1. Catalyst for change

Amanda Spielman

“At the very heart of education sits the vast accumulated wealth of human knowledge and what we choose to impart to the next generation: the curriculum. Without receiving knowledge, pupils have learned nothing and no progress has been made... A successful curriculum is about more than just leadership. It includes how well the curriculum is implemented through well-taught and appropriately sequenced content, thoughtfully designed assessment practice and consideration of an appropriate model of progression.”

Nick Gibb

“Thanks to the result of the 2010 general election, the English education system did not undergo further skills-focused reforms. Thanks to the work of Tim Cates and others, the new National Curriculum puts knowledge back at the centre of schooling. E.D. Hirsch is someone who has deeply influenced my thinking on education: ‘The idea that returning to a traditional, academic curriculum built on shared knowledge is the best way to achieve social justice in society.’ Unlike the easy-sounding promise of generic skills, there is no doubt that developing a knowledge-rich curriculum is hard. But, unlike a skills-based curriculum, the rewards are worth it.”

Daniel Willingham

“Data from the last thirty years lead to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that’s true not simply because you need something to think about. The very processes that teachers care about most—critical thinking processes such as reasoning and problem solving—are intimately intertwined with factual knowledge that is stored in long-term memory.”
2. How do children learn knowledge effectively?

**Englemann**
- Direct Instruction
- Faultless communication & presentation
- Mastery
- Interactive
- Minimal new content
- Strand curriculum
- Generalisation

**Willingham**
- Why don't students like school? Memory is the residue of thought. Successful thinking relies on environmental information, facts & procedures in long-term memory & space in working memory.

**Sutton Trust**
- What makes great teaching? Pedagogical content knowledge
- Quality of instruction

**Dunlosky**
- Improving students' learning
- Elaborative interrogation
- Self-explanation
- Practice testing
- Distributed practice
- Interleaved practice

**Fiorella & Mayer**
- Generative Learning Theory. Learning occurs when you try to make sense of material you encounter; so you should strive to relate new information with your prior knowledge.

**Wiliam**
- Formative assessment. Feedback should cause thinking. It should be more work for the recipient than the donor... feedback should increase the extent to which students are owners of their own learning.

**Rosenshine**
- Principles of instruction. Daily review • Small steps
- Ask questions • Provide models • Guide practice
- Check for understanding • High success rate • Scaffolds
- Independent practice • Weekly & monthly review

**Weinstein & Sumeracki**
- Understanding how we learn
- Spacing
- Retrieval practice
- Elaboration • Interleaving • Concrete examples • Dual coding
3. Pedagogy

https://learningspy.co.uk/featured/three-animated-films-about-learning
4. Designing a cohesive curriculum

- Curriculum cohesion
  - National curriculum
  - Pedagogy
  - Strategic long term planning
  - Subject content
  - Knowledge organisers
  - Resources
  - Assessment
5. Key Elements

“As well as thinking about what is the richest, best material to put into our curriculum, we also have to structure our curriculum in a way that make remembering almost inevitable.”

“Knowledge taught in one subject is explicitly reinforced and revisited, not only in other subjects, but in subsequent years. In this way, key concepts and vocabulary are reinforced because new words and concepts are encountered repeatedly in meaningful contexts.”

“What is really important is that revisiting is done in a deliberate, planned way and not as an inconsequential aside along the lines of ‘remember when you learnt about plants’ without explicitly reminding the students exactly what it is about plants that you want them to link with what they are learning now.”

“Imagine the incredible head start our children would have if they arrived at secondary school with a sophisticated understanding, grounded in different contexts.”
Curriculum at Shiremoor Primary School

The community at Shiremoor Primary are committed to providing a safe, happy and nurturing environment where all children will become confident learners, realising their potential and being fully equipped for the journey ahead.

At Shiremoor Primary School, we have spent the last year reviewing our curriculum offer so that we are able to support all children in reaching their potential regardless of context or circumstance.

Mission Statement

Aspire

Challenge

Respect

Aims of our school curriculum are:

• To teach children the basic skills of English and Maths to ensure that they can succeed in the next phase of their education with a view to gaining employment in the future.
• To enable all children to learn and develop their skills to the best of their ability with an understanding of what makes them a successful learner.
• To promote a positive attitude towards learning and acquire a solid basis for lifelong learning.
• To enable children to be healthy individuals, who enjoy sport and appreciate the importance of a healthy lifestyle.
• To help children understand Britain's cultural heritage and the heritage of the local area.
• To enable children to be positive citizens in school and in society, understanding and respecting other cultures and making positive contributions.
• To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education.

Powerful Knowledge

Our curriculum is designed to meet the formal requirements of the National Curriculum. We have looked at every curriculum subject individually as we recognise that each subject is unique, and includes its own substantive knowledge and disciplinary knowledge. Substantive knowledge relates to the core facts, ideas and concepts which are central to a subject. Disciplinary knowledge, on the other hand, relates to how scholars and academics within each subject (or discipline) arrive at this knowledge.

Coherent progressive curriculum

It is also important that we develop children to be well-rounded individuals through our broader curriculum offer and experiences but also with consideration to the heritage of the area, any current affairs or topical issues and also to ensure that children have early preparation for the world of work whilst recognising the needs of the area. Part of this offer includes the ‘hidden curriculum’, or what children learn from the way they are treated and expected to behave in line with fundamental British Values.

Our ‘Personal Development Week’, which begins each term, provides children with the opportunity develop across a range of core qualities and also to be able to consider their development for the future by considering careers and wider opportunities. All staff are very committed to offering extra-curricular clubs to enrich the experiences of children and children are encouraged to attend these clubs to try new things or to practise skills they already have.

Our curriculum is clear, coherent, and progressive. It gives children the chance to learn age-appropriate skills and knowledge which are building blocks for further units of learning. Our long-term and medium term plans provide teachers with very clear guidelines on what children must learn and how this fits in with learning they have already covered or will cover in the future. Our subject overview maps also ensure that staff are aware of how to deliver learning with techniques aimed at enhancing long-term retention of substantive knowledge.
Organisation and Planning of our Curriculum

Long-term plans include a coverage of subject areas across the whole school to enable children to develop in depth a range of vocabulary, knowledge and skills through age-appropriate progression of skills and knowledge. Progression of learning in skills and knowledge has been organised with consideration for the baseline knowledge children need for each new area of learning across subjects.

Medium term objectives are drawn directly from the National Curriculum and, in some subjects across Key Stage 2, knowledge organisers ensure that all teachers recognise the progression of skills and knowledge required in the subject. Knowledge Organisers have been created, where it supports learning in these subjects, to ensure that the core content of each unit is clearly outlined to clarify the knowledge necessary for the unit of work. A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the lesson, the unit, and in the curriculum area.

Teachers deliver short term planning based on the long and medium term plans and the impact of this is monitored in a variety of ways such as through formative assessment, work scrutiny, discussion with pupils and staff.

Teachers must ensure that they have coverage of the knowledge and skills for their age-group but there is enough flexibility for teachers also to cover topical, current or spontaneous affairs that arise. There is no set planning format for teachers to enable each teacher to work in the way most suited to them being able to be well-prepared for lesson delivery.

Careful consideration has been given to the timetable to ensure breadth and depth of coverage of all subjects. Some subjects may be taught weekly, others may be taught half-termly and where there are links between subjects, these are exploited.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects, and over the duration of a whole key stage, the pupil will have been taught all subjects in line with the new National Curriculum and Local Authority guidance. A great deal of thought has been put into our curriculum overview, long and medium term plans and also how children will be supported in retaining information.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. Evolve Forms will be submitted for all off site visits.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to the Head Teacher and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Assessment

During each lesson, staff will exploit opportunities to carry out formative assessment to ensure that they can recognise and correct any misconceptions and to ensure that they can plug any gaps in learning. At the end of units of work, staff assess against the key performance indicators that children have been required to learn and this information is used to inform future planning and delivery to ensure that children can have opportunities to catch up any missed learning.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in, or attend, Shiremoor Primary School have the right to be treated fairly and with respect by everyone connected with the school. We aim for Shiremoor Primary School to be a safe, supportive place, where all children and adults feel valued as individuals.

Children with Additional Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in co-operation with parents. If a child has additional needs, our school does all it can to meet these individual needs complying with the requirements set out in the SEND Code of Practice.

Governors

Governors review each subject via the school development plan, and through planned curriculum Deep Dives and link governor meetings, which result in a report that is shared with the full governing body. Specific subject leaders may be requested to present details of initiatives, or development to the governing body.

We have named governors for the core subjects, Early Years and Special Needs. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects. We also invite Governors to review foundation subjects with curriculum walks and work scrutiny.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress.
- Learning Assemblies
- Knowledge Organisers for Key Stage 2
- Homework
- Website

Teachers are of course also available at the start and end of each day for any necessary communications. Parents have also had regular opportunities to understand the organisation of our curriculum and timetable and why key decisions have been made.

Pedagogy: The art of teaching

(Pedagogy involves being able to convey knowledge and skills in a way that pupils can understand, remember and apply. Pedagogical skills can generally be divided into classroom management skills and content-related skills.)

Teachers are supported in being able to develop their pedagogy with strong induction and on-going training around classroom management however, we recognise that teachers also need on-going training to develop their ability to convey knowledge and skills related to content. Teachers have support to develop their knowledge of how to represent content, how to understand students' conceptions of the subject and the teaching and learning implications associates with the subject specific matter and their general knowledge base for teaching in terms of teaching strategies. Teachers are also supported in their development of curriculum knowledge and their knowledge of educational contexts.
**Big Ideas**

- **Reading:**
  - Word reading — systematic phonics, learning GPC, developing skill of blending, sharing high quality texts, developing fluency
  - Comprehension — drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils’ vocabulary, develop reading for pleasure
  - Making strong curriculum links — All pupils encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

- **Content and sequencing**

  **Nursery** — Enjoy rhyming and rhythmic activities and can join in with rhymes. They show awareness of rhyme and alliteration in books and spoken language. Experience holding books and begin to recognise initial sounds and develop oral blending.

  **Reception** — Children read and understand simple sentences. They use phonics knowledge to decode regular words, read them aloud accurately and read common irregular words. They develop understanding when talking to others about what they have read.

  **Year 1** — Read speedily with correctly GPC for all 40+ phonemes plus alternative sounds for graphemes. They read aloud books consistent with developing phonics knowledge and become familiar with key stories, begin to make simple predictions.

  **Year 2** — Read accurately most words of two syllables. Pupils can read most words containing common suffixes and read most common exception words. They read books matched to phonics knowledge fluently and accurately without overtly sounding out. They sound out unfamiliar words accurately and they answer questions and make some inferences.

  **Year 3** — Read and comprehend a range of texts at an age appropriate level. They maintain reading at a speed in line with expectations (100 words per minute) and read aloud, responding to a range of punctuation. They summarise or précis a single paragraph and draw inferences such as feelings, thoughts, thoughts and motives from actions. They identify how structure and presentation contribute to meaning.

  **Year 4** — Read and comprehend a range of texts at an age appropriate level. They maintain reading at a speed in line with expectations (110 words per minute). They read aloud, responding to a range of punctuation and use context of new vocabulary to understand meaning. Summarise key points in a chapter drawing inferences such as feelings, thoughts, motives and justify with evidence. They identify how structure and presentation contribute to meaning.

  **Year 5** — Read and comprehend a range of texts at an age appropriate level. They maintain reading at a speed in line with expectations (150 words per minute). They make comparison within a text and read aloud with tone and intonation so meaning is clear. They draw inferences from the text and justify with evidence and they identify and evaluate an author’s choice language, structure and presentation.

  **Year 6** — Read and comprehend a range of texts at an age appropriate level. They maintain reading at a speed in line with expectations (180 words per minute). They continue to read and discuss an increasingly wide range of texts that are structured for a variety of purposes and identify and discuss themes and conventions. They discuss how author’s language, including figurative language, considering the impact on the reader.

---

**Links with Other Subjects**
- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non-fiction writing

**Retrieval Practice**
- Specific teaching of reading skills (VIPERS) Varied teaching and learning activities
- Regular low stakes quiz’s using Accelerated Reader programme to support comprehension
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Rosenshine’s Principles of Instruction

**Progress**
- Regular assessments carried out by RWI Leader to ensure gaps are filled
- Regular formative assessment and assess learning ensures gaps are filled
- Progress and attainment within Accelerated Reader is recorded and shared with staff.
- Opportunity for revisiting content or apply learning to a wide of genres and audiences

**Support**

**For staff:**
- National Curriculum
- RWI CPD and resources
- Rising Stars Spelling
- Writing exemplars for each year group
- Power of Reading texts and planning suggestions

**For Pupils:**
- Ambitious targets for all pupils set on Accelerated Reader
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Texts/resources chosen which are accessible for pupils
**Writing at Shiremoor Primary School**

Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively.

### Big Ideas

- **Transcription (spelling and handwriting)** – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).
- **Composition** (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.
  - Vocabulary, grammar and punctuation – increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.

### Content and sequencing

#### EYFS Overview

EYFS framework Curriculum Areas of learning based around Development Matters. These areas cover the knowledge and skills which build the foundations for successful learning and future progress. Our Two Year Olds and Rising Threes provisions have a strong emphasis on Prime Areas of learning.

For KS1 and KS2

We use the National Curriculum programmes of study:

#### Progression of skills

Spelling and Handwriting:

Rising Starts Spellings

Teachers use the Rising Stars overview to plan and sequence their spellings.

- Year 1 spellings
- Year 2 spellings
- Year 3 spellings
- Year 4 spellings
- Year 5 spellings
- Year 6 spellings

Composition

Alongside the National Curriculum, we use Michael Tidd’s Writing for a Purpose to ensure coverage of skills and genres:

- Writing for a Purpose

Vocabulary

- Teachers teach specific Tier 2 vocabulary
- Tier 3 vocabulary linked to the foundation subjects can be found in each unit’s Knowledge Organisers.

### Links with Other Subjects

- High quality texts linked to cross curricular learning
- Vocabulary
- Reasoning and inference skills linked to subjects
- Non-fiction writing

### Pedagogy

- Varied teaching and learning activities
- Regular low stakes quizzes around vocabulary and spelling patterns.
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Rosenshine’s Principles of Instruction

### Progress

- Regular assessments carried out by RWI Leader to ensure gaps are filled
- Regular formative assessment and assessment for learning ensures spelling gaps are filled
- Progress and attainment through regular monitoring of books using writing exemplars
- Opportunity for revisiting content or apply learning to a wide of genres and audiences

### Support

**For staff:**
- National Curriculum
- RWI CPD and resources
- Rising Stars Spelling
- Writing exemplars for each year group
- Power of Reading texts and planning suggestions

**For Pupils:**
- Quality first planning and teaching in first instance to meet all needs
- Scaffolding provided for more difficult tasks
- Provide models to support independent work
- Texts/resources chosen which are accessible for pupils
Our maths provision aims to create a culture of high achievement in maths which leads to confident children who master the key concepts of fluency of calculation, logical reasoning and problem solving.

<table>
<thead>
<tr>
<th>Links with Wider Curriculum</th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>History: Chronological ordering of dates and timelines, calculating timescales including reigns of monarchs, Roman Numerals</td>
<td><strong>Fluency</strong>: the ability to perform mathematical operations and processes accurately and quickly. Mathematical fluency has 4 parts: accuracy, automaticity, speed, flexibility.</td>
</tr>
<tr>
<td>Geography: Map work with links to position and direction including grid references, knowledge of time zones, data handling and analysis of statistics, measures including temperature, straight line distances and economic activity links to money</td>
<td><strong>Reasoning</strong>: The ability to logically justify and identify key information in problems. To select the most appropriate process to arrive at a solution.</td>
</tr>
<tr>
<td>Science: Gathering and recording scientific results including through a variety of different methods and then presenting this information through data handling. Links to 2D shapes with the moon being a roughly spherical body (Year 5).</td>
<td><strong>Problem Solving</strong>: to be able to think systematically in order to make appropriate decisions to apply known skills in a variety of contexts.</td>
</tr>
<tr>
<td>Art: Pattern spotting, use of perpendicular and parallel lines.</td>
<td></td>
</tr>
<tr>
<td>Design Technology: Links to measures including measuring materials accurately and to money with costing products.</td>
<td></td>
</tr>
<tr>
<td>Languages: Counting, reading and writing numbers in a different language.</td>
<td></td>
</tr>
<tr>
<td>Music: Identifying repeated patterns.</td>
<td></td>
</tr>
<tr>
<td>Computing: To reason about algorithms making amendments to sets of instructions to debug code overcome any experienced problems.</td>
<td></td>
</tr>
</tbody>
</table>

As outlined in the National Curriculum, the principle focus in Key Stage 1 is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and four operations, including practical resources. Children should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

In Year 2 teaching ensures that the content provided in exemplification materials is also covered. Lower Key Stage 2 - Years 3 and 4 In Lower Key Stage 2 it is expected that children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that children develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage children develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that children draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication tables to and including the 12 multiplication table and show precision and fluency in their work.

Upper key stage 2 – Years 5 and 6 The principal focus at this stage is to ensure children have the opportunity to extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, children should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, children are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

School progression documents are available for the following topics:

- Place Value
- Addition and subtraction
- Multiplication and Division
- Fractions, Decimals and Percentages
- Geometry
- Measures
- Statistics

**Automaticity**

- **EYFS**: ability to count fluency forwards and backwards. Instant recall of key number bonds.
- **KS1**: continue consolidation of all number bonds within 20. Instant recall of majority addition and subtraction facts to 10 + 10.
- **Lower KS2**: instant recall of multiplication facts and corresponding division facts.
- **Upper KS2**: build on knowledge to apply to decimal complements and fractions, decimals and percentages equivalences.

**Progress**

- Units of work are carefully sequenced so prior knowledge and concepts are built upon.
- Regular formative assessment and assessment for learning ensures gaps are filled.
- Effective questioning and higher order thinking features in every level.
- Progress and attainment within units is recorded and shared with all teaching staff.
- Opportunity for revisiting content and consolidating or applying learning at greater depth.
- Opportunities for Low stakes Quizzes incorporated for children to retain key mathematical facts.

**Support**

**For staff:**
- National Curriculum
- Calculation Policy
- North Tyneside Progression Map.
- White Rose Materials
- Focus Education Materials
- End of Key Stage exemplifications

**For Pupils:**
- Ambitious targets for all pupils
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Use of evidence-based interventions
- Use of Maths apps.
Science at Shiremoor Primary School

Our Science curriculum ensures all children leave the school with a secure foundation of scientific knowledge and practical skills. This understanding will help to ensure all children have the ability to be successful in any potential future learning and employment in the scientific field.

Big Ideas

Knowledge and understanding

Pupils build their knowledge and understanding around the areas of biology, chemistry and physics. They develop recall of key information and concepts.

Working Scientifically

Pupils build skills of scientific enquiry. They pose and answer questions, gathering data and presenting the information accurately.

Careers Focus

Pupils consider how their learning in each unit links to a range of careers highlighting relevance to everyday lives.

Content and sequencing

Year 1 - Pupils identify and name a variety of common wild and garden plants and describe the basic structure of a variety of common flowering plants, including trees. They identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and they name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils distinguish between an object and the material from which it is made and identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They describe the simple physical properties of a variety of everyday materials and they compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 2 - Pupils explore and compare the differences between things that are living, dead, and things that have never been alive and they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Pupils describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and describe the basic structure of a variety of common wild and garden plants and describe the basic structure of a variety of common flowering plants, including trees. They identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and they name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils distinguish between an object and the material from which it is made and identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They describe the simple physical properties of a variety of everyday materials and they compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 3 - Pupils identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers and describe in simple terms how fossils are formed when things that have been lived in are trapped within rock. Pupils recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces and they recognise that shadows are formed when the light from a light source is blocked by an object. Pupils compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance. They compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and describe magnets as having two poles.

Year 4 - Pupils recognise that living things can be grouped in a variety of ways and they explore and use classification keys to help group.

Year 5 - Pupils describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in the simplest of all plants and animals. They describe physical changes that take place in the Earth's, their planets, relative motions, and seasonal cycles. They describe the simple physical properties of a variety of everyday materials and they compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 6 - Pupils describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and give reasons for classifying plants and animals based on specific characteristics. They identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood, blood vessels and blood and recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Content and sequencing

Year 1 - Pupils understand the importance of different parts of flowering plants: roots, stem/trunk, leaves and flowers and describe in simple terms how fossils are formed when things that have been lived in are trapped within rock. Pupils recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces and they recognise that shadows are formed when the light from a light source is blocked by an object. Pupils compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance. They compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and describe magnets as having two poles.

Year 2 - Pupils explore and compare the differences between things that are living, dead, and things that have never been alive and they identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Pupils describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and describe the basic structure of a variety of common wild and garden plants and describe the basic structure of a variety of common flowering plants, including trees.
<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
<th>Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Animals including humans</td>
<td>Plants</td>
<td>Everyday materials</td>
<td>Working scientifically</td>
</tr>
<tr>
<td></td>
<td>Seasonal change</td>
<td>Seasonal change</td>
<td>Seasonal change</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Everyday materials</td>
<td>Animals including humans</td>
<td>Living things and their habitats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animals including humans</td>
<td>Plants</td>
<td>Living things and their habitats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Everyday materials</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Animals including humans</td>
<td>Rocks</td>
<td>Forces and magnets</td>
<td>Working scientifically</td>
</tr>
<tr>
<td></td>
<td>Animals including humans</td>
<td>Plants</td>
<td>Light</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>States of matter</td>
<td>Living things and their habitats</td>
<td>Electricity</td>
<td>Working scientifically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Animals including humans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Living things and their habitats</td>
<td>Earth and space</td>
<td>Forces</td>
<td>Working scientifically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Properties and changes of materials</td>
<td>Animals including humans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Living things and their habitats</td>
<td>Light</td>
<td>Evolution and Inheritance</td>
<td>Working scientifically</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Animals including humans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Animals including humans</td>
<td></td>
</tr>
</tbody>
</table>
Computing at Shiremoor Primary School

Our computing curriculum recognises that pupils are living in a rapidly changing world, in which computing is playing an ever-increasing role. We aim, therefore, to equip children with the skills to adapt to new technology and to give them confidence to use Computing to further their learning and assist them in everyday life whilst staying safe.

Big Ideas

Online safety: We equip pupils with the knowledge to help them keep safe online.

Computer Science: We learn the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Digital Literacy: Pupils are able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Content and sequencing

Year 1: Begin by building on their EYFS learning with a unit that gets children writing and creating stories and bringing them to life with sound and animation. Following this pupils experience their first unit that applies the concept of algorithms and instructions to a variety of contexts before taking this on to units that focuses on directional instructions and creating sequences (algorithms) using a number of programs and equipment.

Year 2: Progress these foundations to look at block-based programming language to create animations and games. They write and debug algorithms, learn about repeating, and different triggers to create actions. Finally A unit that introduces children to web browsers to explore and search websites safely, collecting and presenting information in graphs, and different ways of sorting and classifying data with databases.

Year 3: Build on their learning about machines and mechanisms from previous years and tackle 3 Lego WeDo projects. They move onto great unit to teach algorithms, repetition, conditions and basics of variables. Pupils then apply their learning to a unit that explores how a number of machine systems in the real world work.

Year 4: Building on their Year 2 learning they begin with unit that looks at all elements of searching the web with care and consideration, covering: searching tricks, validating websites, improving your searches, searching images and searching online maps. They then look back to previous learning on coding to engage in a unit on Kodu. Programming characters and designing 3D worlds to make exciting collecting and racing games. Pupils move onto a more creative unit that combines programming with animation as you control the movements and actions of your sprites and backgrounds by with algorithms written in Scratch’s programming language.

Year 5: Start with a technical unit that delves into what really makes a computer a computer It also investigates just what is inside that metal box, how a computer works, memory, data and binary code. Year 5 explore creatively with a unit that introduces 3D modelling and design, looking at both architectural design of building and sculpture of models. Then pupils link with Design Technology with to get into physical computing. Students learn to build circuits and control LEDs and motors with code.

Year 6 – Take the coding a bit further than previous game and animation projects. They investigate lists, variables, broadcasting, number operators and if/else statements to create maths and memory games. They then look closely at a unit that gets under the skin of the Internet to investigate how the web works, how it’s built and written with HTML code. There is then a final unit to really get creative with code! Pupils use a text based coding language (Ruby) to create own beats and tunes. Play notes, chords, samples and loops and manipulate it all to make music.

All year groups complete a unit of E-safety work alongside this curriculum. This takes them through all aspects of staying safe online understanding privacy, safe communication and how to find reliable information and navigate the web responsibly.

Progress

Units of work are carefully sequenced so prior knowledge and concepts are built upon.

Regular formative assessment and assessment for learning ensures gaps are filled.

Effective questioning and higher order thinking features in every level.

Progress and attainment within units is recorded and shared with all teaching staff.

Opportunity for revisiting content or apply learning at greater depth.

Support

For staff:
- National Curriculum
- Knowledge Organisers
- NTLP planning
- National Online Safety

For Pupils:
- Ambitious targets for all pupils
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Texts/ resources chosen which are accessible for pupils
- Pupils requiring support do not miss the same lesson every week

Links with English and Maths

- Writing algorithms
- Positional and directional language
- Building games to test fluency
<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
<th>Internet Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>Searching the Web</td>
<td>Getting Started with Kodu (Year 3)</td>
<td>Animation with Scratch</td>
<td><a href="https://digital-literacy.org.uk/curriculum-overview/year4/year-4-sol-(1).aspx">https://digital-literacy.org.uk/curriculum-overview/year4/year-4-sol-(1).aspx</a></td>
</tr>
<tr>
<td>Year 6</td>
<td>Quiz time with Scratch</td>
<td>Inside the internet</td>
<td>Sonic Pi</td>
<td><a href="https://digital-literacy.org.uk/curriculum-overview/year6/year-6-sol-(1).aspx">https://digital-literacy.org.uk/curriculum-overview/year6/year-6-sol-(1).aspx</a></td>
</tr>
</tbody>
</table>
Our DT curriculum prepares children to take part in the development of tomorrow’s rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life by becoming autonomous and inventive problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems.

### Links with English and Maths
- Measuring
- Vocabulary
- Non-fiction writing
- Number
- Measuring
- 2D and 3D shape

### Progress
Units of work are carefully sequenced so prior knowledge and concepts are built upon.

Regular formative assessment and assessment for learning ensures gaps are filled.

Effective questioning and higher order thinking features in every level.

Progress and attainment within units is recorded and shared with all teaching staff.

Opportunity for revisiting content or apply learning at greater depth.

### Content and sequencing
All year groups carry out three units of Design Technology a year selecting three of the possible six contexts with coverage across the key stage ensuring all aspects of the NC are addressed. All year groups complete an additional Food and Nutrition unit as this is particularly an area of concern for our school context in improving healthy lifestyles.

**Year 1:** Building upon the EYFS basic skills of using simple tools and construction kits pupils begin by looking a building a free standing structure. They learn how to join materials and the skills required to stiffen and strengthen their simple models. As their dexterity and fine motor skills develop, pupils move onto to their first textiles unit engaging with simple tools and sturdy materials as they begin to learn joining skills with a simple stitch. Pupils will next learn how to make a moving mechanism exploring existing products in detail. They will complete their first food unit learning cutting and chopping techniques to produce a salad.

**Year 2:** Pupils build on their developing understanding of moving products to consider wheels and axles and looking at different options when making design decisions. They also take on the learning of strengthening structures by producing a shell structure understanding the difference between technical design and decorative aspects. Pupils will complete a textiles unit introducing a range of stitches to make a simple 3D product having produced templates in their prior learning. In food and nutrition pupils will learn about weighing and the simple process of making a biscuit dough.

**Year 3:** Pupils link their computing skills with design technology to make a computer controlled product. Pupils build on previous understanding of structures to create a frame structure employing previously learnt skills in joining and strengthening. Pupils build their understanding of mechanical systems to look at levers and linkages and in their food and nutrition unit pupils revisit chopping and cutting skills an look at some additional aspects such as grating to prepare sandwiches.

**Year 4:** Pupils are introduced to pneumatics as they build on previous learning of mechanical systems. Pupils build on learning about electricity and simple circuits from Science to design a product which uses electricity and then revisit textiles to look at using the developing sewing skills to work with a range of fabrics and include fasteners. In food and nutrition pupils build on knowledge of biscuit making to make muffins and scones.

**Year 5** ~ Pupils continue to use their understanding of electrical circuits to produce more complex products. Their understanding of mechanics is improved by investigating and using cars in their designs. Pupils once again bring together their designing and making with their computing knowledge to make a product using the micro bit system requiring understanding of coding. In food and nutrition pupils discover the technicalities of bread making.

**Year 6:** Pupils use Computer Aided Design to make a design for their textiles product pulling together a range of previously gained skills. Pupils look once more about mechanical systems this time pulleys and gears to make a product and finally combine their skills in a variety of areas included computing and electrical systems to make a product. Their food a nutrition requires them to learn about cake and desserts combining knowledge of nutrition to make products which are healthy with key skills.

### Support
**For staff:**
- National Curriculum
- Knowledge Organisers
- Shared Area resources
- Membership of DT association

**For Pupils:**
- Ambitious targets for all pupils
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Texts/ resources chosen which are accessible for pupils
- Pupils requiring support do not miss the same lesson every week
## Design Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
<th>Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td><strong>Building Structures - Free Standing</strong></td>
<td><strong>Textiles – Templates and Joining</strong></td>
<td><strong>Mechanical systems - Sliders and Levers</strong></td>
<td><strong>Food and nutrition - Preparing Fruit and Vegetables</strong></td>
</tr>
<tr>
<td>Year 2</td>
<td><strong>Mechanical Systems - Wheels and Axles</strong></td>
<td><strong>Building structures – Shell Structure</strong></td>
<td><strong>Textiles - 2d to 3d Products</strong></td>
<td><strong>Food and nutrition - Biscuits</strong></td>
</tr>
<tr>
<td>Year 3</td>
<td><strong>Computing – Using Lego Wedo</strong></td>
<td><strong>Electrical systems - Circuits and Switches</strong></td>
<td><strong>Mechanical Systems - Levers and Linkages</strong></td>
<td><strong>Food and nutrition - Sandwiches</strong></td>
</tr>
<tr>
<td>Year 4</td>
<td><strong>Electrical Systems - More Complex Circuits and Switches</strong></td>
<td><strong>Mechanical systems - Pneumatics</strong></td>
<td><strong>Textiles - Combining different Fabrics</strong></td>
<td><strong>Food and nutrition - Muffins and Scones</strong></td>
</tr>
<tr>
<td>Year 5</td>
<td><strong>Mechanical systems - Cams</strong></td>
<td><strong>Building structures - Frame Structures</strong></td>
<td><strong>Computing – Introduction to the Microbit</strong></td>
<td><strong>Food and nutrition - Bread Products</strong></td>
</tr>
<tr>
<td>Year 6</td>
<td><strong>Textiles - Using Computer Aided Design</strong></td>
<td><strong>Mechanical systems - Pulleys and Gears</strong></td>
<td><strong>Electrical Systems – Monitoring and Control</strong></td>
<td><strong>Food and nutrition - Cakes and Desserts</strong></td>
</tr>
</tbody>
</table>
# Geography at Shiremoor Primary School

Our geography provision aims to create excitement, inspire curiosity, and promote deep thinking about the world pupils live in.

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Content and sequencing</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Place</em>: describe an explain places in increasing depth e.g. population, climate, economy, land use and change, landforms, built environment, soils and vegetation, communities water resources, cultures</td>
<td><strong>Year 1</strong>: Where I live builds on from EYFS curriculum. There is then a first engagement with world maps looking at hot and cold countries and then a local area study of the coast comparing a working port North Shields with a tourist area of Whitley Bay.</td>
</tr>
<tr>
<td><em>Environment</em>: climate, extreme weather, phenomena e.g. volcanoes</td>
<td><strong>Year 2</strong>: Builds wider understanding of where we live by looking at the UK and drawing comparison between Newcastle and London. The children work to solidify knowledge of the world map by focussing on continents and oceans before doing a depth study of the rainforest comparing life for a child here with there.</td>
</tr>
<tr>
<td><em>Fieldwork</em>: using maps, exploring data, making observations</td>
<td><strong>Year 3</strong>: Moves onto considering more details features of the world map identifying climate and biomes which will be features which will be looked at again in country studies. There is a look at map skills, using coordinates and directions and then an exploration of how mountains are formed and opportunities to exploit the map skills previously learnt.</td>
</tr>
</tbody>
</table>

## Year 1
Where I live builds on from EYFS curriculum. There is then a first engagement with world maps looking at hot and cold countries and then a local area study of the coast comparing a working port North Shields with a tourist area of Whitley Bay.

## Year 2
Builds wider understanding of where we live by looking at the UK and drawing comparison between Newcastle and London. The children work to solidify knowledge of the world map by focussing on continents and oceans before doing a depth study of the rainforest comparing life for a child here with there.

## Year 3
Moves onto considering more details features of the world map identifying climate and biomes which will be features which will be looked at again in country studies. There is a look at map skills, using coordinates and directions and then an exploration of how mountains are formed and opportunities to exploit the map skills previously learnt.

## Year 4
begins with a look at water cycle and rivers. Previous learning about continents used to help locate rivers on maps. Children complete a depth study of North America considering how and why there is such extreme weather in some parts and a link to the rivers topic by looking at the Grand Canyon. They then build on their Year 3 learning about rocks in Science and Mountains to discover how Volcanoes are formed.

## Year 5
begin with a look at South America building on previous knowledge of world map, climate, biomes and topic about rainforest in Year 2 they eventually focus on the Amazon on the specific aspect of deforestation. They then consider their previous learning about mountains and volcanoes by learning about earthquakes. They finally look at UK land use and consider how physical and human geography causes changes in land use. They carry out case studies to deepen their enquiry skills.

## Year 6
carry out a depth study of Europe thinking about all their prior learning about land use and phenomena looking at some of the distinctive geographical features of the region and change over time. There is a particular focus on the east and in particular Chernobyl. They finally look at the region of Antarctica and critically examine data to explore the concept of climate change.

## Links with English and Maths

- High quality texts
- Vocabulary
- Reasoning and inference
- Non-fiction writing

- Number
- Measures
- Statistics
- Direction

## Retrieval Practice

- Knowledge organisers in books and sent home
- Low-stakes quizzes for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary

## Progress

Units of work are carefully sequenced so prior knowledge and concepts are built upon

Regular formative assessment and assessment for learning ensures gaps are filled

Effective questioning and higher order thinking features in every level

Progress and attainment within units is recorded and shared with all teaching staff

Opportunity for revisiting content or apply learning at greater depth

## Support

**For staff:**
- National Curriculum
- Knowledge Organisers
- CGP resource books
- Shared Area resources

**For Pupils:**
- Ambitious targets for all pupils
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Texts/resources chosen which are accessible for pupils
- Pupils requiring support do not miss the same lesson every week
<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Where I live: Places around my school</td>
<td>Hot and Cold Places: Weather and Climate around the World</td>
<td>Local Area: The North East Coast</td>
</tr>
<tr>
<td></td>
<td>Includes local area walk</td>
<td></td>
<td>Includes visit to Fish Quay</td>
</tr>
<tr>
<td>Year 2</td>
<td>The United Kingdom: The Four Countries, Capital Cities and the city where we live.</td>
<td>Continents and Oceans: exploring the globe</td>
<td>Contrasting Locality: Rainforest</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Includes visit to local park</td>
</tr>
<tr>
<td>Year 3</td>
<td>The living planet: Climate Zones, biomes, time zones</td>
<td>Using maps: exploring physical and human features</td>
<td>Mountains</td>
</tr>
<tr>
<td></td>
<td>Including visit to the Rising Sun to explore map skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Rivers and watercycle</td>
<td>North America: exploring extreme weather and its impact</td>
<td>Volcanoes</td>
</tr>
<tr>
<td></td>
<td>Includes walk along local river</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>South America: exploring deforestation and its impact</td>
<td>Earthquakes and Tsunamis</td>
<td>The UK: some case studies about land use and change.</td>
</tr>
<tr>
<td></td>
<td>Includes woodland walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>Europe: The North and West</td>
<td>Antarctica: exploring the impact of climate change</td>
<td>Europe: Central and the East including Russia</td>
</tr>
<tr>
<td></td>
<td>Includes coastal walk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### History at Shiremoor Primary School

Our history provision aims to create excitement, inspire curiosity, and promote deep thinking about the world past and present by exploring events and people who have changed the world.

#### Big Ideas
- **Significant people and events:** children explore key individuals and events on the past which have impacted on life today.
- **Exploring and travelling:** children examine cause and effect of explorers travel to new worlds or settlers and invaders to Britain.
- **Global impact:** pupils find out how Ancient Civilisations and cultures compared and impacted on life through the ages.

#### Content and sequencing
- **Year 1** begin with a look at five events from the past. They are building from the vocabulary they have begun to develop at EYFS and their understanding of time to consider early flight and some differences between then and now. They move onto think about some famous Queens of the past (Elizabeth I and Victoria) and compare their lives with the current Queen. Finally they look at significant nurses and changes in healthcare over the years asking and answering simple questions, drawing comparisons and understanding change over time.
- **Year 2** look at a significant event in British History the Great Fire of London and begin to understand cause and effect. They move onto look at the idea of exploration of new worlds and how this impacts on lives forever. They compare Christopher Columbus and Neil Armstrong. Finally they look at a significant local person and event by looking at transport and the invention of the steam locomotive by George Stephenson. Children build understanding of chronology and change.
- **Year 3** begin by understanding the concept of pre-history with a look at Stone Age to Iron Age Britain and considering how we learnt about those times form evidence left behind. Children build chronological understanding by learning about the invasion of the Romans which changed Britain significantly and consider important questions about why the Romans were so successful. Finally they look at a parallel ancient civilization and understand what the world learnt from the Ancient Egyptians considering evidence left behind.
- **Year 4** begin with a depth study of a significant event in British history of the middle ages; the religious conflict of the Elizabethan age and the Spanish Armada. This build on KS1 learning about Queen Elizabeth. Pupils look at how religion has been a root cause for many conflicts over time and again examine cause and effect using reasoning to explore the topic in depth. They then return to look at how Britain was affected by invasions picking up after the Romans and considering life in Anglo-Saxon Britain. This is followed by a look at another Ancient civilisation; Greece. Through this pupils again find out how life in other parts of the world have affected us today.
- **Year 5** complete a local history study thinking about our local area’s mining history the children consider how the North east changed during the industrial revolution. They build on prior learning about Queen Victoria to consider her role at this time. They examine the cause and effects of a local mining disaster and look at variety of sources of information and viewpoints when looking at how the war began. They look at the battle of Britain to consider how life in Britain was impacted. Finally they look at another ancient civilisation of the Mayans building on prior learning about South America in Geography.
- **Year 6** study in depth a significant period of British history and a key event. This is done through their WW2 study (parallel to their Geography unit on Europe) where pupils consider a variety of sources of information and viewpoints when looking at how the war began. They look at the battle of Britain to consider how life in Britain was impacted. Finally they look at another ancient civilisation of the Mayans building on prior learning about South America in Geography.

#### Links with English and Maths

<table>
<thead>
<tr>
<th><strong>For staff:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Curriculum</td>
</tr>
<tr>
<td>Knowledge Organisers</td>
</tr>
<tr>
<td>CGP resource books</td>
</tr>
<tr>
<td>Shared Area resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>For Pupils:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambitious targets for all pupils</td>
</tr>
<tr>
<td>Quality first planning and teach instance to meet all needs</td>
</tr>
<tr>
<td>Guidance from any individual support plans used when meeting any specific needs</td>
</tr>
<tr>
<td>Texts/ resources chosen which are accessible for pupils</td>
</tr>
<tr>
<td>Pupils requiring support do not miss the same lesson every week</td>
</tr>
</tbody>
</table>

#### Retrieval Practice
- Knowledge organisers in books and sent home
- Low-stakes quizzes for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary

#### Progress
- Units of work are carefully **sequenced** so prior knowledge and concepts are built upon
- Regular **formative assessment** and assessment for learning ensures gaps are filled
- Effective questioning and **higher order thinking** features in every level
- **Progress and attainment** within units is recorded and shared with all teaching staff
- Opportunity for revisiting content or apply learning at greater depth

#### Support
<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn Significant People &amp; Events</th>
<th>Spring Travel to a new world: Settlers, Invaders and Explorers</th>
<th>Summer Here and there: local and world comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>First Flight: The Wright Brothers and Amy Johnson</td>
<td>Kings and Queens</td>
<td>Florence Nightingale, Mary Seacole and Edith Cavill: Looking at changes and development in healthcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes local castle visit</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Great Fire of London</td>
<td>Explorers: Christopher Columbus, Neil Armstrong and James Cook</td>
<td>George Stephenson: Looking at changes in transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes visit to Hartlepool Marina</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Early Humans in Britain: Stone Age</td>
<td>Roman Empire</td>
<td>Ancient Egypt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes visit to Segedunum</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Tudors and Stuart: The Reign of Queen Elizabeth</td>
<td>Anglo Saxons and Scots</td>
<td>Ancient Greece</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes visit to Bede Museum</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Queen Victoria and The Industrial Revolution: how did Tyneside change?</td>
<td>Vikings and Anglo Saxons</td>
<td>Shang Dynasty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes visit to Rising Sun</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>World War 2: Churchill and Battle of Britain</td>
<td>World War 2</td>
<td>Mayans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Includes visit to Eden Camp</td>
<td></td>
</tr>
</tbody>
</table>
Art at Shiremoor Primary School

Our art curriculum gives all pupils the opportunity to learn about a range of artists historical and modern and their lives, techniques and inspirations. Children use this as stimulus as they master the elements of art and develop skills in evaluating and appraising.

Big Ideas

Drawing
In the first term all year groups learn drawing techniques based on one the three elements; pattern, still life or faces and figures.

Painting
In Spring each year group focuses on colour and painting looking at one particular movement or style.

3D Art
In the final term each year group works with a different media to create a 3D piece of art.

Content and sequencing

All year groups in school learn about a focus artist. Pupils understand where they fit in in history and their lasting impact on the world.

• Year 1 - Pupils build on their early years creative experiences by learning the techniques involved in drawing simple patterns. They use developing control of pencil to create pattern with simple line, shape and dots. Pupils are inspired by the work of Kandinsky as they use paint to create some abstract art and finally they learn skills of collaging to create a textured piece of art.

• Year 2 - Pupils build their understanding of line and tone in drawing focusing on drawing objects from real life and nature. They use viewfinders. Pupils are inspired by the work of Georgia O'Keeffe and learn about expressionism as they begin to understand colour. Pupils develop this further as they learn the techniques involved in printing.

• Year 3 - Pupils continue to improve their drawing skills further looking more closely and adding fine detail. Pupils are then inspired by the work of Monet as they learn about impressionism and further develop their understanding of colour. Pupils then look at sculpture through the medium of clay.

• Year 4 - Pupils take their improving drawing skills further by drawing faces and figures developing an awareness of outline and internal shapes. They take a look at post-impressionism focusing on the work of Van Gogh. Pupils take their understanding of sculpture further by work with paper.

• Year 5 – Pupils continue their progress in drawing skills revisiting pattern adding rotating and reflecting motifs. Pupils learn about are inspired by the surrealist movement and focus on the work of Picasso. Pupils also use digital media linking with their computing skills to produce their summer term art.

• Year 6 - Pupils move on their drawing skills for a final time to look further at faces and figures drawing active poses from life and memory. Pupils look at Pop art and pay particular focus to the work of Andy Warhol. Pupils make some sculptures using a range of media including mod-rock and metal.

Links with English and Maths

• Exploring shape and pattern
• Using descriptive vocabulary

Retrieval Practice

• Low-stakes quizzes for long term memory
• Varied teaching and learning activities
• Thoughtful sequencing of content
• Specific teaching of vocabulary

Progress

Units of work are carefully sequenced so prior knowledge and concepts are built upon

Regular formative assessment and assessment for learning ensures gaps are filled

Effective questioning and higher order thinking features in every level

Progress and attainment within units is recorded and shared with all teaching staff

Opportunity for revisiting content or apply learning at greater depth

Support

For staff:
• National Curriculum
• Drawing Books by Megan Fabian
• Shared Area resources

For pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Texts/ resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week
# Shiremoor Primary School Overview of Art Coverage

<table>
<thead>
<tr>
<th>Key stage 1</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
<th>Focus Artist for the year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drawing</td>
<td>Painting</td>
<td>Sculpture, mixed media, 3D art</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Focus: Pattern</td>
<td>Focus: Geometric abstract art</td>
<td>Focus: Collage</td>
<td>Kandinsky</td>
</tr>
<tr>
<td>Year 2</td>
<td>Focus: Nature</td>
<td>Focus: Expressionism</td>
<td>Focus: Printing</td>
<td>O Keeffe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Stage 2</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
<th>Focus Artist for the year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drawing</td>
<td>Painting</td>
<td>Sculpture, mixed media, 3D art</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Focus: Nature</td>
<td>Focus: Impressionism</td>
<td>Focus: Clay</td>
<td>Monet</td>
</tr>
<tr>
<td>Year 4</td>
<td>Focus: Figure/faces</td>
<td>Focus: Post-Impressionism</td>
<td>Focus: Paper sculptures</td>
<td>Van Gogh</td>
</tr>
<tr>
<td>Year 5</td>
<td>Focus: Pattern</td>
<td>Focus: Surrealism</td>
<td>Focus: Digital media</td>
<td>Picasso</td>
</tr>
<tr>
<td>Year 6</td>
<td>Focus: Figure/faces</td>
<td>Focus: Pop Art</td>
<td>Focus: 3D art</td>
<td>Warhol</td>
</tr>
</tbody>
</table>
Music at Shiremoor Primary School

Our music curriculum strives to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

We believe that Music is a unique form of communication and is an integral part of our culture.

Big Ideas

Playing and Performing
Pupils learn to use their voices expressively moving onto to sing in unison with control of pitch. They play tuned and untuned instruments with increasing accuracy.

Creating and Composing
Pupils create musical patterns moving onto explore, choose, combine and organise musical ideas with musical structures.

Listening and Appraising
Pupils explore and express ideas and feelings about music and also reflect on and improve own and others work in relation to its intended effect.

Content and sequencing

Year 1 - Pupils build on the ELG by using voices in different ways such as speaking, singing and chanting. They perform simple rhythmical patterns, beginning to show an awareness of pulse. They recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low. To think about and make simple suggestions about what could make their own work better.

Year 2 - Pupils use voices expressively and creatively. They sing with the sense of shape of the melody. They perform rhythmical patterns and accompaniments, keeping a steady pulse. They begin to explore and choose and order sounds using the inter-related dimensions of music. They identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.

Year 3 - Pupils sing in unison, becoming aware of pitch. They perform simple rhythmical and musical parts, beginning to vary the pitch with a small range of notes. They begin to join simple layers of sound, e.g. a background rhythm and a solo melody. They comment on the effectiveness of own work, identifying and making improvements.

Year 4 - Pupils sing in unison maintaining the correct pitch and using increasing expression. They play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. Pupils join layers of sound, thinking about musical dynamics of each layer and understanding the effect. They comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.

Year 5 - Pupils sing in unison with clear diction, controlled pitch and sense of phrase. They play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Pupils create increasingly complicated rhythmical and melodic phrases within given structures. They recognise and use a range of musical notations including staff notation.

Year 6 - Pupils sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. They play and perform with accuracy, fluency, control and expression. Pupils create and improvise melodic and rhythmical phrases as part of a group performance and compose by developing ideas within a range of given musical structures. They use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

Links with English and Maths

• Exploring pattern
• Counting and grouping
• Vocabulary
• Interpreting lyrics

Retrieval Practice

• Low-stakes quizzes for long term memory
• Varied teaching and learning activities
• Thoughtful sequencing of content
• Specific teaching of vocabulary

Progress

Units of work are carefully sequenced so prior knowledge and concepts are built upon

Regular formative assessment and assessment for learning ensures gaps are filled

Effective questioning and higher order thinking features in every level

Progress and attainment within units is recorded and shared with all teaching staff

Opportunity for revisiting content or apply learning at greater depth

Support

For staff:
• National Curriculum
• Sing up
• Charanga

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Texts/ resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week
<table>
<thead>
<tr>
<th>KS1 Skill</th>
<th>Year 1</th>
<th>Year 2</th>
<th>KS2 Skill</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Controlling Sounds through singing and playing (Play and Perform)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use voices expressively</td>
<td>Use voices in different ways such as speaking, singing and chanting</td>
<td>Use voices expressively and creatively. To sing with the sense of shape of the melody</td>
<td>Sing songs in unison and two parts</td>
<td>Sing in unison, becoming aware of pitch.</td>
<td>To sing in unison, maintaining the correct pitch and using increasing expression.</td>
<td>To sing in unison with clear diction, controlled pitch and sense of phrase.</td>
<td>To sing in solo, unison and in parts with clear diction, controlled pitch and sense of phrase.</td>
</tr>
<tr>
<td>Play tuned and un-tuned instruments</td>
<td>To create and choose sounds</td>
<td>To perform simple rhythmic patterns, beginning to show an awareness of pulse.</td>
<td>To create and choose sounds for a specific effect. To perform rhythmic patterns and accompaniments, keeping a steady pulse.</td>
<td>To play tuned and un-tuned instruments with control and accuracy.</td>
<td>To perform simple rhythmic and melodic parts, beginning to vary the pitch with a small range of notes.</td>
<td>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</td>
<td>To play and perform with accuracy, fluency, control and expression.</td>
</tr>
<tr>
<td>Rehearse and perform with others</td>
<td>To think about others when performing.</td>
<td>To think about others while performing.</td>
<td>To practise, rehearse and present performances with an awareness of the audience.</td>
<td>To think about others while performing.</td>
<td>To think about others while performing.</td>
<td>To maintain my own part and be aware how the different parts fit together.</td>
<td>To think about the audience when performing and how to create a specific effect.</td>
</tr>
</tbody>
</table>

**Creating and developing musical ideas (Create and Compose)**

| Create musical patterns | To know about and experiment with sounds | Repeat short rhythmic and melodic patterns | Improvise, developing rhythmic and melodic material when performing | To create simple rhythmic patterns that use a small range of notes. | To create rhythmic and simple melodic patterns using an increased number of notes. | | |

| Explore, choose and organise sounds and musical ideas | To recognise and explore how sounds can be organised. To identify and organise sounds using simple criteria e.g. loud, soft, high, low. | To begin to explore and choose and order sounds using the inter-related dimensions of music. | To explore, combine and organise musical ideas with musical structures. | To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. | To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | To create increasingly complicated rhythmic and melodic phrases within given structures. | To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. |

**Responding and reviewing appraising skills**

| Explore and express ideas and feelings about music | To talk about how music makes you feel or want to move. E.g. it makes me want | To respond to different moods in music and explain thinking about | Analyse and compare sounds | To explore and comment on the ways sounds can be used expressively. | To recognise and explore the ways sounds can be combined and used | | |

| Explore and | To describe, compare and evaluate different types of music beginning to use musical words. | | | To describe, compare and evaluate different types of music using a range of musical | | | |
Pupils complete a depth study of a specific teaching of Buddhism the impact of beliefs and ultimate questions. Children retell religious, spiritual and moral stories, identify how religion and belief is expressed in different ways and in symbols and other forms of religious expression. Children also recognise some religious symbols and words, identify aspects of own experience and feelings, in religious material studied and identify what is of value and concern to themselves.

Year 2: Children retell religious, spiritual and moral stories, identify how religion and belief is expressed in different ways and identify similarities and differences in features of religions and beliefs. They recognise that some questions about life are difficult to answer, and identify possible meanings for symbols and other forms of religious expression. Children retell religious stories and identify some religious beliefs and teachings. They identify some religious practices, and know that some are characteristic of more than one religion. They suggest meanings in religious symbols, language and stories and respond sensitively to the experiences and feelings of others, including those with a faith.

Year 3: Children make links between beliefs, stories and practices, identify the impacts of beliefs and practices on people's lives and identify similarities and differences between religions and beliefs. They investigate and connect features of religions and beliefs, ask significant questions about religions and beliefs and describe and suggest meanings for symbols and other forms of religious expression. Children describe some religious beliefs and teachings of religions studied, and their importance describe how some features of religions studied are the same and different for religious people and make links between religious symbols, language and stories and the beliefs or ideas that underlie them. Year 4: Children comment on connections between questions, beliefs, values and practices, describe the impact of beliefs and practices on individuals, groups and communities and describe similarities and differences within and between religions. They gather, select, and organise ideas about religion and belief, suggest answers to some questions raised by the study of religions and beliefs and suggest meanings for a range of forms of religious expression, using appropriate vocabulary. Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions and they show, using technical terminology. They ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Year 5: Children explain connections between questions, beliefs, values and practices in different belief systems, recognise and explain the impact of beliefs and ultimate questions on individuals and communities and explain how and why differences in belief are expressed. They suggest lines of enquiry to address questions raised by the study of religions and beliefs and suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. They recognise and explain diversity and explain how some forms of religious expression are used differently by individuals and communities. They make informed responses to questions of identity and experience in the light of their learning.

Year 6: Children use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. They explain some of the challenges offered by the variety of religions and beliefs in the contemporary world and explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. They make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. They discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
### Languages at Shiremoor Primary School

Our belief is that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps to develop the ability to communicate, including key skills of speaking and listening and extends pupils' knowledge of how a language works. It provides excitement, enjoyment and challenge which helps to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

### Big Ideas

**How languages work** - pupils understand the elements of language and lay the foundations for future language learning.

**Developing key skills** - pupils understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

**Making substantial progress** - pupils learn Spanish throughout KS2 allowing them to gain a thorough and in-depth understanding of the National Curriculum content.

### Content and sequencing

**Year 3** - Children make links between some phoneme, rhymes and spellings and read aloud familiar word. They notice the spelling of familiar words, recognise how sounds are represented in written form and identify specific sounds, phonemes and words. Children write some familiar simple words accurately using a model and write some familiar simple words from memory. They communicate with others using simple words and phrases and use the correct pronunciation in spoken work. They also recognise question forms and negatives. Children link sounds to meanings and recognise question forms and negatives. They identify specific sounds, phonemes and words.

**Year 4** - Children build on their prior learning. They read and understand familiar words and short written phrases and follow a short text. They use phonetic knowledge to support accurate pronunciation and to say, listen to and identify words and short phrases. They communicate by answering a wider range of questions. In writing they recognise and apply simple agreements (e.g. gender, plural, singular). They copy simple structures and recognise and apply simple agreements (e.g. gender, plural, singular).

**Year 5** - Children read and understand some of the main points from a short text, recognise typical conventions of word order and compare with English. They understand and use negatives in speaking in writing they understand how a simple sentence is written. They write words, phrases and a few sentences using a model, remembering simple structures and applying in new contexts. They join simple sentences using y/pero manipulate language by changing a single element in a sentence. They use 1st, 2nd and 3rd person singular forms of familiar verbs. In addition children communicate by asking a wider range of questions and express simple opinions. They make a short presentation using a model showing a developing accuracy in pronunciation and intonation. They apply knowledge of language rules and conventions when building short sentences. When listening they pick out some of the main points from short spoken passages and join in a short conversation.

**Year 6** - Children read aloud with confidence, enjoyment and expression, in chorus or individually. They read and understand the main points and some detail from a short written passage and they identify different text types and read short, authentic texts for enjoyment or information. Children match sound to sentences and paragraphs and Notice and apply knowledge of word order and sentence construction to support understanding of written text. Children write several sentences from memory. They develop a short text using a model and they know how to use a bilingual dictionary to check their spelling and the gender. Children notice and manipulate agreements and use knowledge of words, text and structure to make meaning, using simple language. They apply knowledge of words and text conventions to build meaningful sentences and short texts Use 1st, 2nd and 3rd person singular forms of familiar verbs. Children join in a short conversation and give a clear presentation in a clear audible voice. They recognise the importance and significance of intonation and notice and manipulate agreements. They use knowledge of words, text and structure to make meaning, using simple language. Children listen to and understand the main points and some detail from a short spoken passage.

### Links with English and Maths

There are opportunities to reinforce basic number and time within languages teaching.

Children are also taught grammatical terms and structures which reinforces understanding taught in English.

### Retrieval Practice

- Low-stakes quizzes for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Weekly lessons and opportunities to use target language.

### Progress

*Spanish was introduced as a new language to all pupils in September 2019. As a result progress in the subject across all year groups does not yet meet all age related expectation.*

Units of work are carefully sequenced so prior knowledge and concepts are built upon.

Regular formative assessment and assessment for learning ensures gaps are filled.

Effective questioning and higher order thinking features in every level.

Progress and attainment within units is recorded and shared with all teaching staff.

Opportunity for revisiting content or apply learning at greater depth.

### Support

**For staff:**
- Language Angels
- Early Start Spanish
- North Tyneside Schemes of Work
- Shared planning

**For Pupils:**
- Ambitious targets for all pupils
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Texts/resources chosen which are accessible for pupils
- Pupils requiring support do not miss the same lesson every week
PE at Shiremoor Primary School

Shiremoor Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development. We aim to provide a P.E. curriculum which aids children’s increasing self-confidence in their ability; planning a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their school years. All children are encouraged to join clubs and extend their interest and involvement in sport and are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness.

Big Ideas

Skills- pupils learn to excel in a broad range of physical activities

Activity – pupils are physically active for sustained periods of time

Competition- pupils engage in competitive sports and activities

Being healthy- pupils lead healthy, active lives

Content and sequencing

In Key Stage 1 pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

In Key Stage 2 children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:
- Use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Our full progression document ‘Progression of Skills through PE’ details the breakdown by year group.

Links with English and Maths

Counting
Shape
Orienteering
Timing
Giving and following instructions

Support

For staff:
- National Curriculum
- Progression document
- Val Sabin Schemes of work

For Pupils:
- Ambitious targets for all pupils
- Quality first planning and teaching in first instance to meet all needs
- Guidance from any individual support plans used when meeting any specific needs
- Resources chosen which are accessible for pupils
- Pupils requiring support do not miss the same lesson every week

Progress

Units of work are carefully sequenced so prior skills are built upon
- Regular formative assessment and assessment for learning ensures gaps are filled
- Effective questioning and higher order thinking features in every level
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunity for revisiting content or apply learning at greater depth
PSHE at Shiremoor Primary School

At Shiremoor Primary School we believe that delivering high quality PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Big Ideas

Content and sequencing

Year 1: Children know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health and they know the importance of, and how to maintain, personal hygiene. They can reflect on self and learn from own experiences and can recognise and celebrate strengths and set simple, but challenging goals. Children understand about change and loss and the associated feelings and can recognise people who look after me, identify my family network, and know who to go to if I am worried/sad. They know rules for and ways of keeping physically and emotionally safe (including safety online), the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment.

Year 2: Children know how to make real, informed choices that will improve physical and emotional health and know that choices can have good, and not so good consequences. They can describe good, and not so good feelings and use varied vocabulary to describe these to others. I can talk about simple strategies for managing feelings and they reflect self and learn from own experiences. Children understand that as they grow up they will have more independence and that this will bring new responsibilities. They know that they share a responsibility for keeping myself and others safe when it is appropriate to say ‘yes’ ‘no’ ‘I’ll ask’ and ‘I’ll tell’ to others/peers. They can say what is meant by ‘privacy’ and have learned the importance of respecting others’ privacy.

Year 3: Children can make own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. They explain what is meant by the term ‘habit’ and say why habits may be hard to change. They understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Children know some strategies to keep safe on line and the importance of protecting personal information. They recognise what constitutes a positive, healthy relationship and are developing the skills to form and maintain positive and healthy relationships. They are aware of different types of relationships, including those between acquaintances, friends, relatives and families.

Year 4: Children understand that bacteria and viruses can affect health and that following simple routines (e.g. hand washing) can reduce their spread. Children listen and respond respectfully to a wide range of people with confidence and recognise and show concern for other people’s feelings and try to see, respect, and where necessary constructively challenge, their point of view. They research, discuss and debate topical issues, problems and events that are of concern to myself and offer my recommendations to appropriate people. Children learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Year 5: Children understand what can positively and negatively affect their mental, physical and emotional health and can make informed choices (including recognising that choices can have positive, neutral and negative consequences) that contribute to a ‘balanced lifestyle’. They understand how having high aspirations can support personal achievements and they strategies to keep safe on line and the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. They can recognise and respond appropriately to a wider range of feelings in others. They know why and how rules and laws that protect myself and others are made and enforced and they that finance plays an important role in people’s lives.

Year 6: Children that images in the media and online can distort reality and this can negatively affect how people feel about themselves. They reflect on, and celebrate achievements and can identify strengths, areas for improvements and set high aspirations and goals. They can explain the meaning of ‘risk’ ‘hazard’ and ‘danger’ and can recognise, predict and assess risks in different situations and decide how to manage them responsibly. Children can listen respectfully to others but also raise concerns and challenge points of view where necessary and they recognise and challenge stereotypes.

Links with English and Maths

Money
Speaking and listening
Inference

Progress

For staff:
• National Curriculum
• PSHE Association membership
• DfE PSHE guidance documents
• Commando Joe resources

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week

Support

For staff:
• National Curriculum
• PSHE Association membership
• DfE PSHE guidance documents
• Commando Joe resources

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week

Resources chosen which are accessible for pupils

For staff:
• National Curriculum
• PSHE Association membership
• DfE PSHE guidance documents
• Commando Joe resources

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week

Content and sequencing

Year 1: Children know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health and they know the importance of, and how to maintain, personal hygiene. They can reflect on self and learn from own experiences and can recognise and celebrate strengths and set simple, but challenging goals. Children understand about change and loss and the associated feelings and can recognise people who look after me, identify my family network, and know who to go to if I am worried/sad. They know rules for and ways of keeping physically and emotionally safe (including safety online), the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment.

Year 2: Children know how to make real, informed choices that will improve physical and emotional health and know that choices can have good, and not so good consequences. They can describe good, and not so good feelings and use varied vocabulary to describe these to others. I can talk about simple strategies for managing feelings and they reflect self and learn from own experiences. Children understand that as they grow up they will have more independence and that this will bring new responsibilities. They know that they share a responsibility for keeping myself and others safe when it is appropriate to say ‘yes’ ‘no’ ‘I’ll ask’ and ‘I’ll tell’ to others/peers. They can say what is meant by ‘privacy’ and have learned the importance of respecting others’ privacy.

Year 3: Children can make own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. They explain what is meant by the term ‘habit’ and say why habits may be hard to change. They understand school rules about health and safety, basic emergency aid procedures, where and how to get help. Children know some strategies to keep safe on line and the importance of protecting personal information. They recognise what constitutes a positive, healthy relationship and are developing the skills to form and maintain positive and healthy relationships. They are aware of different types of relationships, including those between acquaintances, friends, relatives and families.

Year 4: Children understand that bacteria and viruses can affect health and that following simple routines (e.g. hand washing) can reduce their spread. Children listen and respond respectfully to a wide range of people with confidence and recognise and show concern for other people’s feelings and try to see, respect, and where necessary constructively challenge, their point of view. They research, discuss and debate topical issues, problems and events that are of concern to myself and offer my recommendations to appropriate people. Children learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Year 5: Children understand what can positively and negatively affect their mental, physical and emotional health and can make informed choices (including recognising that choices can have positive, neutral and negative consequences) that contribute to a ‘balanced lifestyle’. They understand how having high aspirations can support personal achievements and they strategies to keep safe on line and the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. They can recognise and respond appropriately to a wider range of feelings in others. They know why and how rules and laws that protect myself and others are made and enforced and they that finance plays an important role in people’s lives.

Year 6: Children that images in the media and online can distort reality and this can negatively affect how people feel about themselves. They reflect on, and celebrate achievements and can identify strengths, areas for improvements and set high aspirations and goals. They can explain the meaning of ‘risk’ ‘hazard’ and ‘danger’ and can recognise, predict and assess risks in different situations and decide how to manage them responsibly. Children can listen respectfully to others but also raise concerns and challenge points of view where necessary and they recognise and challenge stereotypes.

Links with English and Maths

Money
Speaking and listening
Inference

Progress

For staff:
• National Curriculum
• PSHE Association membership
• DfE PSHE guidance documents
• Commando Joe resources

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week

Support

For staff:
• National Curriculum
• PSHE Association membership
• DfE PSHE guidance documents
• Commando Joe resources

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week

Resources chosen which are accessible for pupils

For staff:
• National Curriculum
• PSHE Association membership
• DfE PSHE guidance documents
• Commando Joe resources

For Pupils:
• Ambitious targets for all pupils
• Quality first planning and teaching in first instance to meet all needs
• Guidance from any individual support plans used when meeting any specific needs
• Resources chosen which are accessible for pupils
• Pupils requiring support do not miss the same lesson every week