



# Treales Church of England Primary School Curriculum



## Curriculum Documents:

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### 1. Introduction and Philosophy

At Treales Church of England Primary School children are at the heart of our curriculum. We believe that every child should have the opportunity to develop and build their self-esteem, self-confidence and a love for learning. We encourage our children to have high aspirations and strive for the best. We want our children to be responsible and begin to understand how they learn most effectively by the time they leave us.

We have developed the curriculum that we provide for our children; our main aim is to provide exciting, stimulating whole school topics which the children become fully absorbed in using a cross-curricular approach. We include many curriculum subjects into each topic, making them relevant and meaningful for our children. We use several different approaches to explore and deliver the topics to ensure we enable our children to develop all the skills they need to be confident and successful learners. All our children are involved in the planning stage of new topics as we value their ideas and contributions; we believe that children learn best when they are able to steer and direct their own learning. We ensure that we make the most of our school surroundings whilst also exploring the wider community to enhance our topics.

### 2. Principles - *for creating a relevant and engaging curriculum that extends learning and creative thinking*

- Themes are taught in terms with consultation of pupils, the time of which are dependent on the number/demands of the identified learning outcomes.
- Valuable exciting experiences are planned for, not as a bolt on but integrated into the curriculum. The engagement of pupils is core.
- Themes are to culminated in an event or product, which provides an audience, and purpose for children's learning this may involve parents.
- All themes must identify any visits/visitors/outdoor learning which will be included.
- Extensive use is made of the locality and the community.
- Planning starts from National Curriculum AT's, skills and attributes
- Key aspects of learning and curricular skills must be included in theme plans

- Themes should take account of the wider curriculum and therefore should reflect the differing sources; an equal balance of the foundation subjects must be taught over the year. Subjects may also be taught in blocks.
- Class Learning Walls and theme planners should be displayed for each topic/theme.
- Cross-curricular literacy sessions should be used where genres are linked to relevant areas of study.
- An introductory session to the theme must involve the children, to find out what they already know and what they would like to find out.
- Themes should promote healthy living and the Christian Value of the half term wherever possible
- RE should be taught each week, following the rolling programme
- Website – to update regularly to reflect learning and experiences and share with stakeholders
- Music – we ensure all Junior children learn to play the Ukulele

### 3. Rolling Programme

YEAR A			
Year A starts Aut 2021	<b>Theme – Step Back in Time/ Journeys</b>	<b>Theme – Digging DEEP/ Rulers</b>	<b>Theme- Great Outdoors/ Fire and Ice</b>
Science	Infants – Life Cycles LJ – States of matter/ Rocks and soils UJ – Earth and Space, Evolution and Inheritance	Infants – Plants and materials LJ – Sound and hearing UJ –Properties and changes of material	Infants -Seasonal changes and classification LJ – Plants (use biomes as examples) UJ – Living things in their habitats
History	Infants – Christopher Columbus (Transport History) LJ – Local study including Roman Impact on our area UJ – Stone age to iron age	Infants– World War 2 (with a focus on Queen Elizabeth 2 <sup>nd</sup> ) LJ – Children in the past UJ – Great Britain in War Time	Infants - Farming History of Treales and surrounding areas.
Geog	Infants – Human/physical characteristics UK LJ – Human/physical characteristics UK	Infants – Contrast UK and Africa global geography UJ – Human geography	Infants – Weather patterns and seasons LJ – Extreme Earth UJ – Extreme Earth
Art	<b>Key Artist – Peter Thorpe, Space Collage/ Andy Warhol</b>	<b>Key Artist – Arcimboldo</b> Infants- Drawing, collage and painting	<b>Key artist – Henry Rousseau/ Picasso</b>

	Infants- Drawing and painting KS2 Drawing and painting Christmas art	KS2 Drawing, collage and painting	Infants- Drawing, painting and sculpture KS2 Drawing, painting and sculpture
DT	Infants and Juniors Christmas puppets	Infants – healthy eating (design a soup or salad). KS2 – Cold Salad with root vegetables	Infants – Winding mechanisms KS2 - Shelters

YEAR B			
	Theme – Into the Woods/ Explorers	Theme – Night Night/ Let there be Light!	Theme- Water, water, everywhere/ Around the World
Science	Infants – Everyday materials and scientific investigation LJ – Forces and magnets UJ - Forces	Infants – Seasonal changes, Nocturnal animals and day/night LJ – Electricity and Light UJ – Electricity and Light	Infants – Classification and Identification, Living things in their habitats LJ – Animals including humans UJ – Animals including humans
History	Infants – Castle Life LJ – Invaders (Anglo Saxons and Scots) UJ – Raiders and conquerors (Vikings and Anglo-Saxons)	Infants – Florence Nightingale and Mary Seacole. LJ– Contrast between Britain and Egypt UJ – Contrast between Britain and Ancient Greece	Infants– Changes in the seaside (Victorian to present day)
Geog	Infants – Geography of the school ground	Infants – lighthouses (our local coastal geography) Compass directions, map work LJ - Earthquakes and Volcanoes UJ – Key aspects of physical geography	Infants –At the seaside - physical/human features of the coast and seaside (Lytham St Annes) Continent and oceans LJ – Water around the world UJ – Global Geography
Art	<b>Key Artist – Andy Goldsworthy/ sculpture artist</b> Infants AND 2 – Sculpture Christmas art	<b>Key Artist – Seurat/ Van Gogh</b> Infants – Drawing and painting KS2 – Drawing and painting	<b>Key artist – Katsushika Hokusai/ Matisse</b> Infants – Drawing, painting and sculpture KS2 – Drawing, painting and sculpture
DT	Infants – Design a woodland playground	Infants – Design and make an owl box	Infants – Moving Pictures (Victorian)

	(linked to Percy the Park Keeper)  KS2 - Sewing	KS2 – Torches and Alarms	KS2 – Storybooks/pop-up cards
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#### 4. Curriculum Overview

Our school curriculum follows all the guidance from the National Curriculum 2014. As a school with only three classes we look at the progression of skills across each Key Stage to ensure that the children are being given the opportunity to develop them at an appropriate level. If you have any questions regarding our whole school phonics and reading scheme, please get in touch.

#### Key Stage 1 Curriculum Overview English, Maths and Science

This document provides Staff, Governors and Parents with an overview of the curriculum content taught in English, Maths and Science across Key Stage One at Treales Church of England Primary School. Please see our termly Curriculum Maps for Key Stage One that show how each area of learning is woven into our Thematic planning across the year.

#### ENGLISH WRITING

##### Narrative

- Write stories with familiar settings. (Yr1 & 2)
- Write Stories from a range of cultures/stories with predictable and patterned language. (Yr1)
- Write traditional and fairy tales. (Yr1)
- Write stories about fantasy worlds. (Yr1)
- Write different stories by the same author. (Yr2)
- Write extended stories by significant authors. (Yr2)

##### Non Fiction

- Write labels, lists and captions related to instructions. (Yr1)
- Write recounts, both fact and fiction. (Yr1 & 2)
- Write information texts.(Yr1 &2)
- Write explanations. (Yr2)
- Write instructions. (Yr1 & 2)
- Write non-chronological reports. (Yr2)

##### Poetry

- Write poetry using the senses. (Yr1)

- Use pattern and rhyme in poetry. (Yr1 & 2)
- Write poems on a theme (performance element related to poetry). (Yr1 & 2)

## **ENGLISH READING**

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information.
- Listen to and discuss and express views on a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Link what they read to their own experiences.
- Discuss the sequence of event in books and how items of information are related.
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Recognise and join in with predictable phrases.
- Discuss their favourite words and phrases
- Learn to appreciate rhymes and poems, and to recite some by heart.
- Continue to build up a repertoire of poems learnt by heart appreciating these and reciting some, with appropriate intonation to make the meaning clear

## **SPOKEN LANGUAGE AND COMMUNICATION**

- Listens to and understands instructions about what they are doing.
- Understands two to three part spoken instructions.
- Can answer a 'how' or 'why' question.
- Understands a range of related words to describe concepts.
- Uses words more specifically to make the meaning clearer.
- Retells favourite stories using some of their own words.
- Confidently starts and takes part in individual and group conversations.
- Joins in and organises co-operative role play with friends.
- Uses language to ask, negotiate, give opinions and discuss ideas and feelings.
- Is aware when a message is unclear and comments or asks for explanation.
- Asks lots of questions to find out specific information including 'how' and 'why'.
- Tells stories that set the scene, have a basic plot and a sequence of events.
- Accurately predicts what will happen in a story.
- Takes turns to talk, listen and respond in two way conversations and groups

## **MATHEMATICS**

### **Number Sense**

- Develop an understanding of our number system, starting with counting numbers to and across one-hundred.

- Build an understanding of how our numbers work and fit together to ensure children develop confidence and mental fluency.
- Explore place value (recognising the value of each digit in two-digit number).
- Compare and order numbers (including lengths, mass, volumes) and apply this understanding in different contexts.

### **Additive reasoning**

- Develop an understanding of addition and subtraction and the relationship between them. Solve problems in a range of practical contexts.
- Choose and use number facts, understanding of place value, counting, and different methods explaining their decision making and justifying their solutions.

### **Multiplicative reasoning**

- Develop an understanding of multiplication and division together and the relationship between them (facts for the 2, 5, and 10 times tables).
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems in different contexts, including measures
- An emphasis on practice at this early stage will aid fluency.

### **Geometric reasoning**

- Develop an understanding in shape and space.
- Recognise and name properties of 2-D and 3-D shapes, then use this understanding to solve problems (compare and sort common 2-D and 3-D shapes and everyday objects) including problems related to measures.
- Use mathematical vocabulary to describe position, direction and movement.
- Measures and Statistics are included throughout.

## **SCIENCE**

### **Knowledge**

- Identify and name a variety of common plants and describe their structure.
- Identify and name a variety of animals and describe their structure, associating each part with each sense. Classify animals as carnivores, herbivores and omnivores.
- Name, describe and group a variety of materials.
- Observe changes across the four seasons and describe the difference in weather and day length.
- Recognise why light is important and discover how shadows are formed.
- Describe different forces and test how things move on different surfaces.
- Discover how seeds and bulbs grow into plants and what they need to do this.
- Describe how animals have offspring which grow into adults. Explain what animals need to survive and describe the importance of exercise, nutrition and nutrition for humans.

- Compare the suitability of materials and describe the effect of squashing, bending, twisting and stretching them.
- Identify how sound is made and describe how we are able to hear things.
- Identify the importance of electricity and appliances that run on electricity. Construct a simple circuit.

### **Working Scientifically**

- Ask questions.
- Recognise questions can be answered in different ways.
- Observe closely using equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Collect and record data to answer questions.

## **Foundation Subjects**

### **DESIGN TECHNOLOGY**

#### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

#### **Make**

- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

#### **Evaluate**

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Technical knowledge
- Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

### **Cooking and Nutrition**

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

**ART AND DESIGN**

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

**PHYSICAL EDUCATION**

- Participate in team games, developing simple tactics for attacking and defending.



**MUSIC** Use their voices expressively by singing songs and speaking chants and rhymes.

- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high quality live and recorded music
- Make and combine sounds using the inter-related dimensions of music.

## **GEOGRAPHY**

- Investigate the world's continents and oceans
- Investigate the countries and capitals of the United Kingdom
- Compare and contrast a small area of the United Kingdom with that of a non-European country
- Explore weather and climate in the United Kingdom and around the world
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

## **HISTORY**

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year
- Significant historical events, people and places in their own locality.

## **COMPUTING**

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

## **Key Stage 2 Curriculum Overview**

### **English, Maths and Science**

#### **ENGLISH WRITING**

##### **Narrative**

- Write stories with familiar settings (Y3).
- Write myths and legends (Y3/5).
- Write adventure and mystery stories (Y3).
- Authors and letters (Y3).
- Dialogue and plays (Y3).
- Stories with historical settings (Y4).
- Stories set in imaginary worlds (Y4).
- Stories from other cultures (Y4).
- Stories which raise issues/dilemmas (Y4).
- Novels and stories by significant children's authors (Y5)
- Older Literature (Y5).
- Film literature (Y5)
- Dramatic conventions (Y5)
- Journalistic writing linked to arguments (Y5/6).
- Fiction genres (Y6).
- Extending narrative (Y6).
- Authors and texts (Y6).
- Short stories and flashbacks (Y6).

##### **Non-Fiction**

- Write reports (Y3)
- Write instructions (Y3) linked to explanation texts
- Write information texts (Y3) linked to persuasion (Y4)
- Write recounts: newspaper/magazines (Y4/5)
- Persuasion writing linked to information texts (Y5/6)
- Biographies and autobiographies (Y6)

##### **Poetry**

- Shape poetry and calligrams- linked to a performance element. (Y3)
- Language play (Y3)
- Creating images and exploring form- linked to a performance element(Y4)
- Classic/narrative poems (Y5).
- Choral and performance poems (Y5).
- The power of imagery (Y6).

## **ENGLISH READING**

### **Year 3 and 4**

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Use dictionaries to check the meaning of words they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry.

### **Year 5 and 6**

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

## **SPOKEN LANGUAGE AND COMMUNICATION**

- Listens to key information and makes relevant, related comments.
- Able to infer meaning, reason and predict.
- Uses a range of words related to time and measurement.
- Uses a wide range of verbs to express their thoughts, or about cause and effect.
- Stories have a good structure with a distinct plot, an exciting event, clear resolution and conclusion.
- Uses intonation to make storytelling and reports exciting and interesting.
- Uses formal language when appropriate in some familiar situations.
- Uses tone of voice, stress on words and gestures naturally to add meaning.
- Sustains active listening to both what is said and the way it is said.
- Uses questions to help conversations flow.

- Knows when a sentence is not grammatically correct and can explain rules of grammar.
- Tell elaborate entertaining stories which are full of detailed descriptions.
- Uses different language depending on where they are, who they are with and what they are doing.
- Communicates successfully; shares ideas and information, shares and receives advice, and offers and takes notice of opinions.

## **MATHEMATICS**

### **Number Sense**

- To become fluent mathematicians by extending understanding of our number system, including negative numbers, fractions and decimals.
- Build an understanding of how our numbers work and fit together.
- Explore place value (identifying the value of digits in numbers given to three decimal places), comparing and ordering numbers up to 10 000 000 including fractions  $<1$ ), rounding (to the nearest 10, 100, 1000, 10 000 and 100 000) and applying this understanding in different contexts.

### **Additive reasoning**

- Develop an understanding of addition and subtraction and the relationship between them.
- Use this to solve multi-step problems in different contexts, including measures and statistics.
- Reason mathematically by following a line of enquiry or conjecturing generalisations using mathematical language
- Choose and use number facts, understanding of place value, mental methods, formal written methods, explaining decision making and justifying solutions.

### **Multiplicative reasoning**

- Develop an understanding of multiplication and division including fractions.
- The focus is on understanding the relationship between multiplication and division, clearly connecting to this an understanding of fractions both as operators, e.g. the equivalence between dividing by five and multiplying by a fifth, and the outcome of divisions, e.g. understanding  $\frac{3}{4} = \frac{3}{4}$ . This understanding is used to solve problems in different contexts, including measures and statistics.
- Children will become increasingly fluent in mental methods drawing upon known facts as well as written methods (including long multiplication and division).

### **Geometric Reasoning**

- Develop an understanding in shape and space (compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons).

- Understand properties of shapes and the relationship between them, using this understanding to solve problems including problems related to measures (perimeter, area and volume), and movement within space.

Measures and statistics are included throughout as contexts for number sense, additive reasoning and multiplicative reasoning.

Algebra (using simple formulae and expressing missing number problems algebraically) and Ratio and Proportion will be taught in Y5/6.

## **SCIENCE Knowledge**

- Explore the requirements of plants for growth and describe the function of the different parts of the plant and their role in their lifecycle.
- Identify the importance of nutrition for animals and learn about the role of skeletons and muscles.
- Compare different soils and rocks and describe how fossils are formed.
- Identify sources of light and discover how shadows are formed and change.
- Discover the properties and function of magnets. Compare how forces work on different materials.
- Classify and identify a variety of living things and discover how changes to environments can affect them.
- Describe the human digestive system, including the function of different teeth.
- Describe and name the different parts of a food chain.
- Identify solids, liquids and gases and how they change state.
- Describe the processes in the water cycle.
- Identify how sound is made from vibrations, then discover what affects the pitch and volume.
- Construct an electrical circuit and explain how switches work.
- Identify conductors and insulators.
- Describe the differences in life cycles of mammals, amphibians, insects and birds and describe reproduction in some plants and animals.
- Describe the changes as humans develop to old age. Use knowledge of solids, liquids and gases to group, describe suitability, dissolve and separate materials.
- Identify reversible and irreversible changes.
- Describe the movement of Earth, the Moon and other planets in the solar system. Explain how day and night occur.
- Identify the effect of gravity, air resistance, water resistance and friction.
- Discover the effect that levers, pulleys and gears have.
- Explain and give reasons for classifying plants and animals.

- Identify and describe the function of the main parts of the human circulatory system and describe how water and nutrients are transported. Explain the impact of diet, exercise, drugs and lifestyle.
- Discover how animals have changed over time and how animals and plants adapt to suit their environment. Recognise how offspring are not identical to their parents.
- Discover how light travels in straight lines and how this impacts on how we see things.
- Use the correct symbols in an electrical circuit diagram and describe the effect of changing components.

### **Working Scientifically**

- Answer their own questions using different scientific enquiries
- Set up simple enquiries and fair tests
- Make observations and record them in a variety of ways
- Record findings using scientific vocabulary and present data in a variety of ways
- Give oral and written explanations of their own practical enquiries
- Use results to draw conclusions and make further prediction
- Identify patterns in results
- Use scientific evidence to answer their own questions and support their
- Plan different types of scientific enquiries to answer questions
- Take measurements using a range of scientific equipment
- Record data and results using a variety of tables, keys and graphs
- Use results to make predictions and set up further tests
- Report and present findings from enquiries in different ways
- Identify scientific evidence to support or refute ideas

## **Foundation Subjects**

### **COMPUTING**

#### **Programming**

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

#### **Using software and Hardware**

- Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### **ART AND DESIGN**

Theory and skills - Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Art history - Learn about the great artists, architects and designers in history.

### **LANGUAGES**

- At our school the chosen language is French. Our pupils will be taught to Speak, Read and Write in French. They will also look at the culture of the countries where the language is spoken.

## **HISTORY**

- Britain, Europe and the World throughout time
- Changes in Britain from the Stone Age to the Iron Age.
- Early Civilizations achievements: Ancient Egypt
- The Roman Empire and its Impact on Britain.
- Ancient Greece.
- Britain's settlement by Anglo Saxons and Scots.
- A non- European society that contrasts with British history
- The Viking and Anglo Saxon struggle for the Kingdom of England.

### **Historical Studies**

- A local history study.
- A study of a theme in British history

## **MUSIC**

### **Composition and Performance**

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.

### **History and appreciation:**

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music

## **PHYSICAL EDUCATION**

### **Games**

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.

### **Gym, Dance and Athletics**

- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.

- Take part in outdoor and adventurous activity challenges both individually and within a team.

**Swimming:** Swimming and water safety: take swimming instruction

## **DESIGN TECHNOLOGY**

### **Design**

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.

### **Make**

- Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems (to reinforce & extend KS1 content) in their products, extending to gears, pulleys, cams, levers and linkages
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors. (Linked to learning in Science)
- Apply their understanding of computing to programme, monitor and control their products

### **Cooking and nutrition**

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

## **GEOGRAPHY**

### **Location knowledge**

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Locate the geographic zones of the world. Understand the significance of the geographic zones of the world.

### **Place knowledge**

- Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.

### **Human and physical geography**

Describe and understand aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including, food, water supplies minerals and energy.

### **Investigation**

- Use a wide range of geographical sources in order to investigate places and patterns.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

### **Field work skills**

- Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the symbols and keys (including the use of Ordnance Survey maps) eight points of a compass, four-figure grid references (Years 5-6), to build knowledge of the United Kingdom and the world

## **5. Curriculum Long Term Plans**

The statutory elements of the National Curriculum are planned out over the three-year rolling programme of topics to ensure the best coverage of key elements in our setting.

## **6. Curriculum Map**

Each term the areas of the curriculum to be covered through the topic are mapped out so that coverage can be tracked across the year.

This will be shared with Governors and Parents so that they are aware of what is being covered in the classroom each term.

## **7. Floorbooks and Consulting with children**

Floorbooks are large, evidence books in which children's ideas and thoughts are recorded using a variety of methods including notes, think bubbles, pictures, diagrams, photographs. Through discussion and open ended questioning the children's interest is established 'possible lines of development' are generated.

This approach encourages higher order thinking used to create links in learning, provides a depth of learning reinforced by giving children time to explore their own thinking, collaborative learning

The book is for the children to use and reflect on their learning. The types of things that should/could be included in your floorbooks to demonstrate the 'learning journey' of the topic/term are:

- Topic web/planning with Can I...? statements
- Photographs with annotations and children's comments – written by children or scribed
- Examples of children's work
- Skills highlighted on the page with the work
- Mind maps – could be written directly into the floorbooks, by children individually or in groups
- Post-it notes of discussions etc.
- Parents comments
- Assessment against success criteria