Year 3 Using result to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests Identifying differences, similarities or changes related to simple scientific ideas and processes and consider patterns 	<p>Year 5</p> <ul style="list-style-type: none"> Planning enquiries, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and prediction Recording data and results using scientific diagrams and labels, classification keys, tables, bar and line graphs and model Reporting finding from enquiries including oral and written explanations of results and conclusions Presenting find in written form, displays and other presentations Using test results to make predictions to set up further comparative and fair tests Using simple models to describe scientific ideas Identifying scientific evidence that has been used to support of refuted ideas or arguments <p>Year 6</p> <ul style="list-style-type: none"> As Year 5 Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models Reporting findings from enquiries, including oral and written explanations of results, explanations involving casual relationships, and conclusions and consider patterns

Computing

As users and programmers of communication and information technology, our children will develop their computational thinking, logical reasoning and digital literacy. They will use a variety of computer software to express themselves, to develop their ideas, to solve challenges, to design coding programs and systems and to create content. Our emphasis on online safety for all pupils will equip our children with the knowledge and skills to keep themselves and others safe online and to use information technology in an informed and responsible way. Through our curriculum, our children will be enabled to thrive and participate actively in a continually evolving digital world.

KS1	Topic	NC Objectives/Coverage	Year 1 / 2
Autumn	We are treasure hunters Using programmable toys	<p>Programming</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> • Understand that a programmable toy may be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm. • Programme the toy to follow the algorithm • Debug their programmes • Predict how their programmes will work
Spring	We are tv chefs Filming recipe steps	<p>Computational thinking</p> <ul style="list-style-type: none"> - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • break down a process into simple, clear steps, as in an algorithm • use different features of a video camera • use a video camera to capture moving images • develop collaboration skills • discuss their work and think about how it could be improved.
Summer	We are painters Illustrating an ebook	<p>Creativity</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • use the web safely to find ideas for an illustration • select and use appropriate painting tools to create and change images on the computer • understand how this use of ICT differs from using paint and paper • create an illustration for a particular purpose • know how to save, retrieve and change their work • reflect on their work and act on feedback received.

KS2	NC Objectives/Coverage	Years 3/4	Topic	NC Objectives/Coverage	Year 5 & 6
Autumn We are program mers	<ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<ul style="list-style-type: none"> -Create an algorithm for an animated scene in the form of a storyboard. - write a program in Scratch to create the animation - correct mistakes in their animation programmes 	We are Game developers	<ul style="list-style-type: none"> -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals . 	<ul style="list-style-type: none"> -create original artwork and sound for a game -design and create a computer program for a computer game, which uses sequence, selection, repetition and variables -detect and correct errors in their computer game -use iterative development techniques (making and testing a series of small changes) to improve their game.
Spring We are bug fixers	<ul style="list-style-type: none"> -debug programs that accomplish specific goals - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<ul style="list-style-type: none"> -develop a number of strategies for finding errors in programs - build up resilience and strategies for problem solving - increase their knowledge and understanding of scratch - recognise a number of common types of bugs in software 	We are Cryptographers	<ul style="list-style-type: none"> -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration. -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> -be familiar with semaphore and Morse code -understand the need for private information to be encrypted -encrypt and decrypt messages in simple ciphers -appreciate the need to use complex passwords and to keep them secure -have some understanding of how encryption works on the web.

Summer We are presenters	<ul style="list-style-type: none"> -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -Work with various forms of input and output. -Use technology safely, respectfully and responsibly., 	<ul style="list-style-type: none"> - gain skills in shooting live video, such as framing shots, holding the camera steady and reviewing. - edit video, including adding narration and editing clips by setting in/out points. - understand the qualities of effective video such as the importance of narrative. 	We are Artists	<ul style="list-style-type: none"> - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> -develop an appreciation of the links between geometry and art -become familiar with the tools and techniques of a vector graphics package -develop an understanding of turtle graphics -experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers -develop some awareness of computer-generated art, in particular fractal-based landscapes
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History

As historians, our children will be encouraged to question their understanding of the past, inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilisations, empires and communities across both Britain and globally. With this knowledge, they will be informed to critically evaluate and explore change, making connections, identifying contrasts and trends over time and recognising how the past impacts upon the present and our futures.

KS1

Term	NC Objectives/Coverage	Key Historical skills	concept(s)
Autumn	Events beyond living memory that are significant nationally or globally Remembrance Day	Range and depth - I can begin to describe similarities and differences in artefacts. Interpretation - I can begin to identify different ways to represent the past (e.g. photos, stories, adults . Enquiry - I can sort artefacts into “then” and “now”; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like? Organisation and communication - I can create timelines (3D with objects/ sequential pictures)	invasion
Spring	Changes within Living memory Toys	Range and depth - I can begin to describe similarities and differences in artefacts. Interpretation - I can begin to identify different ways to represent the past (e.g. photos, stories, adults .	

		Enquiry - I can sort artefacts into “then” and “now”; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like? Organisation and communication - I can create timelines (3D with objects/ sequential pictures)	
Summer	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Peter Breugel the Elder and LS Lowry	Chronology - I can sequence events or objects in chronological order. Range and depth - I can use a range of sources to find out characteristic features of the past. Enquiry - I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like? Organisation and communication - I can create Timelines (3D with objects/ sequential pictures)	

KS2

Term	NC Objectives /Coverage	Key Historical skills	concept(s)
Autumn	-	-	
Spring	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, for example, the Battle of Britain	Chronology - I can use dates related to the passing of time Range and depth - I can understand why people may have had to do something Interpretation - can identify and give reasons for different ways in which the past is represented; I can distinguish between different sources and evaluate their usefulness Enquiry - I can select and record information relevant to the study; I can begin to use the library, e-learning for research ask and answer questions Organisation and Communication - I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama	invasion government
Summer	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Chronology - I can place current study on timeline in relation to other studies; I can make comparisons between different times in history; I can use relevant terms and periods Range and depth - I can study different aspects of life of different people – differences between men and women; I can compare an aspect of life with the same aspect in another period Interpretation - I can offer some reasons for different versions of events Enquiry - I can use evidence to build up a picture of life in time studied; I can select relevant sections of information Organisation and Communication - I can work independently and in groups showing initiative	trade settlement

Geography

As geographers, our pupils will hone their knowledge of place and location as they develop a curiosity and fascination about the world and its people. Our children will understand the world's most significant human and physical features while understanding how people interact with and impact the natural world. They will strike links between the growth of settlements through industrial progress and growth of society and settlements, enabling them to become stewards of the future and environmentally-minded global citizens. They will discover how landscapes and environments, both rural and urban, have changed over time and the impact of these changes.

KS1	NC Objectives/ Coverage	Key geographical skills
Autumn	Local fieldwork of the school	<ul style="list-style-type: none"> - I can use local fieldwork skills of my local area. - I can study the geography of the school and its grounds. - I can record data using simple maps and aerial photographs to mark on key information. - I can record data to help in answering questions. - Why are the waste stores located near an exit?
Spring	Study of a small area of the UK	<ul style="list-style-type: none"> - I can identify features of a small area of the UK. - I can ask questions about why things are located where they are. - I can contrast the similarities and differences between the locations - I can ask questions about why things are located where they are. - I can use map and location skills to find places in the world.
Summer	The world's seven continents and five oceans	<ul style="list-style-type: none"> - I can name the world's seven continents and the five oceans of the world. - I can use map skills to find other places in the world. - Using maps I can relate the location of the world's 5 oceans using simple compass directions. e.g. The Pacific Ocean is south of the Atlantic Ocean. - I can locate the world's seven continents and I can locate the world's five oceans. - I can describe where the oceans and continents are in relation to each other. - I can describe the location of features on a map using locational vocabulary.

KS2	NC Objectives/ Coverage	
Autumn	Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	<ul style="list-style-type: none"> - I can describe geographical similarities and differences between countries. - I can ask and answer geographical questions about the physical and human characteristics of a location. - I can name and locate different towns and cities in the UK and compare them with other towns and cities abroad
Spring	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<ul style="list-style-type: none"> - I can use eight points on a compass - I can use four-figure (6-figure) grid references - I can use symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world - I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Summer	Physical geography: mountains, volcanoes and earthquakes	<ul style="list-style-type: none"> - I can describe and understand key aspects of physical geography - I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - I can explain how mountains are formed. I can name different mountain ranges around the world and describe geographically where they are in relation to each other. - I can use the correct vocabulary to name and describe different parts of mountain ranges.

Religious Education

As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference that this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.

	Autumn Term	Spring Term	Summer Term
Additional Early Years Foundation Stage Faith Days	<ul style="list-style-type: none"> • A Muslim whispering Allah in a baby's ear • A Muslim story: eg, Muhammad and the ants 	<ul style="list-style-type: none"> • A Sikh Story: eg, Har Gobind and the 52 princes • A Buddhist story: eg, the Monkey King 	<ul style="list-style-type: none"> • Hindus celebrating Raksha Bandhan • Tu b'Shevat- The Jewish birthday of trees

EYFS provision will also provide opportunities for pupils to learn about other world faiths and non-religious worldviews.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/ KS1 Christianity and other world faiths	Unit F1 - Why is the word "God" special to Christians (Creation) Unit 1.2 - Who do Christians say made the world? (Creation)	Unit F2 - Why is Christmas special for Christians. Unit 1.3 Why does Christmas matter to Christians? (Incarnation)	Unit 1.7 Who is Jewish and how do they live?	Unit F3 - Why is Easter special to Christians? Unit 1.5 - Why does Easter matter to Christians? (Salvation)	Unit F4 - Being special: where do we belong? Unit 1.8 What makes some places sacred to believers?	Unit F5 - Which places are special and why? Unit 1.9 How should we care for others and the world and why does it matter?
KS2	L2.1 What do Christians learn from the Creation story?	U2.3 Why do Christians believe Jesus was the Messiah?	L2.12 How and why do people try to make the world a better place?	L2.7 What do Hindus believe God is like?	U2.1 What does it mean if Christians believe God is holy and loving?	U2.7 Why do Hindus want to be good?

Physical Education

As well-rounded, active citizens, our children will feel a sense of belonging by immersing themselves in a wide range of physical activities. The PE curriculum will enable children to use movement confidently, developing respect for themselves and each other and a positive sporting attitude. A physically demanding and challenging curriculum inspires all to succeed and excel, developing both physical and mental health and wellbeing. Opportunities for positive competition in sport and other activities build character and self-discipline whilst encouraging them to continue to have an active lifestyle beyond their school life.

Class/Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Multi Skills	Multi Skills	Gym/Dance	Basic Throw & Catch	Striking & Fielding	Athletics Swimming
KS2	Netball	Gymnastics	Gymnastics	Handball	Striking & Fielding Dartmoor 3Ball	Athletics Swimming

Art and Design

As artists, our children will be challenged and inspired to develop a sense of individual expression and have the confidence to imagine, invent, design and create their own works of art through a wide range of media and techniques. Experimentation, fuelled by curiosity, is embraced and valued as children develop techniques in using colour, pattern, texture, line, shape, form and space.

Alongside this, children will deepen their knowledge of great artists, as well as local artists, who have shaped and contribute towards our artistic culture and heritage on a local, national and global scale.

KS1	NC Objectives/ Coverage	Year 1	Year 2

<p>Autumn</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Can you draw with pencil & crayons? • Can you communicate something about yourself in your drawing? <p>Painting</p> <ul style="list-style-type: none"> • Can you communicate something about yourself in your painting? 	<p>Drawing</p> <ul style="list-style-type: none"> • Can you use 2 pencils, hard and soft to create light and dark and light to dark? • Can you create different tones using light & dark? Can you show patterns & texture in your drawings? • Can you use the viewfinder to focus on a specific part of an artefact before drawing it? <p>Painting</p> <ul style="list-style-type: none"> • Can you create moods in your paintings? Can you mix paints from primary colours? • Can you mix paint to create all the secondary colours? Can you show control in the use of colour? • Can you mix your own brown? • Can you make tints by adding white? Can you make tones by adding black?
<p>Spring</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>3D</p> <ul style="list-style-type: none"> • Can you squeeze and pinch materials to make different shapes? Can you use plasticine, ? • Can you use clay? Can you add colour? • Can you use clay tiles and add texture/pattern by using tools? Can you cut, roll & coil materials? • Can you join simple objects together eg to raise pattern/detail on a tile, create a photomontage? • Can you show sufficient control to join and manipulate materials for the purpose intended? <p>Knowledge / Artist</p> <ul style="list-style-type: none"> • Can you describe what you see and like in the work of another artist? • Can you ask sensible questions about a piece of art? 	<p>Collage Textiles</p> <ul style="list-style-type: none"> • Can you use joining processes such as tying and gluing? • Can you link colours to natural & man-- made objects? • Can you sort match and name different materials? Can you group fabrics & threads by colour & texture? • Can you use joining processes such as tying and gluing? • Can you weave with different materials to create texture eg wool, card, cloth, ribbon? • Can you sew fabrics together e.g. on a puppet? • Can you cut & tear paper and card for your collages? Can you gather and sort the materials you will need? • Can you recognise that materials look and feel different, choosing the most suitable material for effect? (focussing on paper) <p>Knowledge / Artist</p> <ul style="list-style-type: none"> • Can you say how other artists have used colour, pattern & shape? • Can you create a piece of work in response to another?

Summer		<p>Painting</p> <ul style="list-style-type: none"> • Can you name the colours you use, including shades? • Can you use thick & thin brushes? • Can you paint a picture of something you can see? • Can you name the primary & secondary colours? • Can you mix paints from primary colours? <p>Printing</p> <ul style="list-style-type: none"> • Can you print with sponges, vegetables & fruit? • Can you print onto various materials e.g. paper, textile? • Can you create a repeating pattern? • Can you design your own polystyrene tile/printing block? • Can you create a print using pressing, rolling, rubbing & stamping? <p>Knowledge / Artist</p> <ul style="list-style-type: none"> • Can you describe what you see and like in the work of another artist? • Can you ask sensible questions about a piece of art? 	<p>Painting</p> <ul style="list-style-type: none"> • Can you create moods in your paintings? Can you mix paints from primary colours? • Can you mix paint to create all the secondary colours? Can you show control in the use of colour? • Can you mix your own brown? • Can you make tints by adding white? Can you make tones by adding black? • Can they mix and match colours, predict outcomes? • Do you understand that paint is used in different ways for different effects? • Can you mix & match colours to match those in a given artwork? <p>Knowledge / Artist</p> <ul style="list-style-type: none"> • Can you say how other artists have used colour, pattern & shape? • Can you create a piece of work in response to another?
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KS2	NC Objectives/Coverage	Years 3 & 4	Year 5 & 6
Autumn	<p>to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Can you create different tones using light & dark? Can you show patterns & texture in your drawings? • Can you use three different grades of pencil in your drawing? Can you use charcoal pencils? • Can you show facial expressions and body language in your drawings? • Can you use different grades of pencil shade; show different tones; show tone & texture? • Can you represent objects with correct proportions and scale? • Can you identify & draw simple objects, & use marks & lines to produce texture? • Can they produce a montage all about themselves? <p>Sketch books</p> <ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they make notes in their sketch books about techniques used by artists? • Can they suggest improvements to their work by keeping notes in their sketch books? • Can you use your sketches to produce a final piece of work? • Do they use their sketch books to adapt and improve their original 	<p>Sketch books</p> <ul style="list-style-type: none"> • Sketch Books • Do they keep notes in their sketch books as to how they might develop their work further? • Do they use their sketch books to compare and discuss ideas with others?

	to review and revisit ideas to improve their mastery of art and design techniques, including drawing,	<p>ideas?</p> <ul style="list-style-type: none"> Do they keep notes about the purpose of their work in their sketch books? <p>Knowledge / Artist</p> <ul style="list-style-type: none"> Can you create a piece of work in response to another? Can they explore work from other periods of time ? 	<p>Knowledge / Artist</p> <ul style="list-style-type: none"> Can you compare the work of different artists? Can you experiment with different styles which artists have used?
Spring	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<p>Sculpture</p> <ul style="list-style-type: none"> Can you show sufficient control to join and manipulate materials for the purpose intended? Can you add onto your work to create texture and shape? <p>Knowledge / Artist</p> <ul style="list-style-type: none"> Can they explore work from other cultures? Can they explore work from other periods of time ? 	<p>Sculpture</p> <ul style="list-style-type: none"> Can you use montage to create an abstract collage e.g using magazine pictures? Do you experiment with & combine materials & processes to design & make 3D form? Can you use more advanced materials like wire and plaster?
Summer	To learn about great artists, architects and designers in history.	<p>Painting</p> <ul style="list-style-type: none"> Do you understand and can you identify complementary and contrasting colours? Can you control brushes and materials with confidence? 	<p>Painting</p> <ul style="list-style-type: none"> Can you use watercolour paints effectively? Can you control brushes and materials with confidence? Can you adopt a systematic approach when mixing and applying colours? Can you create mood in your paintings?

Music

As musicians, our children will be inspired to develop a love of music through listening, performing, composing, playing, evaluating and learning about music across a range of historical periods, genres, styles, traditions and cultures. Our children will foster their musical talents with opportunities to learn a musical instrument, develop their understanding of musical notation, improve their singing voices and create music on their own and with others. This will enable our children to grow in self-confidence, express their creativity as well as experiencing a sense of achievement.

KS1		
Units of Work	Ongoing Focus	Unit-specific Focus
Autumn 1: Hey You!	<p>Learning new musical skills/concepts and revisiting them over time and with increasing depth.</p> <p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo,dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. 	<p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p>

	<ul style="list-style-type: none"> ● Playing - start to play a classroom instrument in a group/band/ensemble. ● Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms. ● Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way. <p>Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	
Autumn 2: Rhythm In The Way We Walk/ The Banana Rap	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing Perform/Share 	How pulse, rhythm and pitch work together. Singing and rapping.
Spring 1: In the Groove	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation - option after Step 3 ● Composition - option after Step 4 <p>Perform/Share</p>	Playing/singing in different styles and learning about those styles.
Spring 2: Round and Round	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation - option after Step 3 ● Composition - option after Step 4 Perform/Share 	Latin and Mixed Styles (Latin/Jazz)
Summer 1: Your Imagination	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation - option after Step 3 ● Composition - option after Step 4 Perform/Share 	Create your own lyrics. Mixed styles and listening to songs/music about using your imagination:
Summer 2: Reflect, Rewind and Replay	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> ● Games ● Singing ● Playing ● Improvisation ● Composition 	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

KS2		
Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Unit-specific Focus
Autumn 1: Performance skills singing	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ ensemble. 	Hooray for Harvest Christmas
Autumn 2: Orchestra	BSO trip <ul style="list-style-type: none"> • Rhythm, body percussion, harmony, singing in 3 parts • Listening and appraising - music composed on a theme 	Space and Exploration
Spring 1: Stop! Charanga	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games, singing, playing • Composition - option after Step 4, Perform/Share 	Grime, Writing lyrics.
Spring 2: Lean On Me Charanga	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games, singing, playing • Improvisation - option after Step 3 • Composition - option after Step 4, Perform/Share 	Old School Hip Hop:
Summer 1: Blackbird Charanga	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games, singing, playing • Improvisation - option after Step 3, Composition - option after Step 4. Perform/Share 	The Beatles and the development of pop music, The Civil Rights Movement.
Summer 2: Reflect, Rewind and Replay Charanga	Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> • Games, singing, playing • Improvisation • Composition, Perform/Share 	Revision and deciding what to perform. Listen to Western Classical Music. The language of music. Matilda

Design Technology

As designers and constructors, our children will be empowered to be inquisitive, curious learners. Within the design technology curriculum they will become critical thinkers, partaking in analysis of the impact of Design Technology on everyday life and the wider world, where they will evaluate past and present innovative enterprise. Our children will research, plan, design, make and critique products that solve real and relevant problems within a variety of contexts considering their own needs and others' views, wants and values.

KS1	NC Objectives/Coverage	Year 1/2
<p>Autumn</p> <p>Examples: Constructing houses Look at different house designs from internet research and pictures of houses from local walk. Explain ideas and what use. Identify features of parts of home – characteristics.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <input type="checkbox"/> make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials according to their characteristics. <input type="checkbox"/> technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Structures / Construction</p> <ul style="list-style-type: none"> ● Can you make a structure/model using different materials? ● Is your work tidy? ● Can you make your model stronger if it needs to be? ● Can you think of some ideas of your own? ● Can you use pictures and words to plan? ● Can you generate ideas for purposeful designs? ● Can you explain what you want to do? ● Can you explain what you are making and which tools are you using? ● Can you describe how something works? ● Can you talk about your own work and describe how something works ● Can you recognise features of familiar products
<p>Spring</p> <p>Examples: Moving storybook Look at samples- identify characteristics and how work. Discuss why prefer one design to that of another. Investigate different designs- making process. Make a moving storybook and evaluate.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <input type="checkbox"/> make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials according to their characteristics <input type="checkbox"/> evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria <input type="checkbox"/> technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>Mechanisms</p> <ul style="list-style-type: none"> ● Can you think of some ideas of your own? ● - Can you use pictures and words to plan? ● - Can you generate ideas for purposeful designs? ● - Can you explain what you want to do? ● - Can you explain what you are making and which tools are you using? ● - Can you describe how something works? ● - Can you talk about your own work and describe how something works ● - Can you recognise features of familiar products? ● - Can you make a product which moves? ● - Can you cut materials using scissors? ● - Can you describe the materials using different words? ● Can you say why you have chosen moving parts?

<p>Summer Examples: Caribbean fruit cocktail Identify suitable fruits (Handa's Surprise Story) Sample fruits Choose fruits like and appropriate tools to cut. Discuss colour- aesthetics. Make cocktail in small groups. Eat and describe how tastes- wow words Hygiene- why clean hands before food prep. Record process- generating ideas, making, evaluating.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <input type="checkbox"/> make select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including ingredients, according to their characteristics <input type="checkbox"/> evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria <input type="checkbox"/> use the basic principles of a healthy and varied diet to prepare dishes <input type="checkbox"/> understand where food comes from. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ● -Can you think of some ideas of your own? ● - Can you use pictures and words to plan? ● - Can you generate ideas for purposeful designs? ● - Can you explain what you want to do? ● - Can you explain what you are making and which tools are you using? ● - Can you describe how something works? ● - Can you talk about your own work and describe how something works ● - Can you recognise features of familiar products? ● - Can you cut food safely? ● - Can you describe the texture of foods? ● Do you wash your hands and make sure that tools & surfaces are clean
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KS2	NC Objectives/Coverage	KS2
<p>Autumn Example Design and make a healthy sandwich or soup.</p>	<ul style="list-style-type: none"> ● 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. ● Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams ● Make select from and use a wider range of tools and equipment to perform practical tasks, accurately select from and use a wider range of materials and components ● Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	<p>Cooking / Nutrition</p> <ul style="list-style-type: none"> ● Can you choose the best tools and materials? ● Can you give a reason why these are best? ● Can you describe your design using an accurately labelled sketch and words? ● Can you join and combine materials and components in a variety of ways to make a functional product? ● Can you use equipment and tools accurately? What went well with your work? ● If you did it again, what would you want to improve ● Can you describe the properties of the ingredients you are using? ● Can you explain what it means to be hygienic? ● Are you hygienic in the kitchen?
<p>Spring Example Eg design a working model lighthouse / burglar-proof case for a precious jewel (alarm will sound if the jewel is lifted away)</p>	<ul style="list-style-type: none"> ● use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ● select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ● Evaluate, investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world ● Technical knowledge, apply their understanding of how to strengthen, stiffen and 	<p>Mechanisms</p> <ul style="list-style-type: none"> ● Can you choose the best tools and materials? ● Can you give a reason why these are best? ● Can you describe your design using an accurately labelled sketch and words? ● Can you join and combine materials and components in a variety of ways to make a functional product? ● Can you use equipment and tools accurately? What went well with your work? ● If you did it again, what would you want to improve? ● Can you join materials together as part of a moving product? ● Can you add some kind of design to your product?

	<p>reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>	
<p>Summer Example Making bridges. Collect pictures of different bridge structures. Investigate and design paper bridges. Bridge challenge activity- Collaborate effectively to build a bridge out of a range of materials. The bridge will need to span the distance of 30 cm between the two tables and will need to hold at least 5 toys cars. The cars need to have the ability to pass each other across the bridge. Evaluate finished bridge using criteria in task.</p>	<ul style="list-style-type: none"> ● Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ● Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities ● Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<p>Structures / Construction</p> <ul style="list-style-type: none"> ● Can you choose the best tools and materials? ● Can you give a reason why these are best? ● Can you describe your design using an accurately labelled sketch and words? ● Can you join and combine materials and components in a variety of ways to make a functional product? ● Can you use equipment and tools accurately? What went well with your work? ● If you did it again, what would you want to improve ● Can you measure materials to use in a model or structure? ● Can you join material in different ways? ● Can you join, fold or roll material to make it stronger?

Modern Foreign Languages (KS2)

As linguists, our children will deepen their understanding and respect for the world and cultural differences in other countries. We are committed to developing a love of languages to encourage students to become curious and interested in the world. Using authentic texts, pupils will embed the skills of listening, speaking, reading and writing in another language. This learning will be applied in a variety of contexts, enabling them to build an understanding of the language structures, patterns and sounds, stimulating their curiosity about language. Children's knowledge of how language works will be developed to lay foundations for the future.

National Curriculum Requirements

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, expressing their ideas clearly
- Describe people, places, things and actions in speech and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Y3/4 Autumn	Y3/4 Spring	Y3/4 Summer
<p>Questions, answers and sentence building e.g. Qui est-ce? C'est + name Ce n'est pas + name Dans le sac, il y a... et...</p> <p>Further adjectives e.g. blanc, brun, noir, orange, rose</p> <p>Vocabulary for a game Coin! Coin! Encore!</p> <p>Masculine nouns e.g. un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet</p> <p>Feminine nouns e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris</p>	<p>Adjectives that precede the noun e.g. Petit, grand</p> <p>Sentence starters e.g. Chez moi Dans ma chambre Dans mon placard</p> <p>Verbs e.g. danser, sauter, voler, nager</p> <p>Punctuation e.g. Point d'exclamation Point d'interrogation</p> <p>Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. ce mois-ci, c'est... le mois dernier, c'était... le mois prochain, ce sera...</p>	<p>Vocabulary from a song une culotte, une chemise, une veste, des lunettes Que fais-tu?</p> <p>Questions and answers e.g. Combien de cochons y a-t-il ? Il y a cinq cochons</p> <p>Quelle est la date aujourd'hui? C'est le + date.</p> <p>Phrases of celebration / greeting e.g. Bonnes vacances ! Joyeux anniversaire ! Bon anniversaire !</p> <p>Towns in France e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.</p>
Y5/6 Autumn	Y5/6 Spring	Y5/6 Summer

<p>Masculine nouns e.g. un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un poisson, un renard, un robot, un singe, un zèbre.</p> <p>Feminine nouns e.g. une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache.</p> <p>French food e.g. aioli, tapenade, rillettes de saumon, pâté de canard au poivre vert, bonbons au miel, galettes bretonnes, nougat de Montelimar, sirop de fruits</p> <p>Healthy food e.g. le céleri, le concombre, les carottes, les olives, les radis, les tomates</p> <p>Expression opinion e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux</p> <p>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement, e.g. Zut alors! Mince alors! Mais enfin! Ça alors! Tu rigoles! C'est pas vrai! C'est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n'est pas sérieux ! Incroyable !</p>	<p>Adjectives that precede the noun e.g. Jeune, joli.</p> <p>Adverbs of place/ sentence starters e.g. chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine.</p> <p>Adverbs of time/ frequency aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock</p> <p>Verbs e.g. aller, être tricoter, chanter j'entends, je vois je pense que/ qu'...</p> <p>Simple negatives ne...pas, ne...jamais</p> <p>Immediate future tense aller + infinitive</p> <p>Asking questions, e.g. Où est la baleine ? Que fait la coccinelle ? Qu'est-ce qu'il fait ? Est-ce que le canard tricote ? Où va le lion ? Le chat, qu'est-ce qu'il va faire ?</p> <p>Subject pronouns, e.g. je, tu, il, elle, ils, elles</p> <p>Disjunctive pronouns, e.g. moi, toi, lui, elle</p>	<p>Telling the time Quelle heure est-il ? Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, neuf heures, onze heures... et demie.</p> <p>Il est midi, il est minuit... et demi.</p> <p>Relative pronoun qui (e.g. un cochon qui chante)</p> <p>Conjunction Mais</p> <p>Numbers 32 - 60</p> <p>trente-deux, trente-trois, trente-quatre, trente-cinq, trente-six, trente-sept, trente-huit, trente-neuf, quarante, quarante et un, quarante-deux, quarante-trois, quarante-quatre, quarante-cinq, quarante-six, quarante-sept, quarante-huit, quarante-neuf,</p> <p>cinquante, cinquante et un, cinquante-deux, cinquante-trois, cinquante-quatre, cinquante-cinq, cinquante-six, cinquante-sept, cinquante-huit, cinquante-neuf, soixante.</p>
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