Be the best you can be

Weston Village Primary School

Curriculum Policy

Version 1.1

Staff/ Committee involved in development:	Thomas Cutts
For use by:	All teachers and teaching assistants
Policy relates to statutory guidance:	National Curriculum 2014
Key related policies:	Individual subject policy; Feedback policy;
To be reviewed in the light of operating experience and/or changes in legislation	

Presented to the Curriculum and Standards Committee on 14th February 2020 and subsequently approved and adopted on the same date

Jennie Adlam, Chair of Leadership and Management Committee

Signature: Jennifer Adlam

Date: 14.2.2020.

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Policy Statement

Curriculum Intent

At Weston, we deliver a broad, rich and rigorous curriculum that both meets the needs of Weston pupils and provides them with the necessary knowledge, skills and understanding to prepare them for the next stage of their lives and beyond.

Our ambitious curriculum provides a crucial balance between promoting academic success, life skills such as resilience and hard work as well as well-being and mental health. In this way, pupils are effectively prepared for life beyond primary school, whichever path they choose to take.

The curriculum, from Reception to Year 6, embraces global learning and celebrates diversity whilst also making use of our local area, which offers rich opportunities for learning.

The progression of pupils' knowledge and the sequencing of concepts to ensure that learning is meaningful, sustained and prepares pupils' for future learning, is central to the development of our curriculum.

At Weston, we have a PAN of 38 meaning we can admit up to 38 children per year group. All of the Reception children are taught by two teachers and an HLTA across a large and engaging environment. In years 1 to 6, class sizes are restricted to 30 and in order to achieve this, we have some mixed-age classes. The children in each class are determined by their date of birth. A mixed age class will typically be comprised of the younger children of one year group and the older children of the year group below.

Our intent is to maintain our expertise in delivering an effective curriculum to mixed-age classes by ensuring that every teacher has a thorough understanding of the whole school curriculum. In this way, they are able to challenge and support the children at a level appropriate to their needs. Our carefully crafted curriculum is tailored and personalised to suit our mixed age classes and ensure that every child accesses a progressive and sequentially delivered learning experience across every subject.

Curriculum Implementation

At Weston, the integrity of each subject is maintained and they are taught as discrete subject areas, rather than linked thematically. In this way, the knowledge, skills and understanding that pertain to each subject are taught with clarity and in sequence, with appropriate opportunities for pupils to practise what they know in order to deepen their understanding.

Every subject has a subject leader who is allocated dedicated time in order to ensure that our ambitious planned curriculum is the one which is delivered and to further develop each subject. In this way, we promote a broad and equitable curriculum, where every subject is valued and holds a secure place in the timetable.

We exploit opportunities to enrich the curriculum with experiences and opportunities that deepen pupils' learning, such as visits out of school, visitors to school, using our forest school area and expertise and making the best use of opportunities within our community such as the church, allotments and farming industry. Further to this, our curriculum is delivered in ways that create real

purposes for learning. Examples include writing letters to companies regarding fair trade, performing in concerts for parents to showcase learned musical skills and curating a gallery of art work.

Underpinning our curriculum are our Secrets of Success. Throughout every day, interweaved into lessons, playtimes, assemblies and other adult/child interactions, we explicitly teach and reinforce the attitudes of successful people. Our Secrets of Success are: Try New Things, Work Hard, Concentrate, Push Yourself, Imagine, Improve, Understand Others and Don't Give Up. These attitudes enable children to find success when engaging with our challenging and ambitious curriculum.

Curriculum Impact

At Weston, all pupils, regardless of their starting points or other potential barriers to learning, aspire to reach our high expectations in order to achieve their potential across our broad and rich curriculum. Not only do children make good progress in the core areas of reading, writing and maths, they find similar success in every other subject. Because our curriculum is delivered in an engaging, relevant and sequential way, children quickly develop a life-long love of learning and attitudes towards learning that ensure their success beyond primary school and in ways that transcend formal education. In this way our curriculum fulfils our vision: Success for all will be desirable, demanded and achievable and is epitomised by our school motto: Be the best you can be.

Monitoring Curriculum Impact

Pupils' learning across the curriculum is assessed on a daily basis by teachers, who have expertise in using discussion, observations and pupils' work to make decisions about their next steps. This is checked on a regular basis by subject leaders and the senior leadership team. At the end of each term, more formal assessment information is collected by the senior leadership team who consider the progress made by the children in order to inform the effectiveness of the curriculum. Pupils are expected to make good progress or better and this progress in shared with parents at the end of every term, including a written report at the end of every school year.

This policy makes reference to The National Curriculum 2014.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Free flow play is an important part of the weekly timetable. The amount of time allocated to this reduces as the year progresses.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. At Weston we make opportunities across the curriculum to develop these skills to ensure that pupils are motivated by English in a meaningful and exciting way. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed explicitly and systematically.

At Weston we are passionate about reading and we endeavour to make sure that all our children develop a love of reading and that every child leaves us as a reader. Reading is very much at the heart of our curriculum.

Central to our approach to developing early reading is the teaching of systematic synthetic phonics using Read, Write, Inc. Daily, discrete high quality teaching alongside effective assessment and tracking helps us to ensure that children meet the ambitious reading targets that are set for them.

At Weston, we use Pearson Bug Club levelled e-books that are accessible both in school and at home via tablets and computers. The school supplements this comprehensive, online reading scheme with several physical reading schemes to support the learning and love of reading. These schemes are upgraded and added to through regular investment. The children in Reception, years 1 and 2 and beyond, if necessary, take home books that are aligned with their current phonics learning. This allows them to read with full independence and to practise their phonics skills. The reading scheme books may contain phonetically irregular or tricky words and are ideal for children to read aloud to an adult at home.

All of our classrooms feature bright, stimulating and inviting book corners for children to sit and read in and we regularly invest in high quality texts for the children as well as taking full advantage of the Cheshire Educational Library Service, through which we access fiction and non-fiction texts that relate to current learning across the curriculum. In our inviting book corners you will find children's recommendations and reviews of their favourite books. By the time children leave us in Year 6, they have read a range of literature, from contemporary and classic books by significant authors, to non-fiction related to the curriculum, to magazines and newspapers.

Guided reading is a daily occurrence throughout the school and in this time children have further opportunity to engage with high quality texts and show their understanding through a range of responses such as drama and extended writing opportunities. We also ensure that throughout their time at school children regularly hear adults reading aloud.

Our reading curriculum is primarily delivered in two ways:

- through guided reading
- through reading-focused lessons

During these sessions, children are taught the key skills of: retrieval, inference, structure, language choice, purpose/viewpoint and context. We embed these skills effectively through the consistent use of the Totally Pawsome Gang – dog characters who represent each comprehension skill.

In each class, children are heard reading individually. In younger classes this occurs more frequently. We make effective use of adult volunteers who are provided with 'Reading with an adult' folders, which help them to use appropriate questions in order to provide the teacher with accurate feedback.

At every stage of a child's life, reading should be pleasurable and we believe that time should be devoted at school and home to 'reading for pleasure'. During curriculum time throughout the week, children have the opportunity to read books of their own choice, which they take home, read and discuss. This is key to the development and enjoyment of reading.

Throughout our school, English planning routinely uses high-quality books as a starting point. Using an excellent text as a basis for learning really engages the children and helps to develop quality writing as well as stimulating learning in other areas of the curriculum.

We develop writing skills so that our Reception pupils develop the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Discrete handwriting and grammar and punctuation sessions are delivered every week through a sequential approach with further opportunities for these skills to be developed and consolidated within writing tasks in English lessons and across the wider curriculum.

Drama, speaking and listening are key tools in developing oral skills, growing vocabulary, building confidence and self- esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', 'conscience corridor' and 'response in role' drama techniques are used in English lessons to aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child across the full primary age range and our curriculum provides opportunities for children to engage in these activities regularly as well as to perform to wider audiences through assemblies, plays and activities around key events.

National Curriculum English Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes- of-study/national-curriculum-in-england-english-programmes-of-study

Mathematics

At Weston, we aim for all children to be confident and enthusiastic learners in Mathematics. We provide a clear, progressive curriculum to stimulate and challenge our pupils, encouraging children to take risks, learn from misconceptions and apply their learning in a variety of ways.
The National Curriculum outlines that all children should:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

We achieve these National Curriculum expectations through adapting a 'Mastery Approach' to teaching and learning, supported by our calculations policy, which ensures that every child from Reception to Year 6 learns maths concepts through a concrete, pictorial, abstract approach. As such, every child has access to high-quality, stage-appropriate mathematical resources. We base our approach on Power

Maths, a DFE endorsed maths mastery scheme.

National Curriculum Mathematics Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

Science

Our Science curriculum follows The National Curriculum for Science and aims to ensure that all pupils:

- 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 science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific knowledge required to understand the **uses and implications** of Science, today and for the future.

At Weston, we teach science discretely in order to ensure that our ambitious and challenging knowledge, skills and understanding are delivered effectively and sequentially. We place a great emphasis on Scientific Enquiry and intend that the children foster an interest in Science beyond the classroom. We ensure that the acquisition of key scientific knowledge is reinforced through the use of knowledge organisers in every unit. Each class has a class investigative science book in which the learning process in this important aspect of the subject is recorded and referred to.

In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills and the direct teaching of key scientific vocabulary.

National Curriculum Science Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study

Art and Design

Our Art Planning follows the National Curriculum and aims to ensure that:

Key Stage 1 pupils are taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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;

Key Stage 2 pupils are taught:

- 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
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- about great artists, architects and designers in history.

At Weston, art is taught discretely and knowledge, skills and understanding are planned sequentially in order to allow children to be successful and develop a love of art and creativity. We use high quality resources to promote the successful acquisition of skills. Every child has a sketch book which is used for the development of designs, the practising of skills and the collection of research and ideas about significant artists and techniques. Each class has a class art book which collates the journey the class has taken through a unit of art work, with examples from children of each stage of the journey, completed art work and other records of key art and design learning.

National Curriculum Art Programmes of Study
https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study

Computing
Computing is an essential part of allowing children to learn the necessary knowledge, skills and understanding for an increasingly technological age. At Weston we have developed a rigorous, sequential approach to teaching this curriculum, which promotes clear progression from Foundation Stage through to Year 6 and which maximises our excellent computing resources.

Our curriculum covers these six areas, in line with the National Curriculum:

- Programming
- Computational thinking
- Creativity
- Computer networks
- Communication and collaboration
- Productivity

Together with key vocabulary, the sequential units of work incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of cutting edge and widely available software, which enable children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science. The children's learning is supported by their access to a variety of high-quality hardware, including laptops, ipads, cameras and programmable resources, which is underpinned by a state-of-the-art wireless infrastructure.

National Curriculum Computing Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study

Modern Foreign Language
From Year 3 to Year 6 we teach French to all children. Our approach, which is based on the ilanguages French scheme, is to make learning a new language fun and many activities are practical and interactive, with an emphasis on mastering the following by the time children finish Year 6:

- Listen attentively to spoken French and show understanding by joining in and responding
- Explore the patterns and sounds of French through songs and rhymes and link the spelling, sound and meaning of words

- Engage in conversations in French
- Speak in sentences, using familiar French vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of French words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in French
- Broaden their French vocabulary and develop their ability to understand new words that are introduced, including through using a dictionary
- Write French phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to French

As part of our Try New Things Secret of Success approach, children in all year groups have the opportunity to learn some basic vocabulary from a range of languages to excite their interest, such as Spanish, German and Mandarin.

National Curriculum Language Programmes of Study
https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study

Music

At Weston, we believe that high quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As our pupils progress through our sequential and discretely taught music curriculum, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music, which our curriculum is aligned with, aims to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. They will develop, understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Weston, we use Charanga - a scheme of work that uses a variety of well-known songs to underpin all the knowledge and skills of the curriculum. We have a thriving Key Stage Two choir who perform in competitions, festivals and local events throughout the year. We take part in Young Voices each year, which gives every Key Stage Two child the opportunity to perform as part of a massed choir at a large venue. We also welcome a range of external agencies who teach our children a variety of musical instruments, including guitar, piano, violin and DJ decks.

We have an established partnership with Love Music Trust and through this organisation we access funding to provide instrument tuition for whole year groups on instruments including the violin and pBuzz.

National Curriculum Music Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-

of-study

Physical Education (PE)

Children at Weston enjoy a rich variety of experiences in Physical Education, which promote the adoption of a lifelong commitment to a healthy, active and enjoyable lifestyle. They are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness.

We provide a broad and rich physical education curriculum, which enables children to plan, participate in and evaluate work appropriate to their age and their needs, with increasing self-confidence. The clearly sequenced curriculum, combined with sympathetic and varied teaching approaches provides stimulating, enjoyable and appropriately challenging learning for all children.

All children enjoy at least two hours of high-quality, taught Physical Education per week. In addition to this, children in every year group run a Golden Mile at least three times per week.
Further to this, at Weston, we provide high-quality after school sports sessions, paid for by school. These are offered to all children and following assessment, is sometimes allocated to specifically targeted children. Children access expert teaching and coaching across and beyond the PE curriculum, which school staff co-teach as part of their ongoing professional development and to secure the sustainability of this expert teaching.

We underpin our approach with the use of Amaven. This is a suite of PE tools, the most fundamental of which is a termly assessment approach which provides teachers with highly accurate information about the strengths and need of their class and the means to adapt planning accordingly. Other Amaven activities that are incorporated into the children's weekly experience include movement, yoga and mindfulness activities.

Children in every year group are able to take part in an extensive range of competitions and festivals involving children from other primary schools. These events take place throughout the school year, and pupils are identified and invited by teachers to ensure that every child has the opportunity to participate.

PE Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study

PSHE, Citizenship and Relationships

PSHE (Personal, Social, Health and Economic Education), is taught directly throughout school, although some elements are integrated into other aspects of the curriculum. For example, many aspects of health education are taught through the science and PE curriculums and certain aspects of tolerance of those who have different beliefs is addressed through our RE curriculum.

Our approach has been designed to ensure that children develop the qualities and attributes they need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our

pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time and the curriculum covers these three broad areas: Relationships, Living in the Wider World and Health and Wellbeing. The children are taught PSHE in straight-age groups. We also make opportunities to develop the children's knowledge, skills and understanding in these areas across the curriculum.

National Curriculum PSHE programmes of Study
https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe

Statutory Guidance for Relationships Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Religious Education
We consider that the main purpose of religious education is to help children to develop an understanding of themselves and others through an exploration of fundamental questions and the ways in which the various faiths seek to respond to them. Through RE lessons, the children gain an insight into the nature of religion and what it means to be religious through an exploration of religious ideas and practices and related human experience. In teaching RE, we seek to promote the positive attitudes and personal qualities of enthusiasm, curiosity, reflection, respect and tolerance, which we consider to be essential for effective learning.

We provide factual information about religions and religious belief and explore themes, which help to develop sensitivity towards spiritual, moral, social and religious issues. As part of the Locally Agreed Syllabus, the main focus in Key Stage 1 is Christianity and Judaism. In Key Stage 2 the main focus is Christianity, Judaism and Islam. The programme of study is based on the beliefs, practices and values of each of these faiths. RE is taught as a discrete subject and is organised into six half termly units, each with a specific focus, that build on prior learning.

In the Early Years Foundation Stage, pupils explore themes which deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other. Ways of helping to develop their sensitivity to spiritual, moral and religious issues are through encouraging:

- self esteem
- feeling of responsibility to self and others
- a sense of belonging
- caring for each other
- caring for the environment

At Weston we endeavour to embrace all aspects of an inclusive school and community. In RE we are committed in giving all our children every opportunity to achieve the highest standards, regardless of their race, gender, social background, religious background or whether they are looked after, disabled or have a learning difficulty.

Nevertheless, in accordance with 1988 Education Act, parents have the right to withdraw their children from religious education. This should be done in consultation with the Headteacher and with regard to the specific elements of the programme of study from which they should be withdrawn. Provision will be made for the supervision of such children.

Religious Education DfE Guidance
https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010

Design and Technology

The intent of the Design and Technology curriculum here at Weston, is to provide children with the opportunity to develop skills, knowledge and understanding of designing and making of functional and appealing products. We allow children to nurture their creativity and innovation through design, and by exploring the designed and made world in which they live.

Design and Technology helps develop children's skills through collaborative working and problem-solving, and knowledge in design, materials, structures, mechanisms, cooking, nutrition and electrical control. Our children are actively encouraged to think about important issues such as sustainability and enterprise.

Design and Technology allows our children to reflect on and evaluate their products, its uses and impacts.

In Early Years, the children develop essential basic skills in Design and Technology skills which prepares them for their transition into Year 1. This is achieved by the teacher creating a range of opportunities for the children to carry out Design and Technology related activities across all areas of learning.

By the end of Early Years, it is expected that the children will be able to:

- Use a variety of construction materials to create own representations
- Build models that require structure and balance
- Explore a variety of tools and realise they can be used for a purpose
- Manipulate materials to achieve a planned effect
- Select own resources for creations and adapt own work when problems arise
- Select tools and techniques needed to shape, assemble and join material.

From Year 1 onwards, the children will engage in three Design and Technology units a year which will involve them exploring, researching, designing, making, technical knowledge/skills and evaluating. The units that the children complete in each class have been carefully selected so that all National Curriculum Expectations are met by the end of KS1 & KS2 in the key areas of: Design, Make, Evaluate, Technical Knowledge and Cooking & Nutrition. The necessary knowledge and skills are developed through these carefully planned, progressive and sequential units of work. The aims of Design and Technology are outlined below:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing, making and evaluating products and systems.
- To enable children to talk about how things work, and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To explore attitudes towards the made world and how we live and work within it.
- To develop an understanding of technological processes and products, their manufacture and their contribution to our society.

- To foster enjoyment, satisfaction and purpose in designing and making things.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability, and setting different tasks for each group
- Providing a range of challenges through the provision of different resources
- Using additional adults to support the work of individual children or small groups

Exploring

The children will explore products linked to their project. They will do this by:

- Taking the product apart and looking at the material/s used to make it.
- Looking at the different features of the product.
- Establishing how the product is constructed.
- Questioning how effective it is in its purpose.
- Discussing what could be done to improve this product.
- Producing a list of key vocabulary linked to this product.

Researching

The children will carry out research regarding the product that they are going to make so that they can use this research to support the design of their product.

Designing

The children will draw/sketch their design and annotate this with information about their design such as, what features they have included in their design.

During this lesson the children will also answer questions such as:

- What materials will I need?
- What tools will I need?
- What technical skills will I need to practise before making the product? (some of these may have been previously taught skills which need refreshing or be completely new)

Technical knowledge/ skill

The children engage in a practical activity of practising technical knowledge or skill that they will be required to use when making their product. This may be a new skill or a skill that has been previously taught but requires more practise.

Making

The children make their product.

Evaluating

The children will not only evaluate the effectiveness of their product but also the skills that they applied. This will be recorded either individually in their Design and Technology folders or collectively in the class Design and Technology evidence book.

Recording/ Evidencing

Each class has an evidence book which, at the start of each Design and Technology lesson, the evidence book can be used so children can consult and recap on their prior learning, skills and use of vocabulary. However, if it is the first lesson in the unit, time will be spent looking back at previous units so that the children can see if there are any previous skills or learning that could be transferred to this new unit.

Children also have their own Design and Technology folders. This is where their personal work can be stored, and children can refer to previous learning or design sketches.

Design and Technology Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study

History

At Weston we teach history as a discrete subject in order to ensure that children move onto high school with a clear and secure grasp of specific history skills and historical knowledge, including key vocabulary. Our curriculum is rich in experiences and children go on trips and local visits and we have visitors into school, in order to deepen and enrich the learning. We use the Cheshire Education Library Service to access a wide range of fiction and non-fiction texts and relevant artefacts, which also enhances children's learning.

Our history curriculum is based on the National Curriculum programmes of study and is structured in a way that ensures that children develop a clear understanding of Britain's past and significant aspects of wider world history. In doing so, we teach the children to think critically, consider evidence and sources and understand the complexity and diversity of people's lives and of society through the ages. We make good use of our local area, which is rich in farming and near a significant railway town, to enhance historical learning and draw comparisons with other areas.

National Curriculum History Programme of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study

Geography

Our geography curriculum is taught discretely so that children can develop a clear grasp of geography knowledge and skills that will form an effective foundation for the next stage in their geography learning at secondary school. This development of knowledge and skills comes from a rich curriculum that focusses on human and physical geography, both in Britain and the wider world and on local study and fieldwork. Our locality offers opportunities to study rivers first-hand and we make use of the River Weaver in Nantwich to this end. The North Wales coast provides us with the opportunity to conduct fieldwork into coasts. Crewe and the surrounding area enables us to study the changing use of land and the impact of the railway and farming on the human and physical geography of the area.

As children progress through this sequential curriculum, they will have rich opportunities to explore, appreciate and understand the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical

data. The opportunities for the children to carry out geographical enquiry are also valued.

The teaching of geography would be difficult without acknowledging the future of our planet. The geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Geography Programmes of Study:
https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study
https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes- of-study

Enrichment
We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year but we have an enrichment focus in the summer term called Try New Things week. Staff have accessed Forest School training and children throughout the school use the Forest School area to deliver the curriculum.

Trips and Visits
We plan a series of trips each term for each year group. The trips are directly linked to current or upcoming learning from different parts of the curriculum. For example, work on the Romans and their impact on Britain may include a trip to Chester, a city rich in Roman heritage, to experience life as a Roman centurion. Similarly, work on the coasts of Britain may include a trip to Llandudno in North Wales to conduct fieldwork linked to classroom learning. Our location gives us access to a church, river and lots of farms and we take advantage of our proximity to Crewe and its rich railway heritage through our teaching of Victorian Britain.

Children in Years 4 and 6 have opportunities to go on residential visits, which involve outdoor and adventurous activities.

Our choir and ballroom dance groups perform at a range of concerts, competitions and events throughout the year at local venues and various high schools in the area. We take every child in Key Stage Two to perform at Young Voices at Manchester Arena. This is a massed choir event in which the children perform alongside other schools and world famous artists. Our ballroom dance group perform in an annual dance show at Crewe's Lyceum theatre every year.

Every child has the opportunity to represent the school in a sporting competition or festival. Tag rugby, football, cross-country, indoor and outdoor athletics and netball are some of the events that we take part in and our intention every year is to enable every child to access a sporting events such as these.

Workshops and specialists
Each year group will take part in a variety of workshops throughout the academic year. These will link to their curriculum work or to a whole school theme. We invite visitors with a range of specialisms from theatre groups who immerse groups and classes in a particular topic, such as Tudor Britain or Zoolab, who bring animals into school for the children to handle. We have, and maintain, strong links with the parents and benefit from their wide-ranging skills and experiences. Lots of parents come in to talk to the children or lead workshops including during our Try New Things theme week. The Police and Fire and Rescue service come into school to work with children of all ages on various aspects of safety.

Themed days and weeks

Every year we have theme weeks, in which every child in the school completes activities or enjoys experiences related to a common theme. These have included multi-culturalism, the arts, science, musical theatre, classic literature and the local area. We also hold an annual Try New Things week and themed days, which relate to curriculum work such as Victorian day, French day or investigative science day.

Clubs

A range of age appropriate clubs are offered at lunchtime and after school for EYFS, Key Stage 1 and 2 pupils. Typically these could include sewing, film, philosophy, debate, science, mindfulness, forest school, choir and ballroom dancing. We use the Sport Premium to provide expert coaching in a range of diverse sporting after-school clubs for children of all ages. These clubs range from team sports to other sports such as fencing and boxing. These clubs are open to all but some children are invited to join through a targeted intervention approach. We offer a lego club on an invitation only basis, which is designed to support children with low self-esteem or poor resilience. This is part of our multi-faceted approach to supporting pupils' emotional wellbeing and mental health.

Monitoring and Evaluation

The head teacher and SLT will continuously monitor the effectiveness of the curriculum. Feedback from all stakeholders will be considered. Action points will be agreed and discussed with staff. The head teacher will include curriculum developments in the termly head teacher's report to the local governing board.

Weston Village Primary School

EYFS Curriculum Plan 2019-20

	Autumn A 8 weeks	Autumn B 7 weeks	Spring A 6 weeks	Spring B 6 weeks	Summer A 5 weeks	Summer B 7 weeks
Topics	**Initial Assessments (3 weeks)** **Traditional Tales and Nursery rhymes**	**Dinosaurs** **Christmas** **Nativity Play**	**Space** **Chinese new year**	**Superheroes (incl. PWHU)** **Easter**	**The Great Outdoors** **(Plants, minibeasts, weather, seasons)**	**Pirates** **End of term activities**
Story to Retell	**Jack and the Beanstalk**	**The Little Green Dinosaur**	**Aliens love Underpants**	**Supertato**	**The Very Hungry Caterpillar**	**Commotion in the Oceaan**
Literacy Texts (2 week cycle)	**-Goldilocks and the Three bears** **-The Three Billy Goats Gruff** **-The Three Little Pigs**	**-Harry and the Bucketful of dinosaurs** **-Dinosaur Roar** **-Dinosaur Stomp**	**-How to Catch a Star** **-Whatever Next**	**-Superworm** **-Super Daisy**	**- The Gruffalo** **- The Tiny Seed**	**-Tiddler** **-The Rainbow Fish** **-Sharing a Shell**
Communication and Language	-Listen and respond with some support. -Follow instructions with some support. -Begin to speak and express themselves.	-Listen and respond with some support. -Follow instructions with some support. -Begin to speak and express themselves.	-Listen to stories, give attention to what other say and begin to respond. -Follow instructions and begin to answer questions. -Grow in confidence when speaking, begin to develop own narratives and explanations.	-Listen to stories, give attention to what other say and begin to respond. -Follow instructions and begin to answer questions. -Grow in confidence when speaking, begin to develop own narratives and explanations.	-Listen attentively and respond appropriately. -Follow instructions and answer 'how' and 'why' questions. -Express themselves effectively, showing awareness of listeners' needs.	-Listen attentively and respond appropriately. -Follow instructions and answer 'how' and 'why' questions. -Express themselves effectively, showing awareness of listeners' needs.
Physical Development	**FINE MOTOR** Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. **GROSS MOTOR- Amavan New Scheme (AUTUMN ONLY)** Pupils will experiment with different ways of moving. Pupils will be able to travel	**FINE MOTOR** Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. **GROSS MOTOR- Amavan New Scheme (AUTUMN ONLY)** Pupils will experiment with different ways of	**FINE MOTOR** Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.	**FINE MOTOR** Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.	**FINE MOTOR** Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.	**FINE MOTOR** Fine motor activities every day- Squiggle while you wiggle, write dance, finger dance, dough disco. Whole class/group handwriting practise.

	around, through, over and under equipment. Pupils will be able to mount stairs, climb and balance on equipment.	moving. Pupils will be able to travel around, through, over and under equipment. Pupils will be able to mount stairs, climb and balance on equipment. Pupils will be able to run safely whilst remaining in balance Pupils will be able to use a range of skills and will be able to follow simple instructions. Pupils will examine winning and losing in games. Pupils will show sensitivity of others needs and feelings				
Personal, Social and Emotional Development	-Settling in to and familiarisation with the EYFS environment. -Leaving caregiver with minimal support. -Making friends, coping with own needs and feelings during play. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care.	-Settling in to and familiarisation with the EYFS environment. -Leaving caregiver confidently. -Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. -Building confidence buy talking in small groups.	-Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. -Discussing differences between sharing and taking turns.	-Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. -Discussing differences between sharing and taking turns.	-Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Beginning to think of the feelings of others. -Playing cooperatively with others. -Beginning to share toys and resources with classmates. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. –Building confidence buy talking in larger groups. -Discussing own abilities and reflecting on their performances. -Showing in play that they understand the difference between sharing and taking turns.	-Selecting resources within environment confidently. -Making friends, coping with own needs and feelings during play. -Taking care of own personal needs and self-care. - Encouragement of independence, free thinking, sharing and turn taking. -Building confidence buy talking in larger groups. -Discussing own abilities and reflecting on their performances. -Showing in play that they understand the difference between sharing and taking turns -Encouragement of taking part in class assembly in front of whole school and

						parents. -Preparing children for the transition into Year one.
RWI- Phonics **See RWI handbook for programme details**	-Starting RWI programme with focused phonics session (20 minutes every day). -Beginning with set 1 sounds. -Modell segmenting and blending of simple CVC words using sounds . -Focus on rhyming and completing rhyming strings. -Hearing and identifying initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. -Introduction to reading HFW.	- RWI programme with focused phonics session (20 minutes every day). -Beginning with set 1 sounds. -Modell segmenting and blending of simple CVC words using familiar sounds. -Focus on rhyming and completing rhyming strings. -Hearing and identifying initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. -Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session .	-RWI programme with focused phonics session (20 minutes every day). -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'. -Modell segmenting and blending of simple CVC, CVCC words. -Focus on rhyming and completing rhyming strings. -Initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. - Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session. -Explore and read 'alien' or nonsense words using phonic knowledge.	-RWI programme with focused phonics session (20 minutes every day). -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'. -Modell segmenting and blending of simple CVC, CVCC words. -Focus on rhyming and completing rhyming strings. -Initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. - Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session. -Explore and read 'alien' or nonsense words using phonic knowledge..	-RWI programme with focused phonics session (20 minutes every day). -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'. -Modell segmenting and blending of simple CVC, CVCC words. -Focus on rhyming and completing rhyming strings. -Initial sounds. -Guided reading sessions 1x per week. -Reading with an adult, at least once every week. - Beginning to read simple HFW. -Opportunities to write and form sounds learnt In each session. -Beginning to look at words that contain 4 & 5 letters. -Explore 'blends' at the start of words. Explore and read 'alien' or nonsense words using phonic knowledge.	-RWI programme with focused phonics session (20 minutes every day); -Recapping set 1 whilst beginning set 2 sounds and introduce 'best buddies'; -Modell segmenting and blending of simple CVC, CVCC words; -Focus on rhyming and completing rhyming strings; -Initial sounds; -Guided reading sessions 1x per week; -Reading with an adult, at least once every week. - Beginning to read simple HFW; -Opportunities to write and form sounds learnt In each session; -Beginning to look at words that contain 4 & 5 letters. -Explore 'blends' at the start of words. Explore and read 'alien' or nonsense words using phonic knowledge.
Literacy	**Baseline Assessments (3 weeks)** **Traditional Tales ~** *-Learn to retell a familiar story.*	**Dinosaurs** *-Learn to retell a familiar story.* -Recognise and write own name, using name	**Space** *-Learn to retell a familiar story.* -Beginning to recognise and write own name	**Superheroes/ People who help us** *-Learn to retell a familiar story.* -Recognise and record	**The Great outdoors** *-Learn to retell a familiar story.* -Recognise and record own name.	**Under the sea** *-Learn to retell a familiar story.* -Recognise and record own name.

	-Exploring rhyming activities and completing rhyming strings. -Joining in with, sequencing and describing familiar stories -Exploration of characters. -Aware of how stories are structured (beginning, middle and end) -Recognise and write own name, using name cards. -Hearing initial sounds in simple words and linking this sound to a letter/s. -Orally blend CVC words with adult support. -Recognise some simple HFW.	cards and beginning to do so independently. -Hearing initial sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to segment and blend orally and link these to letters. Recognise and write some simple HFW. **Christmas** Letters and Cards	independently. --Hearing initial and some middle sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. - Beginning to segment some simple CVC words and link these to letters, recording these in literacy books. -Beginning to show an awareness of sentence structure, through talk. -Creating a list of words. *Independent writing activities every literacy session*	own name. --Hearing initial, some middle and end sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to 'sound out' words they would like to write with minimal support. -Beginning to segment some simple CVC words and link these to letters independently, recording these in literacy books. -Beginning to use own ideas to create a sentence. **Easter**- Easter cards *Independent writing activities every literacy session*	-Hearing initial, some middle and end sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to 'sound out' words they would like to write with minimal support. -Beginning to segment some simple CVC & CVCC words and link these to letters independently, recording these in literacy books. -Beginning to use own ideas to create a sentence. -Gaining independence with creating and recording writing. *Independent writing activities every literacy session*	-Hearing initial, some middle and end sounds in simple words and linking this sound to a letter/s. Beginning to record this during simple activities in literacy books. -Beginning to 'sound out' words they would like to write, with minimal support. -Beginning to segment some simple CVC, CVCC & CCVC words and link these to letters independently, recording these in literacy books. -Beginning to use own ideas to create a sentence. -Gaining independence with creating and recording writing. -Showing an awareness of why writing is important and its different purposes. *Independent writing activities every literacy session*
Mathematics	See Whole School Maths Curriculum Plan					

Understanding the World	**People and Communities** -Showing interest in the lives of people who are familiar to them -Discussion on significant people, events and special times **The World** -Senses -Seasons **ICT:** -Exploring electronic toys -Controlling and using the Beebots	**People and Communities** -Begin to know about similarities and differences among families, communities and traditions. **The World** -Magnets -Human Life Cycles **ICT:** - Using and controlling a remote control toy - Completing age appropriate software on IWB	**People and Communities** - Are aware of and can discuss similarities and differences among families, communities and traditions. **The World** -Light and Dark **ICT:** -Taking pictures on cameras -Taking pictures on tablets	**People and Communities** -Encouragement to talk to and develop positive relationships with members of the community (Police officers, Nurses etc) -Showing interest in different occupations and ways of life **The World** -Materials -Life Cycles **ICT:** -Completing age appropriate software on tablets -Completing age appropriate software on laptops	**People and Communities** - Know about similarities and differences in relation to themselves and others, and among families, communities and traditions. --Begin to explore the past and present events in own and others' lives and know some reasons why people's lives may have been different in the past. **The World** - Life Cycles - Plants - Trees **ICT:** Recording voices on a recordable device -Technology walk	**People and Communities** - Know about similarities and differences in relation to themselves and others, and among families, communities and traditions. --Begin to explore the past and present events in own and others' lives and know some reasons why people's lives may have been different in the past. **The World** - Environments and how they differ -Looking after local environments -Looking after the World -Local environment -Floating and sinking **ICT:** -Creating and printing a piece of work on laptops
Expressive Arts and Design	Begin to sing songs, make music and dance. Begin to safely use and explore materials, tools and techniques. Begin to show imagination. ART SKILLS- Drawing Skills -Enjoy using, hands, fingers, pens, pencils, chalk -Use and control a range of media -Draw on different surfaces -Produce lines of different thickness and tone using a pencil -Start to produce different patterns and textures.	Sing songs, make music and dance. – Christmas Nativity Begin to safely use and explore materials, tools and techniques. – Christmas crafts Begin to show imagination, especially through role-play. ART SKILLS- Painting -Enjoy using a variety of tools for painting -Recognise and name primary colours -Mix and match colours -Explore paint on different	Experiment with ways of changing songs, music and dance. Continue to safely use and explore materials, tools and techniques. Represent their own ideas, thoughts and feelings in a variety of ways. ART SKILLS- 3D Art -Use a variety of malleable media -Apply simple decoration -Cut shapes using scissors -Build a construction	Experiment with ways of changing songs, music and dance. Continue to safely use and explore materials, tools and techniques. Represent their own ideas, thoughts and feelings in a variety of ways. ART SKILLS- Textiles -Explore a variety of fabric -Decorate a piece of fabric -Simple stitch work -Simple weaving -Fabric collage, layering fabric	Experiment with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Continue to be imaginative. ART SKILLS-Printmaking -Taking rubbings from a variety of objects -Simple pictures from printing -Develop patterns by using objects -Use stencils to create pictures	Experiment with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Continue to be imaginative. ART SKILLS-Portraits -Draw simple faces -Select appropriate colours to piant faces

		surfaces _ -Look and discuss what they have produced, describing media and techniques used	usng a variety of objects -Look and discuss what they have produced, describing media and techniques used	-Create different textures with material	-Look and discuss what they have produced, describing media and techniques used	-Select appropriate collage materials to create a simple face
Role Play	Three Bears House	Dinosaur den	Spaceship/ centre	Hospital	Garden Centre	Pirate den
Religious Education	Harvest	The Christmas Story	The Bible	The Easter Story	The Church and belonging	The Creation story
Special occasions	Autumn Harvest	Bonfire Night / Fireworks Divali Hanukkah Christmas Activities and Nativity Play	Jodrell Bank trip Chinese New Year Winter Mother's Day	Spring Easter	Father's Day Sports day Theme Week	Red Class assembly Summer Transition Mornings

Weston Village Primary School

English Curriculum Plan

	Autumn	Spring	Summer
Year 1 Gold Turquoise	Fiction: Familiar Settings (Five Minutes Peace, Knuffle Bunny, Boris and Sid Make a Mess) Fiction: Repeating Patterns (Mrs Armitage on Wheels) Non-Fiction: Commands (You Can't Take an Elephant on the Bus) Non-Fiction: Labels, Lists and Signs (Not a Stick, Billy's Bucket) Poetry: Rhyming and Patterns (Hickory Dickory Dock) Poetry: Humorous Poems (Oi Frog!, Oi Dog!)	Fiction: Traditional Tales and Fables (This is the House that Jack Built, The Mouse, the Frog and the Little Red Hen) Fiction: African Settings (We're Going on a Lion Hunt, Handa's Hen, Bringing the Rain to Kapiti Plain) Non-Fiction: Instructions and Explanations (Don't Let the Pigeon Stay Up Late Non-Fiction: Letter and Postcards (Here Comes Mr Postmouse) Poetry: Humorous Poems (a selection of poetry)	Fiction: Superheroes (Superheroes All Sorts, Super Daisy) Fiction: Fairy Tales (Cinderella, Snow White, The Three Billy Goats Gruff, Snow White in New York, Billy Dogs Gruff) Non-Fiction: Information Texts (There's a Tiger in the Garden, Tigress, Big Blue Whale, Whale Words, Rainbow Bear) Non-Fiction: Letters (Dear Greenpeace, Boris and Sid Meet a Shark) Poetry: Nature Poems (Wriggle and Roar, various poetry anthologies) Poetry: Traditional Poems (various traditional action rhymes, rounds and songs)
Year 2 Purple	Fiction: Traditional Tales and Fables (The Hare and the Tortoise, The Boy Who Cried Wolf) Fiction: The Bear and the Piano) Non-Fiction: Information Texts (Dogs, Matilda's Cat) Non-Fiction: Letters and Postcards (J.P.N. McHennessy, Dear Teacher) Poetry: Classic Poems (The Owl and the Pussycat	Fiction: Stories on a Theme (Fox, The Tin Forest, Whale's Song) Fiction: Traditional Tales (Jim and the Beanstalk) Non-Fiction: Information Texts (Follow the Moon Home) Non-Fiction: Recounts (Diary of a Wombat) Poetry: Poems on a Theme (various monster themed poetry)	Fiction: Fantasy (Lost and Found, The Way Back Home) Fiction: Author Study (various Anthony Browne books) Non-Fiction: Information Texts (Harry and the Bucketful of Dinosaurs) Non-Fiction: Recounts (The Velveteen Rabbit) Poetry: Poetic Language (range of poetry)
Year 3 Green	Poetry: Humorous Poems Fiction: Stories by the same author (Mrs Cole) Fiction: Myths and Legends (Romulus and Remus) Non-Fiction: Recounts (Escape to Pompeii)	Fiction: Classic Fiction (Fantastic Mr Fox) Non-Fiction: Recounts (Killer Cat) Poetry: Poetic Forms (Performance Poems)	Non-Fiction: Reports (non-chronological) Poetry: Poetic Forms (Calligrams etc) Fiction: Modern Fiction (The Hodgeheg)
Year 3/4 Orange	Fiction: Traditional Tales and Fables (Aesop) Poetry: Poetic Language (Image Poetry)Non-Fiction: Biographies (Inventions - Leonardo)	Fiction: Myths and Legends (King Arthur) Non-Fiction: Reports (Harry Potter Studio Tour) Poetry: Poetic Forms (List poems and Kennings)	Non-Fiction: Persuasive Writing (Animals in Captivity) Poetry: Poems on a Theme (Animal Poems) Fiction: Stories on a Theme (Michael Morpurgo)
Year 4/5 Blue	Poetry: Poetic Forms (Haikus & Syllabic)Fiction: Fantasy (How to Train Your Dragon) Non-Fiction: Recounts (UFO sightings)	Fiction: Traditional Tales and Fables (Princess and the Pea) Non-Fiction: Reports (Non-chronological) Poetry: Narrative Poetry (Narrative Poems)	Non-Fiction: Reports (Biographies from civil rights) Poetry: Poetic Language (Sea and Titanic) Fiction: Stories Forms (Africa) Fiction: Modern Fiction (Kensuke's Kingdom)
Year 5/6 Aqua	Poetry: Poems on a Theme (Chosen by children) Fiction: Classic Fiction (Jungle Book)	Fiction: Short Stories (Short!) Non-Fiction: Recounts (Tuesday – report study)	Fiction: Fantasy (Shaun Tan/The Hobbit) Non-Fiction: Persuasive Writing (Letters, adverts etc)

	Non-Fiction: Blogs and Reports (Travel Writing)	Poetry: Poems on a Theme (Old Possum)	Poetry: Poems on a Theme (Inspirational Poetry)
Year 6 Yellow	Poetry: Narrative Poetry (The Highwayman) Fiction: Stories that raise Issues (Eric and The Island) Fiction: Historical Fiction (WW1 Fiction) Non-Fiction: Blogs and Reports (website Texts)	Complete Unit: Harry Potter	*To be published*

Weston Village Primary School

Maths Curriculum Plan (taught in straight-aged groups)

	Autumn	Spring	Summer
Reception	Numbers to 5, Sorting, Comparing groups within 5, Change within 5, Time	Number bonds within 5, Numbers to 10, Comparing numbers within 10, Addition to 10, Number bonds to 10, Shape and space	Exploring patterns, Counting on and counting back, Numbers to 20, Numerical patterns, Measure
Year 1	Numbers to 10, Part-whole within 10, Addition and subtraction within 10, 2D and 3D shapes, Numbers to 20	Addition within 20, Subtraction within 20, Numbers to 50, Introducing length and height, Introducing weight and volume	Multiplication, Division, Halves and quarters, Position and direction, Numbers to 100, Time, Money
Year 2	Numbers to 100, Addition and subtraction, Money, Multiplication and division	Multiplication and division, Statistics, Length and height, Properties of shapes, Fractions	Position and direction, Problem solving and efficient methods, Time, Weight, volume and temperature
Year 3	Place value within 1,000, Addition and subtraction, Multiplication and division	Multiplication and division, Money, Statistics, Length, Fractions	Fractions, Time, Angles and properties of shapes, Mass, Capacity
Year 4	Place value – 4-digit numbers, Addition and subtraction, Measure – perimeter, Multiplication and division	Multiplication and division, Measure – area, Fractions, Decimals	Decimals, Money, Time, Statistics, Geometry – angles and 2D shapes, Geometry – position and direction
Year 5	Place value within 100,000, Place value within 1,000,000, Addition and subtraction, Graphs and tables, Multiplication and division, Measure – area and perimeter	Multiplication and division, Fractions, Decimals and percentages	Decimals, Geometry – properties of shapes, Geometry – position and direction, Measure – converting units, Measure – volume and capacity
Year 6	Place value within 10,000,000, Four operations, Fractions, Geometry – position and direction	Decimals, Percentages, Algebra, Measure – imperial and metric measures, Measure – perimeter, area and volume, Ratio and proportion	Geometry – properties of shapes, Problem solving, Statistics

Weston Village Primary School

Science Curriculum Plan

	R	Y1	Y1/2	Y2	Y3	Y4	Y4/5	Y5/6	Y6
Aut A	Senses Compare similarities and differences Seasons- Autumn	Animals including humans	Identifying Animals	Uses of Everyday Materials	Animals including humans	Animals including humans	Electricity	Scientists and Inventors	Light
Aut B	Human Life Cycle Magnets	Everyday Materials	My Body	The Environment	Forces and Magnets	Sound	Scientists and Inventors	Properties and changes of materials	Electricity
Spr A	-Light and Dark Forces	Seasonal Changes (Autumn & Winter)	Super Scientists	Scientist and Inventors	Scientist and Inventors	States of Matter	Forces	Earth and Space	Evolution and Inheritance
Spr B	Materials Animal Life Cycles (tadpoles to frogs)	Seasonal Changes (Spring & Summer)	Super Scientists	Plants	Light	Scientists and Inventors	Forces	Earth and Space	Evolution and Inheritance
Sum A	Animal Life Cycles (butterflies) Trees Plants	Plants	Exploring Everyday Materials	Living things and their habitats	Plants	Living things and their habitats	Living things and their habitats	Living things and their habitats	Animals including humans (Circulatory systems)
Sum B	Floating and Sinking Environments and how they differ	Scientist and Inventors	Growing Plants	Animals including humans	Rocks	Living things and their habitats	Sustainability (Environments, Climate change, How it affects animals and Energy)	Animals including humans	Animals including humans

Weston Village Primary School

Art and Design Curriculum Plan

	Term	Topic	Activity	Objectives	Focus
YR	Autumn	Traditional Tales	Foam Magic Bean	- Experiments to create different textures - Chooses a particular colour for a particular purpose - Creates simple representations of objects	Drawing and decorating
	Spring	Space	Planet painting	- Selects appropriate resources, - Explores what happens when the mix colours - Uses simple tools and techniques competently and appropriately	Painting and colour mixing
	Summer	The Great Outdoors	Observational drawing of flowers	- Selects appropriate resources and adapts work where necessary - Understand that different media can create new effects	Drawing
Y1	Autumn	Carnival of the Animals	Animal mosaic collages in the style of Eric Carle. Aboriginal animal art work -Exotic bird pictures with wax crayons	-Use practical techniques, skills to create 2D representations of the lion and the elephant. -Produce a piece of art work in the style of Aboriginal Art. -Use imagination to draw and decorate an exotic bird. -Use patterns, shapes and colours in their bird designs.	Collage Painting Drawing
	Spring	Weather Experts	Spring collage Beach scenes Observational drawing of an Autumn scene -Use paint and potato printing to create a version of a painting.	-Create a Spring collage using colour, pattern and shape. -Develop art techniques in using brushstrokes and texture and compare paintings. -Create observational drawings using different techniques and compare these to the painting 'Autumn Leaves'. -Create own versions of the painting 'Waterloo Bridge'.	Collage Painting Drawing Painting
	Summer	Local area: Buildings & Vehicles (and contrasting location: Brazil)	Observational drawings Explore printing on textiles	-Produce an observational drawing of The White Lion (and possibly other buildings in Weston e.g. the Church) - Select from and use a wide range of materials and components, including *textiles*, according to their characteristics. *Focus: Explore block printing*	Drawing & Line & Shape Printing & Colour & Pattern
Y1/2	Autumn	Oceans and Seas	Chalk, pastels, wax pictures of waves	- To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using	Drawing

				colour, pattern, texture, line, shape, form and space.	
	Spring	Changes in living memory	Self Portraits	- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To learn 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.	Drawing, painting
	Summer	The local area / Spain	Gaudi Architecture inspired modelling	- To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - To learn 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.	Sculpture, drawing, painting
Y2	Autumn	Fire of London	Can buildings speak? (St Paul's Cathedral Design a building Fire Collage Self Portraits	- to record from first-hand observation of buildings · - to learn about differences and similarities in buildings · - to ask and answer questions about the starting points for their work. - to try out tools and techniques and apply these to materials and processes - to review what they and others have done and say what they think and feel about it - to consider what they might change in their current work or develop in their future work	Drawing Painting Observational Drawing
	Spring	Famous for More than 5 minutes	Oil paintings in the style of Van Gogh and Leonardo Da Vinci	- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - Learn to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. - Learn 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.	Painting Colour Mixing Pattern and Texture
	Summer	The seaside	Research Andy Goldsworthy Design a seaside palette using seaside objects/colours/collage Make a seaside palette using seaside objects/collage	- Study visual and tactile elements, including colour, pattern and texture, shape, form and space. - collect visual and other information for their work; investigate shape, pattern and texture; - use materials and techniques to communicate ideas and experiences;	Collage Shape and Form Sculpture

				- comment on similarities and differences between their own and others' work; - adapt and improve their own work Collage Shape and Form Sculpture	
Y3	Autumn	Vikings	Odin's Tree – children look at various representations of Odin's tree. Children examine how artists create mood, and convey feelings through drawings. Children compare and contrast various depictions of the same subject.	- to create sketch books to record their observations and use them to review and revisit ideas	Artists and developing sketch book.
	Spring	WW2 From a Child's Point of View	Children create a portrait of a soldier – children use artist pencils and charcoal to create light, shade and mood	- Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space. - Continuously refer back to artists, architects and designers in history for inspiration or comparison.	Drawing
	Summer	Rivers, Coasts and Mountains	Using Inspiration from Claude Monet's Gardens children create an acrylic painting of a landscape scene. Children think about reflection, shadow and perspective	- Use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic. - Continuously refer back to artists, architects and designers in history for inspiration or comparison	Painting
Y4	Autumn	Anglo-Saxons	Celtic Art – Line drawings	- To look at great art and artists and design in history.	Drawing
	Spring	Light and Shadows	Rainforest Pictures	- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, oil pastils)	Drawing, painting
	Summer	WW1	Camouflage painting of World War 1 tanks	- To improve their mastery of art and design techniques, including drawing, painting mixing colours to get the effect needed.	Drawing, Painting
Y4/5	Autumn	Romans	Print a Roman Mosaic.	- To be able to use a small printing block to create a Roman mosaic using paint.	Printing
	Spring	Africa	Batik Effect on Material	- To research and draw African masks and be aware of the use of line. - To be able to create a Batik effect on material using a flour resist and a colour wash.	Research Understanding and Applying
	Summer	The Victorians	3D design of a Victorian room in miniature.	- To be able to plan a design of a room. - To make the room in miniature using a variety of chosen materials – paint, draw, wallpaper, 3D items. - To critique the rooms as if the children were visiting an exhibition.	Planning/designing Critique

Y5/6	Autumn	Ancient Egyptians	Learn how figures were represented in Ancient Egyptian art; draw and paint figures in the Ancient Egyptian style.	- Improve their mastery of art and design techniques, including drawing with a range of materials.	Drawing Colour Space
	Spring	Dinosaurs & Fossils	To create a picture in the style of the Buckland Silhouette.	- To find out about artists in history. - To improve their mastery of art and design techniques. - To use art and design techniques to make replica fossils.	Drawing Proportion Line
	Summer	The Maya	To research Maya clothing, headdresses and hair styles; create a headdress.	- To gain an increasing awareness of different kinds of art, craft and design. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Drawing Painting Sculpture
Y6	Autumn	WW2	Design war posters in the style of the 'Dig for Victory' campaign.	- Produce creative work, exploring their ideas and recording their experiences.	Drawing
	Spring	Earth Matters	Make a river's source and V-shaped valley out of Modroc and label features.	- To make by selecting from a range of materials, according to their functional properties and aesthetic qualities.	Sculpture
	Summer	History of Clothes	Sketch and colour a range of different shoe designs.	- To improve their mastery of art and design techniques including painting.	Painting

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Computing Curriculum Plan

	Autumn		Spring		Summer	
Year 1	Word Processing – laptops, Word –Tux typing games	Computer Skills - laptops	Painting – laptops, Paint/GIMP 2	Programming Toys - tablets, Beebots, camera	Scratch Junior – tablets, Scratch Jnr app	Using and Applying – laptops, Word, Paint/GIMP
Year 2	Computer Art – tablets, Doddle Buddy or laptops, Paint/GIMP2	1. Preparing for Turtle Logo – no equipment	2. Turtle Logo- laptops, Logo	Presentation Skills- laptops, Powerpoint	Using the Internet – Google and school website blog	Using and Applying – Paint/GIMP 2, Powerpoint, Scratch

Year 3	Drawing and Desktop Publishing – laptops, Google Draw	Presentation Skills – laptops - Powerpoint	Word Processing – laptops, Word	Internet Research and Communication – laptops/tablets – Google, graphing software(RM Starting Graph)	Using and Applying – tablets for camera, laptops, Word, Internet, Publisher	
Year 3/4	Animation – laptops, Moviesoup, Jellycam, Pivot Animator	Photo Stories – laptops, Publisher, Movie Maker	Programming Turtle Logo – laptops, Turtle Logo	Programming Turtle Logo and Scratch – Logo and Scratch	Using and Applying – laptops, Office, Scratch, Movie Maker	
Year 4/5	Scratch Questions and Quizzes – laptops, Scratch	Word Processing – laptops, Word	Internet Research and Webpage Design – laptops/tablets and Google Sites		Scratch Animated Stories – laptops, Scratch2	Spreadsheets – laptops, Excel
Year 5/6	3D Modelling Sketch Up – laptops, Sketch Up	Controlling Devices – Flowol- laptops, Flowol	Radio Station – laptops, Audacity, microphones, headphones		Scratch Developing Games – laptops, Scratch	Using and Applying – laptops, Office, Audacity, Sketch Up, Scratch, Flowol
Year 6	Film Making –laptops, tablets, microphones, Word, Movie Maker	Kodu Programming – laptops, Kodu	Online Safety – laptops/tablets		Using and Applying – laptops, Kodu, Scratch, Movie Maker, Excel	

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French Curriculum Plan

	Autumn		Spring		Summer	
Y3	Greetings and French culture Classroom instructions Animals vocabulary	Connectives and simple sentences Gender Memorisation and storytelling	French names Colours Opinions Word order of adjectives	Numbers 1-10 French maths:addition and subtraction	Definite (*le,la,les*) and indefinite (*un, une, des)* articles *Je voudrais* (I would like)	*C'est* Extending sentences with *aussi* Numbers 1-15 Assessments
Y3/4	Numbers and plurals Parts of the body A French poem	Saying my name Christmas Colours Adjectival agreements	A traditional story: the Enormous turnip French maths:division and multiplication April fool's day (*poisson d'avril*)	*J'ai* (I have) Age Easter Personal descriptions (hair and eye colour)	Extending sentences with *mais* Adjectival agreements	Days of the week Assessments Paris project Memorise a short text (Talk4writing)
Y4/5	Animals Classroom instructions How to use a French bilingual dictionary Parts of the body Introduction to the negative	Food Opinions about food Goldilocks story Christmas: the snowman	*Je voudrais* with food Phonemes **e** and **an** Numbers 1-15 Months Numbers 16-31	Dates and birthdays The third person (verbs) Phonemes **r** and **ch**	Family vocabulary Possessive adjectives (*mon,ma,mes*) Phoneme **eu** Further dictionary skills Clothing vocabulary	Food, opinions, months, numbers and personal descriptions Assessments French food project

Y5/6	Opinions Sports vocabulary Sports clothing Verb *avoir* Phonemes **a** and **ai** Masculine and feminine nouns Dictionary skills	Weather vocabulary Hobbies vocabulary Pets Phonemes **qu** and **oi** Traditional tale: The fox and the crow Christmas in France	Verb *être* Dictionary skills Dates Numbers 32-60 School subjects	Words starting with **h** Primary school in France Subject preferences Reasons Verb *aller* Transport vocabulary Easter: Mardi gras	Items in a classroom Possessive adjectives Prepositions Pronunciation: silent letters at the end of words	Revise aller The simple future tense Assessments Project: West Africa where French is spoken
Y6	*Avoir* and *être* Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	*Je peux* + infinitive Bedroom descriptions Places in a town	Places in town Revise *aller* Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Assessments The French alphabet

Weston Village Primary School

Music Curriculum Plan

Reception	Me	*Christmas*	My Stories	Everyone!	Reflect, Rewind, Replay
Year 1	Our World	*Christmas*	Big Bear Funk	Hey You!	Reflect, Rewind, Replay
Year 1/2	Rhythm in the Way we Walk	*Christmas*	In the Groove	Round and Round	Reflect, Rewind, Replay
Year 2	Your Imagination	*Christmas*	Hands, Feet, Heart	I Wanna Play in a Band	Zootime
Year 3	Friendship Song	Let Your Spirit Fly	Glockenspiel 1	*Performance*	Reflect, Rewind, Replay
Year 3/4	Three Little Birds	The Dragon Song	Bringing Us Together	*Performance*	Reflect, Rewind Replay
Year 4/5	Mamma Mia	Stop!	*Performance*	Lean On Me	Blackbird
Year 5/6	Livin' on a Prayer	Classroom Jazz 1	*Performance*	Make You Feel My Love	Fresh Prince of Bel Air
Year 6	Dancing In The Street	I'll Be There	Happy	You've Got a Friend	*Performance*

The unit names refer to Charanga unit titles – the music scheme of work we use at Weston. This can be found at charanga.com. Every teacher has a login. The units address the National Curriculum programmes of study and each unit combines the following key aspects of the curriculum: listening and appraising, singing, playing instruments, improvisation, composition and performance.

Weston Village Primary School

PE Curriculum Plan

	Autumn		Spring		Summer	
Y1	Attacking and Defending Games, using Kicking i.e. Football	Striking and Fielding Techniques	Health related exercise	Multi-skills	Athletics / Sports day	Orienteering
Y1/2	Attacking and Defending Games, using Kicking i.e. Football	Striking and Fielding Techniques	Health related exercise	Multi-skills	Athletics / Sports day	Orienteering
Y2	Attacking and Defending Games, using Kicking i.e. Football	Striking and Fielding Techniques	Health related exercise	Multi-skills	Athletics / Sports day	Orienteering
Y3	Football	High 5 Netball	Hockey	Tag Rugby	Athletics / Town Sports	Cricket
Y3/4	Football Techniques	Throwing and Catching Techniques, using Netball as the tool.	Hockey	Tag Rugby	Athletics / Town Sports	Cricket
Y4/5	Football Techniques	Hockey Techniques	High 5 Netball	Cricket	Athletics / Town Sports	Rounders
Y5/6	Football Techniques	Football Techniques	High 5 Netball	Cricket	Athletics / Town Sports	Rounders

Y6	Football	Hockey	High 5 Netball	Cricket	Athletics / Town Sports	Rounders
Monday ASC	**KS1** Tag Rugby **KS2** Tag Rugby	**KS1** Archery **KS2** Boxing	**KS1** Boxing **KS2** Netball/Basketball	**KS1** Gymnastics **KS2** American Football	**KS1** Cricket **KS2** Athletics	**KS1** Tennis **KS2** Cricket
Tuesday ASC (Outdoors)	**KS1** Football **KS2** Sports Hall Athletics	**KS1** Netball/Basketball **KS2** Football	**KS1** Fencing **KS2** Outdoor & Adventurous	**KS1** Try Something New **KS2** Fencing	**KS1** Athletics **KS2** Rounders/Baseball	**KS1** Rounders **KS2** Tennis/Badminton
Wednesday ASC	KS2 Girls Football	KS2 Girls Football	KS2 Girls Football	KS2 Girls Football	KS2 Girls Football	KS2 Girls Football

Weston Village Primary School

PSHE, Citizenship and RSE Curriculum Plan (taught in straight-age groups)

	Autumn		**Spring**		**Summer**	
	Relationships	Relationships	Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing
Year 1 and 2 (cycle A)	**TEAM** - Children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.	**Be Yourself** - Children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.	**Money Matters** - Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.	**Britain** - Children will identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.	**It's My Body** - Children can make safer choices: their body, sleep and exercise, diet and cleanliness. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.	**Aiming High** - Children will discuss positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. There will also be a focus on aspirations for the future, different jobs and roles and in doing this, some of the difficulties faced by stereotyping will be explored.
Year 1 and 2 (cycle B)	**Growing Up** - Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.	**VIPs** - (Very Important Persons) Children will identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand there are things they can do to resolve differences and build healthy and positive relationships	**Respecting Rights** - Children will explore the concepts of difference and fairness and be encouraged to reflect on how we should behave towards those who are different from us and why it is important to be fair. They will also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will	**One World** - Children will explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. The children will also learn about the relationship between people and their environment and how this affects their way of	**Think Positive** - Children will recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. They will explore themes of thinking positively and calmly, making good decisions and developing resilience. They will also explore the positive feelings	**Safety First** - Children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching

		within them. The children will also be taught the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.	also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.	life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.	associated with being thankful, grateful and mindful.	and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.
Year 3	**TEAM** - Children will identify the impact their actions have on the team they are working in. They will learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	**Be Yourself** - Children will explore their strengths and achievements, how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. They will also explore how to make things right when we make mistakes and the importance of learning from these mistakes.	**Money Matters** - Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.	**Britain** - Children will learn about British people, rules, the law, liberty and what living in a democracy means. They will also learn about the importance of being tolerant of differences within their society.	**It's My Body** - Children will explore the choices they can make about looking after their bodies. They will look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. Children will be encouraged to get help from trusted adults when necessary.	**Aiming High** - Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Children will share aspirations for the future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.
Year 4	**Growing Up** - Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about	**VIPs** - (Very Important Persons) Children will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. They will then move on to explore	**Respecting Rights** - Children will learn that no one should take away their rights and they will explore the ideas of equality and discrimination and the consequences of both.	**One World** - Children will look at a case study of a fictional girl who lives in Malawi and they will explore different aspects of her life. Children will see how people's life	**Think Positive** - Children will build on what they have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental	**Safety First** - Children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to

	different relationships and family structures.	disputes and bullying and will address strategies for coping with each of these.	Children will learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.	experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. Children will explore the concepts of inequality and stereotypes and be encouraged to reflect on what they can do to help make the world a fairer place. Children will also learn about climate change and its effects, fair trading practices and organisations which help people. They will learn about how to be a good global citizen as well.	health. They will explore themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning.	peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents.
Year 5	**TEAM** – Children will consider the key qualities and skills needed for a team to be successful. They will explore what collaborative learning is and learn how to compromise to ensure a group task is completed successfully. They will address the importance of caring for team members and the shared responsibilities a team has.	**Be Yourself** - Children will focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They will also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. Children will look at how to be confident and how to manage uncomfortable feelings. Children will also investigate how to	**Money Matters** - Children will think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. Children will learn about budgeting and discuss what happens if people	**Britain** - Children will identify how they can make a positive contribution to the community. They will learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.	**It's My Body** - Children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Children will be encouraged to consider the choices	**Aiming High** – Children will discuss achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will

		make things right when they make a mistake.	cannot afford what they need to buy. Children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.		they have and learn about the support that is available to them.	identify opportunities that are available to them now and those which may be available to them in the future.
Year 6	**Growing Up -** The children will build on their knowledge of how we grow and change, both physically and emotionally and the types of relationships that people have. They will learn about sexual relationships. They will also learn about positive body images and stereotypes.	**VIPs** - (Very Important Persons) Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. Children will explore how to address conflicts and resolutions in relationships. They will also look at the secrets and dares as well as healthy and unhealthy relationships.	**Respecting Rights** – Children will learn that no one can take away their rights. They will explore the ideas of equality and discrimination and the consequences of both. Children will learn about how they can make choices and take actions which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.	**One World** - Children will learn that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. Children will explore the ideas of sustainability, the use of earth's natural resources and the harmful effects of global warming. Children will learn about the steps they can take to reduce these harmful effects. They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.	**Think Positive** – Children will be encouraged to further develop their understanding about thoughts and emotions, both positive and negative. Children will explore themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life.	**Safety First** - Children will consider what it means to take responsibility for their own safety. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.

Weston Village Primary School

RE Curriculum Plan

Reception:

Term:	Topic:	Key Question(s):
Autumn A	Christianity – Harvest (thankfulness, celebration)	How do Christians show they are thankful for what they have?
Autumn B	Christianity – Beliefs about Jesus: birth, as a special person / Christmas	Who is special to Christians and why? Who is Jesus? Why was Jesus' birth special?
Spring A	Christianity – The Bible as a special book with stories of Jesus (including Jesus' disciples and loving my neighbour)	What is the Bible?
Spring B	Christianity – Easter	Which times are special for Christians? Who is Jesus?
Summer A	Christianity – The Church as a place of worship / Belonging	Why do Christians go to Church or pray? Where would Christians say they belong?
Summer B	Christianity – Creation: God as creator and caring for the world	How do people describe God? How do Christians look after the world?

Key Stage One – 2 Year Cycle - Even numbered years

Term:	Topic:	Key Question(s):
Autumn A	Christianity – Beliefs about Jesus, his teachings and miracles	Who do Christians follow? Why is Jesus important to Christians? How did people change when they met Jesus? Why did Jesus tell the 'lost' parables?
Autumn B	Christianity – Celebrations and important events, including weddings, infant baptism & Christmas	How & why do Christians have special ways of welcoming babies? How do they show they belong? How do Christians celebrate marriage?

Spring A	Christianity – Special people in Christianity (Old Testament and New Testament)	Who are some of the special people in Christianity?
Spring B	Christianity – Easter - Belief in life after death: heaven	What happened when Jesus went to Jerusalem? (Palm Sunday to Resurrection / Easter)
Summer A	Free choice of enquiry (possibly look at the values religions share or charities ...)	How do people know how to be good/live? What does it mean for people with a religious faith/no religious faith to work together to make a difference in the wider world?
Summer B	Judaism – Introduction: Concept of family / special meals (Shabbat) / objects in home / celebrations and important events / people with special roles (Rabbi)	Why do Jewish people have special objects and clothing in the home? Why is Shabbat important in some Jewish families? Why are celebrations important for Jewish families? How do Jews express their faith at home?

Key Stage One – 2 Year Cycle – Odd numbered years

Term:	Topic:	Key Question(s):
Autumn A	Christianity – Reading the Bible / Different genre / Following the example of Jesus	What is the most important teaching of Jesus? What is God like for Christians? (Father Son & Holy Spirit) What does the Bible say God is like? What do Christians believe God says about people?
Autumn B	Christianity – Giving and receiving at Christmas / Jesus' birth	How do Christians know how to care for others? How & why do Christians celebrate Christmas?
Spring A	Christianity – Worship / The Church building / The Church as a community of people	What is worship? What can we find out about Christianity by visiting a local church? Why is the church important?
Spring B	Christianity – Easter / Use of symbols / Introduction to Eucharist	How & why do Christians celebrate Easter? Why are some symbols / objects special for Christians?
Summer A	Christianity – Beliefs about God(as Creator), God's love in creation / Exploring the wonder and beauty / Looking after the world	What books (& stories) are special to Christians? Eg creation. What is God like for Christians? How do Christians look after the world?

Summer B	Judaism – Reading the Torah, beliefs in stories (eg Joseph, Moses), laws, rules, Mitzvot, 10 commandments	What is the Torah and why is it important? What do Jews believe about God? What do Jews believe about creation?

Key Stage Two – Years 3, 4 and 4/5 – 2 Year Cycle – Even numbered years

Term:	Topic:	Key Question(s):
Autumn A	Christianity – Bible as a basis for faith in: *worship, personal devotion; as a source of guidance* Jesus teaching: Two greatest commandments, Parables, Miracles Understanding God through Jesus' life. Following Jesus' example.	How & why is the Bible a source of inspiration for Christians? How and why is following Jesus important for Christians? What did Jesus teach in parables about love and forgiveness? What does the parable of the Good Samaritan mean for Christians today & how might it impact their behaviour?
Autumn B	Christianity – Birth rituals: Infant baptism and thanksgiving. Believers baptism. Advent and Christmas	Why is it important to some Christians to mark their faith journey with believer's baptism? How do the different nativity stories show the importance of Jesus for Christians?
Spring A	Enquiry – Own choice (For Year 5's bring in some Hinduism linked to: *Important festivals, welcoming babies, Practices and ways of life*)	For example: Is happiness the purpose of life? If not what is the purpose of life? Why do some people take pilgrimages? What occasions in people's lives are significant and why? What is the purpose of a sacred space and why is it important to a believer?
Spring B	Christianity – Early church example: Acts of apostles The Church as a community of people Local church festivals/saints Easter	How does a church community live out their lives as disciples?
Summer A	Judaism – The Shema (mezuzah, tallit). Objects that remind Jews of faith. Stories from life of Moses and Tenakh. Life of Abraham. Jewish people. How Jews show respect for the Torah, Annual cycle of readings. Torah given at Mount Sinai (Shavuot) Proverbs in Tenakh. Living in accordance with Ten Commandments. Jewish Importance of community rules.	How and why is the Torah important to Jews? Why are the 10 commandments important to Jews?

Summer B	Islam – Introduction. Descriptions of God. Messengers of Allah. Stories from the life of Prophet Muhammad. (pbuh) Mention Qur'an. Prayer and clothing. (For Year 5's mention other prophets, Ibrahim, Musa too.)	What do Muslims believe about God? Why are the 99 names important? Why is Muhammad (pbuh) important to Muslims? Why is the Qur'an important?

Key Stage Two – Years 3, 3/4 and 4/5 –2 Year Cycle – Odd numbered years

Term:	Topic:	Key Question(s):
Autumn A	Judaism – Significant points in Jewish lives – ceremonies and rituals Bar/Bat Mitzvah Brit Milah Girls naming ceremony. Weddings Jewish home – food laws and the kitchen. Synagogue as community centre. Why Jews come together to worship. Festival of Sukkot.	What are the significant points in a Jew's life and how are they celebrated? Why do Jews have Bar/Bat Mitzvah? What can we find about Judaism by exploring a synagogue?
Autumn B	Christianity – WORSHIP - Diverse and varied expressions of worship: Music; songs; prayer; silence; dance; drama; reflection. Christmas	What can we find out about Christianity through the creative arts? How important are symbols and artefacts to Christians as an expression of faith?
Spring A	Christianity – Descriptions of God as Creator (For Year 5's, link to Jewish concepts of God too.) Understanding God through natural world Caring for natural world – stewardship Working with Christian organisations; personal responsibility.	What is God like for Christians? How and why do some Christians help local people in need?
Spring B	Christianity – Lent; Holy Week and Easter Belief in life after death Pentecost	Why do Christians call Jesus 'Saviour' & how does it link with the Easter story? What is good about Good Friday?
Summer A	Islam – Values in Islam – honesty, good manners, respect Ceremonies e.g. Naming of a child; Marriage Holy Days e.g. Eid Islamic belief in angels	How is a child welcomed into a Muslim community? How do angels affect how Muslims live?

Summer B	Islam – Daily worship (Salah), prayer. Worship can take place almost anywhere. Cleanliness before one can pray (wudu) is essential. Celebrations, festival and special events, eg Id-ul-fitr Worship at the mosque	What are some of the Muslim traditions done at home? Why do some Muslims fast during Ramadan? How do Muslims celebrate Id-ul Fitr?

Key Stage Two – Year 5/6

Term:	Topic:	Key Question(s):
Autumn A	Hinduism – Introduction: gods, scriptures, beliefs expressed in stories, beliefs expressed through symbols.	What do Hindus believe about God? Why is Rama important to Hindus? What can some stories and images tell us about Hindus beliefs? (eg Rama & Sita) What symbols are important to Hindus?
Autumn B	Christianity – Bible as a basis for faith and as a source of guidance. Understanding God through Jesus' life: Birth; parables; connection with **Christmas**. Old Testament - Prophecies about Jesus.	How did God demonstrate his love for humanity through Jesus? Why is it important to Christians to believe God came to earth as a human being? Why are gifts given to Jesus at Christmas time? How are the Christmas and Easter stories connected? Why myrrh?
Spring A	Christianity – The Church - **Global** community of believers continuing work of Jesus. Belief expressed: in ritual, signs of salvation in symbolism, artefacts, architecture.	How is Christianity a diverse and global faith? Why are signs of salvation important in a church community? What do Christians think about the Kingdom of God? (now and in the hereafter)
Spring B	Christianity – Celebrations and important events: Confirmation; Pilgrimages (eg Iona; Lourdes; Two Saints Way Cheshire; Walsingham) **Easter**; resurrection, ascension, communion Easter **concepts**	Why do some Christians take special journeys? (Pilgrimage) Why is the resurrection and ascension of Jesus important? Why do Christians celebrate the same thing in different ways? (eg Last Supper) How does Christianity help Christians find peace with God? (sin, confession, forgiveness)
Summer A	Enquiry – Own choice	For example: If God made the world, why isn't it perfect? How does a religious belief help people when life gets hard? Are science and religion in conflict? How and why are religious and non-religious worldviews different?

Summer B	Islam – The 5 Pillars of Islam Worldwide community of Muslims (Ummah) Celebrations and special events: Id-ul Adha;	Why are the 5 Pillars important to Muslims? How do they affect their life choices? How do Muslims express being part of the Ummah?

Key Stage Two – Year 6

Term:	Topic:	Key Question(s):
Autumn A	Islam – Shahadah – declaration of faith. Oneness of Allah. Characteristics of Allah seen in art and architecture Messengers of Allah: Prophet Muhammad (pbuh) as the final prophet. Other prophets, Ibrahim, Musa. Revelation of Qur'an. How the Qur'an affects daily life? Some of the teaching from The Hadith	What does submission to Allah mean for Muslims in everyday life? Which teachings of Muhammad (pbuh) do Muslims try to follow? What do Muslims believe about the origins and authority of the Qur'an? Why are there so many prophets in Islam?
Autumn B	Christianity – Diverse and varied expressions of worship: Music; songs; prayer; silence; dance; drama; reflection. **Christmas**	Does worship make Christians happy? How did God demonstrate his love for humanity through Jesus?
Spring A	Christianity – Beliefs about Jesus e.g. his baptism and **temptations**, teachings, parables, and miracles Following the example of Jesus and other Christians: forgiveness; love; respect; Tolerance; faith Beatitudes	How does the bible teach about the kingdom of God? What can Christians learn about faith from the New Testament?
Spring B	Christianity – Descriptions of God as: saviour; ruler. Language; songs; stories 'three in one'. Trinity. God's love. **Easter** - Confession of sin. Finding peace with God Concepts: sin, sacrifice, repentance, faith, salvation, reconciliation, resurrection	How does Christianity help Christians find peace with God? (sin, confession, forgiveness) Why do Christians believe God can be Father, Son and Holy Spirit? Why is the resurrection and ascension of Jesus important?
Summer A	Enquiry – Own choice Values in different religions?	For example: How do people within religions/beliefs (2 traditions) work for justice and equality? Can religions help build a fairer world?
Summer B	Hinduism – Important Festivals: Diwali; Holi; the birthdays of Rama and Krishna; festival food Welcoming babies: Hindu naming ceremony. Marriage Practises and ways of life – including devotion, respect, karma, worship	How & why do Hindus celebrate Diwali? Holi? How do Hindus prepare for and welcome babies? How is Hindu marriage celebrated? How do Hindus show devotion to God? How do Hindus use music and dance in worship? Why is going to the mandir important to Hindus?

Weston Village Primary School

Design and Technology Curriculum Plan

	Autumn	Spring	Summer
EYFS	Children in EYFS develop their Design and Technology skills via the curriculum area of Expressive Arts and Design. Children have access to free choice/ planned activities throughout the year in order to develop these skills. As a result, the children prepare for national curriculum through the following:		
	SKILL -use a variety of construction materials to create own representations -build models that require structure and balance -explore a variety of tools and realise they can be used for a purpose -manipulate materials to achieve a planned effect -select own resources for creations and adapt own work when problems arise -select tools and techniques needed to shape, assemble and join materials	**ELG** ELG 16 Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG 17 Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	
Year 1	**Playgrounds** Make a model piece of playground equipment.	**Sensational Salads** Use a range of tools to create a healthy fruit or vegetable salad based on a design criterion.	**Traditional Tales** Create a moving picture based on a traditional tale.
Year 2	**Fabric Bunting** Create a purposeful string of bunting (number line) using a range of joining techniques.	**Hammocks** Create a mock hammock using a range of materials and investigate how to make it stronger. Then create one in the Forest School area to support own weight.	**Vehicles** Using wheels, axels and chassis to make a moving vehicle.
Year 3	**Let's Go Fly a Kite** Develop a frame structure, strengthen and stiffen to then create their own kite	**Mechanical Posters** Design a poster that includes the use of levers and linkages.	**The Great Bread Bake Off** Design and bake bread using a range of equipment and ingredients.
Year 3/4	**Battery Operated Lights** Create a new light by using their knowledge and understanding of electrical systems.	**Juggling Balls** Create a juggling ball that includes the use of tie-dye, fabric paints and then hem and overstitch.	**Edible Garden** Children grow own ingredients to then use in their own recipes.

Year 4/5	**Felt Phone Cases** Create a felt phone case using a running stitch, backstitch, whip stitch and blanket stitch.	**Alarms** Experiment with circuits and switches before making their own alarm system for a purpose.	**Programming Adventurers** Using BeeBots children will design an adventure map having explored various materials first.
Year 5/6	**Automata Animals** Using cam mechanisms children cut, shape and join accurately.	**Marbulous Structures** Create a complex and free-standing marble run and show how it can be strengthened and reinforced.	**Global Food** Children cook a range of foods from around the world developing basic and advanced cooking skills.
Year 6	**Crumble Buggy** Use computer programs to make a crumble buggy kit perform different tasks.	**Shelters/Outdoor cooking** Children build various shelters using a range of knots. They then strengthen their structure. Use a firepit to cook a range of snacks.	**Props for a Production** Children design, make and produce a range of props for their end of year production.

Weston Village Primary School

History Curriculum Plan

	Autumn	Spring	Summer
Y1	**Nurturing Nurses** The influential nurses Florence Nightingale, Mary Seacole and Edith Cavell.	**Toys** Toys through the 20th century and the early 21st century.	**Great Explorers** Study Ibn Battuta, Christopher Columbus, Neil Armstrong and Robert Falcon Scott.
Y1/Y2	**War and Remembrance** The First World War and Remembrance Day, trenches and Home Front.	**Travel and transport** The development of travel and transport throughout history.	**The Gunpowder Plot** The Gunpowder Plot, Guy Fawkes.
Y2	**The Great Fire Of London – Local Study Nantwich** Great Fire of London, Samuel Pepys and a local study on the Great Fire of Nantwich.	**Kings and Queens** Significant British monarchs in history since 1066.	**The Ancient Egyptians** How and where the ancient Egyptians lived, daily lives of ancient Egyptians, and who Tutankhamun was.
Y3	**Vikings and Anglo-Saxons** The raids and invasions by Vikings in Anglo-Saxon Britain.	**The Railways – Local Study Crewe** The development of the Railways in Great Britain, significant early locomotives and the railway and Crewe.	**World War 2** The Home Front and the Battle of Britain.
Y3/Y4	**Anglo-Saxons and Scots/Celts** The invasions of the Scots and Anglo-Saxons in the 5th century.	**The Righteous Royalty** William the Conqueror's reign from 1066 onwards, King John, King Henry VIII, Queen Anne and Queen Victoria.	**The Ancient Sumer** The early civilisation of Ancient Sumer.
Y4/Y5	**The Romans – Local Study Chester** The impact the Roman empire had on life in Britain.	**Crime and Punishment** Crime and punishment of Romans, Anglo-Saxon, beyond 1066, the Tudor & Victorians.	**The Stone Age to the Iron Age** How the Stone Age to Bronze Age period impacted on life in Britain.
Y5/Y6	**The Ancient Egyptians** The achievements of this ancient civilisation.	**Leisure and Entertainment in the 20th Century** Cinema, football, the 'Swinging Sixties' and British holiday camps.	**Maya Civilisation** The ancient Maya civilisation.
Y6	**World War 2** Causes of World War II, the key individuals and countries involved, the Holocaust and events that were key turning points in the war.	**Early Islamic Civilisation** The early Islamic civilisation.	**Ancient Greece** Who the Ancient Greek people were, when they lived and where and how they were able to establish their empire.

Weston Village Primary School

Geography Curriculum Plan

	Autumn	Spring	Summer
Y1	**Our School** Explore the school environment with map skills and fieldwork.	**Our Country** Explore the UK by looking at individual countries, capital cities, human and physical features.	**Wonderful World** Explore the position of the seven continents and five oceans of the world.
Y1/Y2	**Wonderful Weather** Introduction to hot and cold areas of the world and the impact of weather types.	**Our Local Area** Explore the local area, developing map and fieldwork skills.	**Besides the Seaside** The geographical features of the seaside; both human and physical and seaside resorts – North Wales
Y2	**Let's Go To China** The human and physical features of China; similarities and differences between China and the UK.	**Magical Mapping** Explore a range of maps at a local, national and global level, spotting human and physical features.	**Sensational Safari** Key geographical features of Kenya, wildlife, landscapes and culture.
Y3	**Extreme Earth** Destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes.	**Land Use** Become cartographers, making maps of the local area and within the UK.	**The UK** Geography of the UK; physical features of mountains, rivers and seas.
Y3/Y4	**Rainforests** Mysteries of tropical rainforests; the layers of the forest and its animal inhabitants and climate.	**What's It Like In Whitby, Sheffield and Crewe?** Explore the city and find out about what the land is used for, comparing to Crewe and surrounding area.	**Water** The water cycle and the processes of evaporation and condensation; considering water as a finite resource.
Y4/Y5	**All Around The World** Where the countries of the world are located and describing places using longitude and latitude.	**Marvellous Maps** Study a range of maps and atlases, including digital maps, and compare their features.	**Magnificent Mountains** Mountains ranges of the world and the UK, how they've been formed; tourism and weather.

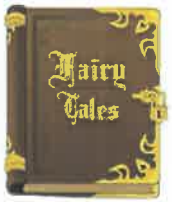
Y5/Y6	**Enough For Everyone** The needs of the planet as a whole; where resources such as power and food come from and ways in which natural resources are used.	**Exploring Eastern Europe** Explore the contrasting areas of eastern Europe, landscape, climate and locations in each area.	**Raging Rivers** Why rivers are so important to the towns and villages that have developed on their banks.
Y6	**The Amazing Americas** The continents of North and South America, and the countries that form them; contrasting regions, landscape and climate.	**Our Changing World** Coastal erosion; landscape changes around the United Kingdom and political changes.	**Trading and Economic Activity** How imported and exported goods and services are traded around the world; the transport used and about fair trade.

Weston Village Primary School

Writing Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)		Year 3 and 4 (Green, Orange, Blue)		Years 5 & 6 (Blue, Aqua, Yellow)	
Transcription	• Spell words containing each of the 40+ phonemes already taught. • Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. • Apply simple Year 1 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learn to spell common exception words. • Learn to spell words with contracted forms. • Learn the possessive	• Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory,	• Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with both regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary.	• Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use the first three or four letters of a word	• Use further prefixes and suffixes and understand the guidance for adding them. • Spell further words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling to further understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling

		apostrophe (singular) • Distinguish between homophones and near homophones. • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly • Apply Year 2 spelling rules and guidance.	sentences dictated by the teacher, that include words and punctuation taught so far.	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.

Composition 	• Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher.	• Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry. • Writing for different purposes. • Planning or saying out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary. • Encapsulating what they want to say, sentence by sentence.	• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives.	• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively • building a varied and rich vocabulary and an increasing range of sentence • structures (English Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives.	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Proof-read for spelling and punctuation errors.	• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Composition Continued		• Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verb to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-reading to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear.	• Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate • Intonation and controlling the tone and volume so that the meaning is clear.	• Using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	• describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Composition Continued						• Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, Grammar, Punctuation 	• Leaving spaces between words. • Joining words and joining clauses using 'and'. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes]' including the effects of these suffixes on the meaning of the noun.	• Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, and question marks. • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly].	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. • Using conjunctions, adverbs and prepositions to express time and cause. • Understanding the formation of nouns using a range of prefixes	• Using commas after fronted adverbials. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials. • Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. • Indicating possession by using the possessive apostrophe with plural nouns.	• Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	• Using hyphens to avoid ambiguity. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. • Using a colon to introduce a list.

Vocabulary, Grammar, Punctuation Continued 	• Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper]. • Understanding how the prefix un- changes the meaning of verbs and adjectives. • Understanding how words can combine to make sentences. • Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.	• The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and co-ordination (using or, • and, or but). • Understanding the formation of nouns using suffixes such as -ness, -er and • compounding [e.g. whiteboard, superman] • Understanding the formation of adjectives using suffixes such as -ful, -less.	• Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]. • Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Understanding paragraphs as a way to group related material. • Using headings and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech.	• Using and punctuating direct speech. • Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. • Using expanded noun phrases to convey complicated information concisely.	• Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • Using commas to clarify meaning or avoid ambiguity in writing.	• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Punctuating bullet points consistently. • Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.

Weston Village Primary School

Science Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Ideas	• Explore the world around them and raise their own simple questions • Start to ask questions about the world around them • Responds to suggestions with own ideas	• Raise their own relevant questions about the world around them • Should be given a range of scientific experiences including different types of science enquiries to answer questions • Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions	• Use their science experiences to explore ideas and raise different kinds of questions • Talk about how scientific ideas have developed over time • Make links between concepts

Investigating	• Experience different types of science enquiries, including practical activities • Begin to recognise different ways in which they might answer scientific questions • Carry out simple tests • Follow instructions safely • Ask people questions and use simple secondary sources to find answers • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data	• Set up simple practical enquiries, comparative and fair test • Recognise when a simple fair test is necessary and help to decide how to set it up • Talk about criteria for grouping, sorting and classifying; and use simple keys • Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations • I carry out fair tests with some help, recognising and explaining what makes them fair.	• Decide on an appropriate approach, including using a fair test to answer a question. • Select suitable equipment and information from that provided. • Select and use methods that are adequate for the task. • Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment • Following instructions, taking action to control obvious risks to themselves. • Select and use methods to obtain data systematically. • Recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others.

Observing 	• With guidance, they should begin to notice patterns and relationships • Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) • Observe closely using simple equipment with help, observe changes over time	• Make systematic and careful observations • Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used • Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them • Take accurate measurements using standard units learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately • Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data	• Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Make a series of observations and measurements and vary one factor while keeping others the same. • Record observations, to support comparisons and measurements using tables and bar charts and begin to plot points to form simple graphs.

Explaining 	• Record simple data • Use their observations and ideas to suggest answers to questions • Talk about what they have found out and how they found it out • Use drawings and charts to show their findings • With guidance they can use scientific language to explain their findings	• With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions • Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions	• communicate conclusions using appropriate scientific language • Identify scientific evidence that has been used to support or refute ideas or arguments • Interpret data containing positive and negative numbers. • Begin to relate conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. • Analyse findings to draw scientific conclusions that are consistent with the evidence. • communicate these using scientific and mathematical conventions and terminology
Evaluating 	• Say whether what happened was what the expected.	• With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. • Suggest improvements to their work.	• Suggest improvements to work, giving reasons. • I evaluate my working methods to make practical suggestions for improvements. • I reflect on my results and consider whether they are valid

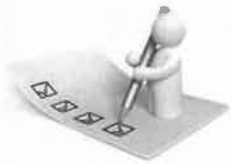
Weston Village Primary School

PE Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Movement and control Using equipment and athletics	• Copy actions. • Repeat and explore skills. • Move with some control and care. • Throw a ball underarm. • Roll a ball or a hoop. • Hit a ball with a bat. • Copy and remember actions. • Repeat and explore skills.	• Move with co-ordination and control. • Throw and catch a ball with control and accuracy. • Strike a ball and field with control. • Sprint over a short distance. • Run over a longer distance, conserving energy. • Have a range of throwing techniques (underarm, over arm, putting and hurling). • Throw with accuracy to hit a target. • Jump in a number of ways, sometimes using a short run-up.	• Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Use forehand and backhand when playing racquet games. • Field well. • Use a variety of techniques to pass. • Strike a bowled ball. • Work with a team or alone to gain possession of the ball. • Combine running and jumping well. • Show accurate control, speed, strength and stamina in my athletics.

Movement and control Dance	• Perform some dance moves. • Put moves together to make a short dance. • Show rhythm in my dance. • Choose the best movements to show different ideas. • Move carefully with control. • Use space safely. • Move with careful control, co-ordination and care. • Perform my dance actions with control and co-ordination. • Link two or more actions together to make a sequence. • Remember and repeat dance movements. • Choose the best movements to communicate a mood or feeling.	• Dance movements communicate an idea. • Refine my movements into sequences. • Dance movements are clear and fluent. • Know that dance can express a variety of things.	• Creative and imaginative in composing my own dances. • Perform expressively. • Show precision, control and fluency. • Dance matches the mood of the accompanying music.

Movement and control Gymnastics	• Show control and co-ordination when travelling or balancing. • Choose which actions to make. • Copy sequences and repeat them. • Be able to roll. • Travel in lots of ways. • Balance. • Climb safely. • Stretch body. • Curl body. • Plan sequences of movements. • Show contrasts such as small/tall, straight/ curved and wide/narrow. Movements are controlled. • Balance on different points of body.	• Body is balanced. • Shapes are controlled. • Plan, perform and repeat sequences. • Sequences include changes in speed and level. • Work on improving strength and suppleness by practising stretches and shapes.	• I am controlled and skilful in actions and movements. • Movements are controlled and express emotion or feeling. • Make complex sequences that include changes in direction, level and speed. • Combine actions, shapes and balances in gymnastic performance. • Movements are clear, accurate and consistent. • Prepare and perform to an audience. • Practise and perform with control. • Movements include very controlled balances, shapes, levels and actions.
Movement and control Swimming			• Swim at least 25 metres. • Use breast, front crawl and back stroke styles confidently. • Swimming uses arms and legs in a confident and co-ordinated manner. • Breathe so that the pattern of swimming is not interrupted. • Perform self-rescue.

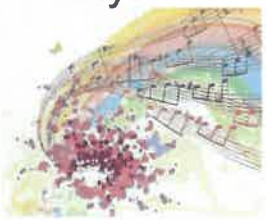
Planning and implementing 	• Use the terms 'opponent' and 'team-mate' when playing games. • Use rolling, hitting and kicking skills in games. • Decide on the best position to be in during a game. • Have developed some tactics for the game I am playing.	• Select and use the most appropriate skills, actions and ideas. • Choose the appropriate tactics to cause a problem for the opposition. • Follow rules in a game. • Keep possession of a ball (feet, hockey stick, hands). • Improvise with ideas and movements. • Use plans and diagrams to help me get from one place to another. • Enjoy solving problems or challenges outdoors.	• Link skills, techniques and ideas and apply them accurately and appropriately. • Choose the most appropriate tactics in a game. • Be creative and imaginative in composing own dances. • Select and combine skills, techniques and ideas. • Apply skills, techniques and ideas accurately, appropriately and consistently. • Use tactics and follow rules. • Plan approach to attacking and defending. • Know and follow event rules. • Use senses to assess risks and adapt plans accordingly. • Prepare well by considering safety first. • Plan with others, seeking advice.

Reflecting and evaluating	• Exercise safely by looking for space. • Talk about the differences between own and others' performances. • Say what has gone well and why. • Identify how a performance could be improved. • Describe how body feels during different activities, using parts of the body to describe the effects.	• Work and behave safely. • Discuss I say how work is similar to and different from others'. • Use this understanding to improve own performance. • Give reasons why warming up before an activity is important. • Give reasons why physical activity is good for health.	• Explain and apply basic safety principles in preparing for exercise. • Analyse and comment on skills and techniques and how they are applied in own and in others' work. • Modify and refine skills and techniques to improve performance. • Explain how different parts of body react during different types of exercise. • Warm up and cool down in ways that suit the activity. • Describe why regular, safe exercise is good for fitness and health.

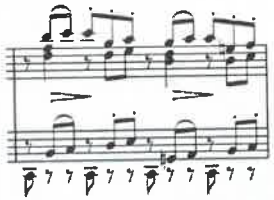
Weston Village Primary School

Music Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Singing and Voice	• To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers.	• Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.'	• Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Listening, Memory and Movement.	• Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features.	• Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending.	• Internalise short melodies and play these on pitched percussion (play by ear). • Create dances that reflect musical features. • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features.
Rhythm 	• Identify the pulse in different pieces of music. • Identify the pulse and join in getting faster and slower together. • Identify long and short sounds in music. • Perform a rhythm to a given pulse. • Begin to internalise and create rhythmic patterns. • Accompany a chant or song by clapping or playing the pulse or rhythm.	• Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).	• Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.

Sounds and melody	• To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli.	• Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.	• Skills development for this element are to be found within 'Control of instruments' and 'Composition'.
Instruments	• Play instruments in different ways and create sound effects. • Handle and play instruments with control. • Identify different groups of instruments.	• Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds.	• Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy. • Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds.
Composition	• Contribute to the creation of a class composition. • Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	• Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.	• Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape. • Write lyrics to a known song. • Compose a short song to own lyrics based on everyday phrases. • Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Reading and writing notation 	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.		• Perform using notation as a support. • Sing songs with staff notation as support.
Performance skills	• Perform together and follow instructions that combine the musical elements.	• Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts.	• Present performances effectively with awareness of audience, venue and occasion.
Evaluating and appraising	• Choose sounds and instruments carefully and make improvements to their own and others' work.	• Recognise how music can reflect different intentions.	• Improve their work through analysis, evaluation and comparison.

Weston Village Primary School

Computing Progression Map

		Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Programming	Understanding algorithms	• Give precise instructions to, and respond to instructions from, other children involving movement around the room. • Describe what actions are needed for a particular task (not necessarily an IT one) and begin to use the word algorithm. • Understand that a number of different algorithms will often all solve the same problem. • Begin to understand that sequence (order) is important when devising algorithms and programming devices • Be able to predict what will happen in an algorithm or program which they may not have written themselves. • Understand why algorithms are useful for solving a wide range of problems and that we use algorithms every day	• 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 in programs (LKS2) • Use repetition in programs; • Work with variables • Work with 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	Same as Year 3 and 4 but with increasing complexity: See twinkl computing scheme for more details. • Use selection in programs (UKS2)

	Programmable Robots	• Describe clearly what they expect to happen while programming a robot. • Begin to understand that sequence (order) is important when devising algorithms and programming devices • Be able to predict what will happen in an algorithm or program which they may not have written themselves. • Be able to execute a program, observe the results carefully spot errors and be able to debug them. • Understand that programs respond to inputs to carry out actions.		
	On-screen programming	• Understand that a number of different algorithms will often all solve the same problem. • Describe clearly what they expect to happen while programming a robot. • Begin to understand that sequence (order) is important when devising algorithms and programming devices • Be able to predict what will happen in an algorithm or program which they may not have written themselves. • Write programs successfully to create movement on-screen. • Be able to execute a program, observe the results carefully spot errors and be able to debug them. • Understand that programs respond to inputs to carry out actions.		

Computer Science	Information technology beyond school	• Be aware of obvious uses of IT in and beyond school (i.e. things that clearly look like computer devices) • Understand some of the things that people do with computers at work and at home. • Have a growing awareness of things in and beyond the home that have some kind of computer in them (microwave, washing machine…) • Understand that most computers, tablets and phones are connected to the internet. • Recognises that any one of a range of digital devices can be considered a computer.	• Understand that the Internet is a collection on computers (servers) joined together across the world • Understand the differences between the internet and the world wide web • Understand the basic structure of your school network, how it is connected (physical wiring, wireless …) and the services that are a part of it (printing, scanning, internet via server …) • Be able to save (and successfully retrieve!) their work to a variety of locations on the school network, online and locally to a device. Understand the reasons for saving in different places. • Understand the function of different externally visible parts of a computer (and peripherals) and classify as input or output devices.	• Know that the internet provides different services and be able to describe some (email, www file transfer protocol, video conferencing …) • Know how information is passed around the internet. • Understand how search results are selected and ranked by search engines • Understand the functions of and terminology around web browsers and search engines • Identify key components within a PC and explain their function • Understand the function of an operating system and be able to name some. • Know the difference between physical, wireless and mobile networks. • Understand the basics of how data is stored (binary code,)
	File management and the school network	• Be able to logon to a computer network, understand the reasons for this. • Be able to save (and successfully retrieve) their own work on a variety of devices • Understand how to save and open work to and from a shared drive or web space (e.g. OneDrive or Drop Box).Understand the reasons for this.		

Multimedia	Text & Design	• Develop familiarity and correct use of the keyboard – spacebar, backspace, shift (for capital letters – not caps lock), return etc. • Select or create appropriate images / sound to add to work • Add captions to photographs, graphics and sound • Use templates to create simple presentations for a purpose • Word process text (use word lists to select text if necessary) • Navigate around text in a variety of ways (mouse, arrow keys • Edit work in the light of their own discussions and observations • Know that multimedia includes sound, text and graphics. • Know that ICT can be used to communicate ideas in different ways (e.g. text, images, tables, sound). • Recognise that changes can be made to documents to improve appearance and add new ideas. • Talk about their use of text, graphics and sound including how the mood of a piece is changed. • Author their own pages in an e-portfolio adding text and images • With support, write and send a short email from a class account • Understand the different ways that messages can be sent, email, text letter, phone … and begin to consider the advantages of each	• Use different font effects, layout, format, graphics and illustrations to communicate for a given audience. • Insert and edit simple tables etc. Use page setup to select different page sizes and orientations • Use Cut, copy and paste to refine and reorder content • Use appropriate editing tools to ensure their work is clear and error free (using tools such as spell checker, thesaurus, find and replace). Recognise the importance of good design. • Log on to an email account or forum, open emails, create and send appropriate replies, use attachments. • Create and send an email to a prearranged partner, selecting the recipient from a class address book. • Contribute to and create own discussion forums, blogs, wikis… • Select and import graphics from cameras, graphics packages and other sources and prepare for use (cropping, resizing, editing) • Create a range of hyperlinks and produce a non-linear, interactive presentations • Recognise key features of different layouts and consider how to meet the needs of the audience (e.g. poster, newspaper, menu)	• Format and edit work to improve clarity and mood, use a range of tools e.g. cut and paste, justify, tabs, insert and replace. • Make use of reviewing tools in word processors to collaborate in evaluating each other's work. • Independently create, send and respond to email, blogs and forums. (With appropriate supervision and due regard for safety) • Produce formal or informal e-messages appropriate to a task or to solve problems (requesting information, sharing data, etc.) • Talk about different forms of electronic communication, their appropriateness to tasks, advantages and disadvantages. • Develop and use criteria to evaluate the design and layout when evaluating a range of web sites, online resources etc. • Understand how pages are linked together and recognise the need for clarity. Produce a diagram to show page links. • Develop their use of hyperlinks to produce more effective interactive, nonlinear presentations. • Make effective use of transitions and animations. Consider the effect on the audience and appropriateness. • Select and import sounds from their own recording, create their own effects and music and import from other sources.

	Digital Image, Film & animation	• Use a painting app to create a picture to communicate ideas • Use brush and pen tools, create lines and textures and use the flood fill spray and stamp tools. • Use ICT to source, generate and amend ideas for their art work • Use a camera or camcorder to take a picture or record their work • Demonstrate good control when using still and video cameras understanding the need to frame an image or scene and keep the camera still • Begin to edit digital photographs • Create a sequence of images which together form a short animation to illustrate a story • Understand the differences between a graphics apps and traditional art activities • Understand that some apps will enable images to be animated. • Understand that animation is a sequence of still images • Talk about their use of a painting app and their choice of tools • Begin to discuss the quality of their image and make decisions (e.g delete a blurred image)	• Acquire, store and retrieve images from cameras, scanners and the internet and begin to use paint packages or photo-manipulation software to change an image (e.g. apply different effects) • Select areas of a painting, copy and paste to make repeating patterns. Resize elements. Investigate reflection tools etc • Develop greater control over the digital stills video camera and use the enhanced tools (Macro, Landscape, Zoom) • Discuss and evaluate the quality of their own and others' captured images and make decisions (e.g. keep, delete, change) • Create a short animated sequence from captured images in simple storyboarding software, to communicate a specific idea. • Capture "footage" from different devices into simple movie editing software. Arrange, trim and cut clips to create a short film that conveys meaning to a given audience. • Import music and stills into video editing software and add to film projects. • Add simple titles and credits, music and narration.	• Create images using a range of techniques in art programs / apps / websites in a particular artistic style • Independently make decisions to capture, store, retrieve and edit digital images (their own and other people's) for a particular purpose. • Understand the difference between object based graphic packages and paint packages and which is right for their task • Independently plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline. • Combine stills, video and sound using a video editing package • Make use of transitions and special effects when editing films and understand the effect they will have on the audience. • Export images and movies in a variety of formats, understanding some of the differences, and share on the internet (with due regard for safety).

	Music	• Use sound recorders / players to listen to pre-recorded sound • Use sound recorders / tablets to record and playback sounds (eg voices, instruments, sounds around them …) • Experiment with a range of devices that create and record sound • Explore a range of electronic music and sound devices including keyboards, software, tablets and different peripherals • Use software to explore sound and musical phrases for a purpose • Compose music using icons to represent musical phrases • Understand that devices have record and playback functions • Begin to understand that music and sound can affect mood and atmosphere • Recognise that an electronic keyboard can be used to select and control sounds	• Use IT to select and record voice and sounds – (e.g. tablet, phone, Dictaphone, digital voice recorder) • Use recorded sound files in other applications • Locate, transfer and use sound files from a range of devices and the internet, • Select, import and edit existing sound files in sound editing software / app. • Use music software or app to experiment with capturing, repeating and reordering sound patterns. • Use music software / app to create a simple multipart percussion composition • Use ICT to create and perform sounds or music that would otherwise not be possible live – e.g. playing a multi-part piece or a very fast piece • Talk about software which allows easy manipulation and creation of sound and music • Understand that copyright exists on most recorded music • Understand that all types of sounds can be combined in editing software.	• Independently select, edit and combine sound files from internet sources to create a podcast file. • Develop skills in manipulating sounds (such as reversing sounds, adding echo, altering speed …) and use them appropriately considering audience and purpose • Independently select and use a variety of appropriate devices to record musical and non-musical sounds. • Upload and download projects to the VLE / MP3 players / mobile phones / computers etc. • Create their own sounds and compositions to add to their presentations / films / images / photos. • Use IT to perform sounds or music that would otherwise not be possible live (e.g. playing a multi-track or a very fast piece) • Use IT to produce music for a specific purpose, considering the impact on the audience (e.g. length, style, genre etc.) • Understand copyright when selecting music samples

Data Handling	Internet	• Use appropriate buttons, menus and hyperlinks to navigate web sites for stored information • Access different information using a range of equipment (apps, website, TV, DVD etc) • Enter text into a search engine to find specific given web sites • Locate specific sites by typing a website address (URL) into the address bar in a web browser. • Understand that IT (the internet) gives rapid access to a wide variety of information and resources • Talk about their use of IT and compare with other ways of finding information • Understand that different forms of information (text, images, sound, multimodal) exist and that some are more useful than others for specific purposes • Understand and talk about how their information can be used to answer specific questions • Begin to develop key questions to help find information • Be aware of responsible internet use and the school's acceptable use policy (see digital literacy strand)	• Develop key questions and key words to search for specific information to answer a problem • Save and retrieve accessed information through the use of Favourites, History, and Save As… • Use found information purposefully to complete specific tasks e.g. copy, paste and edit relevant information • Understand the dynamics of search engines and know that there are different search engines - some within sites, and some for the whole of the Internet (e.g. Google). Use them appropriately • Use search engines for different media (e.g. Google Image Search, video, www.findsounds.com) • Skim read and sift information to check its relevance and modify search strategies if necessary • Understand a website has a unique address and the need for precision when typing itEvaluate different search engines and explain their choices in using these for different purposes • Understand that some information found through searching is more relevant than others • Talk about and describe the process of finding specific information noting frustrations and how they overcame them	• Develop strategies for finding information (different keywords, cross checking with other sites, referring to other sources such as books, people, etc). • Consider the effectiveness of search results and refine where necessary. • Skim and select information checking for bias and different viewpoints • Copy, paste, save and use pictures, text and sound and be able to import into a document for a specific audience or task • Talk about validity and plausibility and appropriateness of information, especially on the internet. Recognise the impact of using incorrect information in their work. • Understand the possible impact of using incorrect data.

	Surveys, databases & spreadsheets	• Develop simple classification skills by carrying out simple sorting activities (probably away from the computer) • Use simple graphing programs to produce pictograms and other simple graphs • Use graphing software to change the way a graph type (eg pictogram to bar chart) • Interpret graphs, discuss information contained and answer simple questions • Sort and classify a group of items by asking simple yes / no questions • Talk about the different ways technology can be used to collect information, (e.g. camera, microscope or sound recorder). • Understand that IT can be used to sort items and information • Understand that IT can be used to create, display and change graphs quite easily • Begin to understand that if data has not been entered accurately it cannot be used to provide correct answers to questions	• Collect appropriate information, enter it into a database or spreadsheet and use this to answer simple questions • Raise questions of data and translate them into search criteria • Generate and compare different charts and graphs (using graphing software / app, spreadsheet etc) and understand that different graphs are used for different purposes • Organise, present, analyse and interpret the data in tables, tally charts, charts / graphs, using IT where appropriate • Begin to develop skills to identify what data needs to be collected and design a questionnaire or survey to aid its collection • Change the contents of cells in a spreadsheet to explore "What if …" questions • Use a spreadsheet to record data and produce graphs • Use a spreadsheet to explore simple patterns (e.g. in a number square) • Understand the need to structure information properly in a database or spreadsheet • Know, understand and use the vocabulary: file, record, field, data and information.	• Use complex searches (and/or, is greater/less than) to search data when looking for relationships and patterns in data. • Modify a search pattern in order to find specific information. • Check for accuracy by checking data, using different views, search tools, and graphing. Identify and correct inaccuracies. • Solve complex enquiries involving selecting, processing, and presenting data; drawing conclusions from the process (e.g. is there a relationship between minibeast habitat and diet?) • Construct, refine and interpret frequency tables; bar charts with grouped discrete data; line graphs; interpret pie charts. • Recognise the consequences of data not being accurate, relate to the wider world (e.g. police, doctors, bank, school databases). • Discuss how ICT enables the user to search and filter large amounts of data to find information. Describe the advantages. • Enter formulae into a spreadsheet and modify the data, (simple calculations + - × ÷) • Make predictions and changes and check results

E-safety	Content	• Know what to do if they view content they think is inappropriate or upsetting e.g. know how to minimise a screen if they see something inappropriate then tell a trusted adult. • Begin to evaluate online content by giving opinions about preferred sites. • Know that you can be diverted from a website through a link, advertisement or pop-up. • Understand some online materials are unsuitable and many sites are aimed at selling or phishing for personal details. • Know that anyone can create a web site and it is sometimes difficult to know if information is true.	• Know what to do if content is inappropriate or upsetting (school policy) e.g. know who to report to and talk to. • Understand the Internet contains fact, fiction and opinion and begin to distinguish between these. • Be aware of online marketing and begin to develop strategies to deal with it • Know that the aim of many sites is to sell something or gain personal information.	• Use a range of sources to check the validity of websites and evaluate information found online, consider plausibility and develop strategies to make judgements on the sources used e.g. cross- referencing websites, checking up on author etc • Understand that some internet material is age related (especially games) and the implications for ignoring such guidance. • Know that many commercial providers have sophisticated ways of trying to sell on the internet (e.g. Hoax 'You have a virus' message to sell antivirus software). • Understand that online content often reflects stereotypical views and develop strategies to deal with it.

	Contact	• Know that some information is personal and should not be shared when communicating online (This could be discussed when sending a class email). • Understand that people online may not be who they say they are and may not be true friends • Identify some risks presented by new technologies inside and outside school (e.g. online games, texting and cyber bullying).	• Know to keep personal information and passwords private when communicating online. • Understand that online communication is not always confidential and that it can be monitored. • Know that anyone can create a user showing any age or gender and people you meet online may not be who they say they are. • Know what to include a personal profile and that it is better to use an alias and avatar rather than real name and photograph • Know when an email should not be opened or messages ignored. • Know how to deal with unpleasant communications via mobile, text, chat rooms ... (Save the message and show to a trusted adult). • Understand why you should only befriend people you know and trust never to meet up with "friends" you know only online. Know how to report unwanted approaches to CEOP.	• Demonstrate safe practice when selecting images or content for uploading to a personal profile or online space. • Understand the need to adjust privacy settings on social networking sites and appreciate that "friends" (who can download and share their content) may not have done the same. • Understand some malicious adults use the internet to make contact and groom young children. Know how to report any suspicions (CEOP report abuse page). • Be clear about the differences between public social networking sites and closed learning environments, understanding the risks with the former. • Understand the purpose of passwords, that passwords should never be shared, what makes a secure password.

	Conduct	• Learn to be respectful to other people online and their online work. • Begin to understand that their work says something about them self and to take proper ownership of it. • Learn the importance of turning off power to save energy.	• Know there are writing conventions for electronic communication (language, tone, accuracy). • Start to be aware of copyright issues and plagiarism; that taking text or images from some sites may be stealing other people's work. • Know it is important to respect others' feelings and electronic work	• Understand the importance of appropriate online behaviour and that online bullying is unacceptable. Know whom to report any incident. • Understand the importance of creating a positive "digital footprint" and the need to help others to preserve theirs (by uploading only content that creates a positive image of yourself and others). • Have an awareness of the need to check for copyright when downloading content from the internet, whether it can be legally re-used and how to credit other people's work

Weston Village Primary School

History Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Chronology	• Understand and use the words past and present. • Use everyday words and phrases to describe the passing of time. • Sequence events and changes in my own lifetime. • Understand how to sequence events and artefacts such as objects or photographs. • *Use historical words and phrases to describe the passing of time including dates and decades* • *Sequence events and changes in the past.* • *Understand how to sequence events, people and artefacts in order using a scale.*	• Understand and use the term century and name specific dates. • Understand what a timeline is. • Understand that a timeline can be divided into BC and AD/CE. • Use a timeline to place events I have found out about. • *Understand that the past can be divided into time periods.* • *Name the century and dates of significant events from the past that I know about.* • *Place events in history approximately in the right place on a time line.* • *Understand the importance of a scale when using a timeline* □	• Describe the main changes within a period of history (political, technological and cultural). • Develop a timeline using an appropriate scale. • Place historical events and time periods accurately on a timeline. • *I can describe the main changes within a period of history and over different periods of history.* • *Use previous learning to inform my timeline scale.* • *Use a timeline to demonstrate changes and developments in culture and technology.*

Accessing Evidence	• Know what a source is • Use books, stories, photographs, web-sites, pictures, objects, historical visits to help me find out about the past. • Know how to use clues to find out about the past. • *Use a source.* • *Use more than one type of source to find out about an event or a person from the past.* • *Understand how to use evidence to find out about the past.*	• I can use multiple sources to find out information. • I know the difference between a primary and secondary source. • I can look at two versions of the same event in history • *Evaluate sources in terms of their usefulness.* • *Identify a primary and secondary source and say which is more reliable.* • *Look at two versions of the same event in history and identify differences in the accounts.*	• Choose reliable and useful sources of evidence and start to give reasons. • Give clear reasons why there may be different accounts of history. • *Choose reliable sources of evidence and give reasons for my decision.* • *Understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.*
Using Evidence	• Ask questions about the past. (What was it like? What was it used for? Who is it? What were they doing?) • Answer questions about the past. • *Ask questions about the past (What was it like for people in the past? What happened in the past? How long ago did an event happen?)* • *Start to answer questions about the past using evidence to help me.*	• know what a historical question looks like • Use evidence to start to generate my own questions about the past. • Confidently use evidence to help me answer questions about the past. • *Devise my own historical questions* • *Follow a line of historical enquiry given to me by my teacher.* • *Choose suitable sources of evidence for my historical enquiry and use them to support my answers.*	• Analyse, evaluate and refine my own questions • Follow my own line of historical enquiry. • Choose reliable sources of evidence to help me answer questions giving reasons for my choices. • *Use sources of information to form testable hypotheses about the past.* • *Choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions.* • *Adapt and refine my line of enquiry.*

Historical Communication	• Share what I have found out by telling someone. • Show what I have learnt through drawings, models, art, photographs and drama. • Recount an event.	• Orally retell an event from the perspective of having been there. • Use drama to improve my understanding of a historical event. • Present to others what I have found out. • Write a report, diary entry etc. of an event from the perspective of having been there.	• Use my historical understanding and empathy to communicate my ideas. • Communicate different viewpoints (orally and written). • Organise a presentation about a historical event, person or source and answer questions about it. • Organise a presentation about a historical event, person or source and lead a discussion.
Historical Vocabulary	now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young, before, after, old, new, history, evidence, sequence, museum recently, in … , during, modern, youngest, oldest, younger, older, next, then, historian, historical, began, diary, source, decade, chronological, artefact, event, account, recount, scale, timeline.	century, BC/AD/CE, civilisation, in the ….century, in the ….decade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate	change, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability, hypotheses, interpretation, analyse, refine, critically, immigration.

Weston Village Primary School

Geography Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Locational and Place knowledge	• **Use maps and globes** to identify the continents and oceans and understand that both a map and a globe show the same thing. • **Locate** the continents on a paper map. • **Use simple compass directions** (North, South, East and West) to describe the location of features on a map. • **Study** pictures/videos of a locality and **ask geographical questions** e.g. What is it like to live in this place? How is this place different to where I live? • **Express own views** about a place, people and environment. • **Draw and label pictures** to show how places are different to the uk • **Give detailed reasons** to support own likes, dislikes and preferences.	• Build on prior knowledge of UK regions by **using maps to locate countries of Europe.** • **Study maps to make assumptions** about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. • **Identify hilliest areas and flattest areas** as well as **decide** which rivers they think are the largest. • **Study some pictures** of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. • **Make reasoned judgements** about where the pictures are taken and **defend** e.g. a mountain top may be in France because there is a large mountain range there. • **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.	• **Identify** the different hemispheres on a map. • **Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.** • **Locate and label** different countries/continents in the Northern and Southern hemispehere. • **Raise questions** about the different hemispheres and • **Use and explain** appropriate geographical language • **Use maps** to compare and contrast differences between the uk and other contries,; climate, agriculture, tourism etc • **Discuss and compare** these differences relate this knowledge to the weather in the local area. • **Reach reasoned and informed solutions** and **discuss the consequences** of humans around the world.

Locational and Place knowledge Continued		• **Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.** • **Using maps, locate** the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these lines** and **discuss the relationships** between these and the countries. • **Critically study photographs** – do they think these were taken close to the Equator or further away. • Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and another country. **Compare physical and human features, draw conclusions, pose questions and use prior knowledge** of map reading. • **Identify main trade and economy** in another country and **compare** to region of the UK. • Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? • **Analyse evidence and draw conclusions** e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.	• **Locate the key physical and human characteristics. Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • **Locate all the man made features** of a country e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas.

Human and Physical Geography 	• **Use basic geographical vocabulary to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season: weather. • **Use basic geographical vocab to refer to key human features, including:** city, town, village, factory, farm, house and shop. • Be able to **verbalise and write about** similarities and differences between the features of the two localities. • **Ask questions** about the weather and seasons. • Children to identify the equator and locate the places on the Equator which are the hottest. • **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. • **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter • = coat, summer = t-shirts.	• **Locate places in the world** where volcanoes occur. • Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts. • **Draw diagrams, produce writing and use the correct vocabulary** • **Ask, research and explain the following questions**: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today? • **Relate land use and trade to settlements.** • **Study** how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed.	• **Use the language of rivers** e.g. erosion, deposition, transportation. • **Explain and present the process** of rivers, earthquakes, volcanoes • **Research and discuss** how geographical features such as rivers, topography and coasts can impact human settlements. • **Identify trade links** around the world based on a few chosen items e.g. coffee, chocolate, bananas. • **Discover** where food comes from. • **Discuss land use** and **draw conclusions** about the reasons for this based on the human inhabitants and changing needs. • Ask and answer geographical questions to unpick why human geography may have changed over time.

Fieldwork 	• **Study maps and aerial photographs** and **use simple compass directions** (North, South, East and West) and **locational and directional language** to **describe** the location of features and routes on a map. • **Draw own maps** of the local area; use and **construct basic symbols in a key**. • **Observe and record the features** around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the Rosehill roundabout compared to the school road. • **Children to make suggestions for the cause of the differences.** • **Communicate findings in different ways** e.g. reports, graphs, sketches, diagrams, pictures. • Children **make sketches/notes** of their trip to school/trip to the river and then **create a map to direct others** which uses a key and includes the main physical and human features.	• **Create maps e.g. - Plan a tour** of the school, which includes a **map/ plan** of the school and the **main geographical features you would see identified, with a key.** • **Undertake environmental surveys** of the school grounds - litter, noise, likes/ dislikes, areas for improvement • **Undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school. • **Make an aerial plan/map of the school**, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks). • **Classify** local buildings. • Use **recognised symbols** to mark out local areas of interest on own maps. • **Choose effective recording** and presentation methods e.g. tables to collect data. • **Present** data in an appropriate way using keys to make data clear. • **Draw conclusions** from the data.	• **Look for evidence** of past river use by visiting the location. • **Make field notes/observational notes** about land features. • Visit a river/hill/coast, **locate and explain the features.** • **Take photographs to support findings** e.g showing different transport used in the area today which would not have been used during Victorian times. • **Study pictures** of historic elements of a site and **compare and contrast.** • **Select a method to present the differences in transport in the area today.** • **Undertake a survey** in the local area or on a visit – drawing comparisons • **Collate the data collected** and **record it using data handling software** to produce graphs and charts of the results. • **Ask Geographical questions e.g.** how is traffic controlled? What are the main problems?

Weston Village Primary School

Design and Technology Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Evaluating	• Know what a product is • Say what a product is for • Describe a product (who is it for, what is made from, how is it made, how it works) • Talk about their own work (features, design, opinion) • Describe how their product works • *Know the features of familiar products* • *Give reasons for some features (colour choice, material used, joining technique)* • *Talk about my own and others' work (features, design, opinion)* • *Explain why they chose certain materials, techniques and tools* • *Describe how their product works*	• Start to research and evaluate existing products • Understand that products are designed for a purpose (e.g. a problem, an audience, an event) • Talk about own and others' work (features, design, opinion) • Explain why I chose certain materials, techniques and tools • Say what I would do to improve my product • Research and evaluate existing products to inform planning • Understand that products are designed for a purpose (e.g. a problem, an audience, an event) • Identify what is working well and what can be improved (this is during the make as well as at the end)	• Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques) • Use the ideas from current designers to help with plans • Reflect on designs and develop them bearing in mind the way they will be used (during the process) • *Research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques)* • *Use the ideas from current designers to help with own plans* • *I reflect on own designs and develop them bearing in mind the way they will be used (during the process)*

Knowledge of Designers	• Know what a designer does • Know the names and the products of some British designers • Say what they like and dislike about the product and the designer	• Know some designers from history • Talk about some of the tools, techniques and design used by the designer	• Know how key events and individuals have influenced the world (in terms of products) • Compare and contrast the work of different designers (e.g. historical and modern) • Give reasons for the decisions made by the designer
Design	• Think of ideas and with help can put them into practice • Know what a design is and its purpose • Use pictures and words to describe what they want to do (materials and tools) • *Think of ideas and with help can put them into practice* • *Know what a design is and its purpose* • *Use pictures and words to describe what to do (materials, techniques, features-mechanics etc. and tools)*	• Think of ideas and plan what to do next, based on what I know about materials and components • Select the appropriate tools, techniques and materials • Plan using specific materials and explain my choice • Use pictures and words to describe what I want to do (materials, techniques, features-mechanics etc. and tools) • *Think of ideas and plan what to do next, based on what is known about materials and components* • *Select the appropriate tools, techniques and materials explaining my choices* • *Communicate my ideas using labelled sketches giving reasons for choices* • *Start to produce step by step plans*	• Use my knowledge of design designers and further research to help influence my own design • Create models or prototypes to show aspects of my design • Produce step by step plans • Use computer aided design • Come up with solutions to problems as they happen. • *Use knowledge of design designers and further research to help influence own design* • *Create models or prototypes to show aspects of my design* • *Produce step by step plans* • *Use computer aided design* • *Take part in technical discussions about my ideas* • *Come up with solutions to problems as they happen.*

Making	• Know what materials can be used for my structure • Know what a join is and can use one • Measure and mark out materials with care and increasing accuracy • Cut materials safely (scissors, junior hacksaw)B • Be careful to make work look as neat as possible • Find out how to make materials for structure stronger (folding, rolling and joining, columns and triangles)	• Use appropriate materials and an appropriate join • Measure and mark out materials with care and increasing accuracy (cm) • Use scoring and folding to shape materials accurately • Make cuts accurately (scissors and saws) • Make holes accurately (drill, punch) • Join materials to make products using both permanent and temporary fastenings • Methods of working are increasingly precise aiming for a high quality finish • Art skills to apply texture and design to my products	• Select from a variety of materials best suited to my design • Measure using mm and then use scoring, and folding to shape materials accurately. • Make cuts accurately and reject pieces that are not accurate and improve my technique. • Joins are strong and stable, giving extra strength to products. • Some joins are flexible to allow for dismantling or folding. • Methods of working are precise so that products have a high quality finish. • Use computer programming when creating a product
Mechanics and Electrics	• Explore how moving objects work. • Look at wheels, axels, turning mechanisms, hinges and simple levers. • Make a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement)	• Know the application of mechanisms to create movement. • Combine a number of components well in my product. • Use simple circuits to either illuminate or create motion. • Make a product that uses both electrical and mechanical components. • Products have a good finish so that a user will find it both useful and attractive.	• Choose components that can be controlled by switches or by ICT equipment. • Product is improved after testing. • Use science skills (resistance, batteries in series or parallel, variable resistance to dim lights or control speed) to alter the way electrical products behave. • Use precise electrical connections. • Explored mechanical movement using hydraulics and pneumatics. • Use other DT skills to create housings for my mechanical components. • Product are well finished in a way that would appeal to users

Textiles 	• Know that textiles have different properties: touch, insulation, texture and waterproof. I select the appropriate textile so that it does the job I want it to. • Describe textiles by the way they feel. • Alter a textile to make it stronger. • Make a product from textiles. • Measure, mark out and cut fabric. • Join fabrics using glue and running stitch. • Make sure my work is neat and tidy.	• Select the appropriate textile(s) for my product. • Use sharp scissors accurately to cut textiles. • Know that the texture and other properties of materials affect choice. • Textile work incorporates the views of intended users' and for the purpose. • Use art textiles skills such as stitching to help create a product that is sturdy and fit for purpose. • Combine materials to add strength or visual appeal • Textile products include structural changes, such as plaiting or weaving to create new products such as rope, belts, bracelets etc.	• Products have an awareness of commercial appeal. • Experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job. • Combine art skills to add colour and texture to my work. • Mark out using patterns and templates • Join textiles using art skills of stitching, embroidering and plaiting to make durable and desirable products.

Weston Village Primary School

Art and Design Progression Map

	Year 1 and 2 (Turquoise, Gold, Purple)	Year 3 and 4 (Green, Orange, Blue)	Years 5 & 6 (Blue, Aqua, Yellow)
Drawing	• Using images and symbols to name and describe feelings and ideas. • Representing familiar objects as a 'schema' by combining shapes. • Drawing confidently from imagination. • Combine schematic and observational approaches. • Add detail to artwork. • *Observing and recording the shapes, patterns and textures found in objects.* • *Working in a combined schematic and observational way with confidence in placing objects.* • *Using drawing as the starting point for work in other media as well as in its own right.*	• Representing objects with correct proportions. • Observing how shape, colour and tone can be used to describe form. • Using observational drawings as opening studies for more developed work. • *Using line, tone and texture to represent objects in three dimensions.* • *Spending longer periods of time on more challenging activities, concentrating on particular views of objects.* • *Using tools, such as viewing frames, effectively.* • *Using drawing as part of the investigation process and presenting work well in a sketchbook.*	• Depicting shadows and reflections using light and shade. • Combining different pressures and shading techniques. • Developing a personal style. • Choosing appropriate techniques to convey meaning or atmosphere.

Painting 	• Exploring the tactile and visual qualities of a paintbrush. • Combining materials and tools and enjoy finding out how to achieve different effects. • Mixing paints from a limited range. • *Showing control in the use of colour* • *Understanding that paint is used in different ways for different effects.* • *With guidance, adding detail to work.*	• Working in stages using different materials for particular effects. • Making some independent decisions about colour. • Beginning to understand and identify complementary colours and warm and cool colours. • Speaking about the emotional impact of colour. • *Developing painting skills as parts of work that include initial studies and investigation.* • *Controlling brushes and materials with confidence.* • *Adopting a systematic approach when mixing and applying colour.* • *Using a good vocabulary of art terms related to colour concepts such as opacity and transparency.*	• Include texture gained through paint mix or brush technique. • Show well developed control is to achieve effects. • Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.

Sculpture 	• Exploring materials. • Joining simple objects together. • Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. • Adding colour, pattern and texture to objects. • *Working on a larger scale when appropriate.* • *Showing sufficient control to join and manipulate materials for the purpose intended.* • *Showing a developing understanding of the qualities of the materials used.*	• Taking part in extended activities through different stages. • Working independently with a wider range of materials. • Requiring less support when selecting materials and tools. • *Using a similar range of materials as at earlier levels but with an increased sensitivity and control.* • *Using more advanced materials like wire and plaster.*	• Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. • Making models on a range of scales that communicate observations from the real or natural world. • Producing sculptures that are well proportioned.
Materials and textiles 	• Sorting, matching and naming different materials. • Exploring materials to see how they are made. • Using joining processes such as tying and gluing. • Weaving on simple frames for different effects. • Using paints, dyes, crayons and other media to make individual and group designs on textiles. • *Joining, positioning and manipulating materials with some independence.*	• Developing more control over the making process. • Collecting materials and ideas for work and experiment with materials before using them. • Using more advanced printing and dyeing techniques, combining different processes. • *Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting.*	• Displaying precision in work. • Combining a range of sewing printing, dyeing and joining techniques to good effect.

Printing 	• Using objects and basic tools and equipment to make patterns and images. • *Working with a range of processes, controlling materials and tools.* • *Using printing to illustrate and explore ideas, commenting on what is done.*	• Approaching work in stages to use simple processes to make more complex designs. • Developing work from initial studies and investigations. • Understanding how printing differs from other art processes and how it is used in different cultures. • *Using a number of colours built up in a sequence.* • *Using precise repeating patterns by creating accurate printing blocks.*	• Choosing the appropriate materials on which to print to suit the purpose. • Using drawings and designs to bring fine detail into my work. • Combining printing techniques within one piece of work to create impact and effect.
Collage 	• Using cut and torn papers and other materials to make simple patterns and images. • Recognising that materials look and feel different, choosing the most suitable materials for an effect. • *Mixing paper and other materials with different textures and appearances.*	• Using collage to explore wider art themes. • Returning to work using a range of techniques to develop the final image. • *Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)* • *Experimenting with ceramic mosaic techniques to produce a piece of art.*	• Choosing the most appropriate materials to fit the purpose. • Conveying a definite theme that is apparent to any viewer.