



The curriculum of Holy Trinity belongs to us – the children, staff, governors and parents of our school. It meets the children and area we serve.

Holy Trinity School seeks to deliver a broad and balanced curriculum that is both progressive and responsive to the needs of the children and the community served by the school. A curriculum which is; creative, includes subject specialism skills with cross curricular threads running through to ensure continuity and progression. Memorable learning experiences will enhance the curriculum taught in the classroom.

The curriculum delivered to the children between the ages of 3 and 11 will incorporate 3 main broad strands.

- 1 The National Curriculum, where relevant, including a programme of Religious Education following “The Wakefield Diocesan and Calderdale Agreed Syllabus”
- 2 A programme of Social Moral, Spiritual and Cultural education will be planned as part of the NC delivery. There will also be some discrete SMSC work which will be taught mainly through our PSHCE curriculum.
- 3 Whole phase or key stage activities that enhance the curriculum offered.

As an Academy Holy Trinity does not have to follow the National Curriculum strand by strand. To ensure continuity and progression the NC is used as a base for the curriculum for the pupils of Holy Trinity.

Our curriculum is one which:

- inspires and enthuses children
- recognises the diversity of school
- ensure elements of continuity for children as they go to secondary school
- builds learner capacity for life
- has high expectations of children

Implementation

Holy Trinity’s curriculum is delivered through discrete subject objectives through single subject focus lessons. Teachers make links between objectives and key areas and deliver through an integrated lesson where appropriate. ‘Topics’ are not taught where there are tenuous links with activities are made to ‘fit’ into a topic. Key learning objectives with activities which children can show progress are planned and delivered.

Phases are introduced to ensure that key objectives are taught in each phase.

- EYFS: Nursery and Reception
- KSI: Years 1 & 2
- LKS2: Years 3 & 4
- UKS2: Years 5 & 6

There are Policies for all curriculum areas which are written in a similar format. They each recognise the importance of maintaining a safe environment for our children. Staff and pupils are aware of the Health and Safety issues associated with the different curriculum areas. All children have equal access to the different curriculum areas and all policies are assessed for Equality Impact. All children are encouraged to follow up schoolwork at home. (Homework Policy)

Each policy is formally reviewed on a biannual basis (except for ICT which is done annually). However, Subject Managers annually review the progress and the needs of their subject to ensure the further development of their subject.

Measuring Progress

Assessment of work undertaken is carried out through:

- Staff completing end of unit assessment sheets
- Children completing achievement activities in all subjects RE, Literacy, Numeracy and Science three times a year which are levelled
- Staff discussions and agreement of levelling work
- SATs
- Moderated work at the end of EYFS, KSI & KS2 by LA
- Moderated work by year group with West Central Halifax cluster.

Inclusion

A register of children with SEN is maintained according to The Code of Practice. IEP's are drawn for children SEN Support. (SEN Policy)

A register of children who are More Able has been compiled by the G&T co-ordinator in consultation with all teaching staff. Appropriately challenging work is identified and the curriculum is enriched by visiting groups. (More Able Policy)

Curriculum Time Plan - Subjects Taught

Work planned for Foundation Stage

Work planned for the children in their first years at school will be planned around the areas of learning and experience identified in 'Development Matters'.

Key Stage 1

Work planned in KSI is based on the National Curriculum. The emphasis being on the core subjects of English, Numeracy, Science, RE, ICT, PE and a planned coverage of the Foundation subjects through thematic topics.

Key Stage 2

The main focus within KS2 is the delivery of the Core subjects following the NC. The Core subjects are enriched with the planned delivery and coverage of the Foundation subjects using themes where appropriate.

EYFS

Nursery	15 hours per child	Continuous Provision
Reception	21.25	Continuous Provision

	KSI	LKS2	UKS2
English	7.5 (GR & Phonics)	5	5
Mathematics	5	5	5
Science	1	2	2
Music	0.75	0.75	0.75
History / Geography	1	1.5	1.5
DT / Art & Design	1.5	2	2
Computing	1	1	1
PE/Swimming/Games	1.5	2	2
PSHCE & In the News/My Place in the World	1	1	1
RE	0.75	1	1
Languages		1	1
G.Reading /Handw / Drama		1.5	1.5
Total	21.25	23.75	23.75

Characteristics of Learning will be taught across Reception – Year 6 with 1 x half termly Personal Development Days to teach the children the areas of personal development highlighted in their PASS test.

Timeline for Change

September: New Curriculum for Years 1,3,4 & 5
September 2015: New Curriculum for Years 2 & 6

Programmes of Study

Programmes of Study show what is being taught in each phase. (Appendix A)
Objectives are then written with a medium term overview and when they are taught in each term. (Appendix B)

Schemes of Work are designed to ensure progression across the Key Stages. Further differentiation which recognises the individual needs of pupils is identified within short term planning.

Breadth and balance of curriculum provision is ensured through staff agreement about Long and Medium Term planning and Key Stage monitoring. Equality of access for all children is planned. Children with specific SEN have IEP's which identify the work they are to cover. Progression and the development of appropriate skills is ensured through collective planning.

Long Term Planning - This is stored on the Network – Teachers/Long Term Planning folder.

Medium Term Planning – All planning is stored on the network. PUBLIC / PLANNING / MEDIUM TERM PLANNING and then in year group and term. **This planning is stored electronically on the**

server in the first week of each half term. It is checked by the Deputy Head as part of school self-evaluation and suggested areas for improvement will be given.

Planning must contain as a minimum: learning objectives, teaching activities, differentiated independent learning activities (including who the teacher / TSA is working with), assessment for learning focus (this may be shown as Plenary), resources

Short Term Planning – Weekly plans for literacy and numeracy must be available each Monday. Some teachers plan in more detail for their medium term planning and do not need to complete a daily lesson plan for foundation subjects.

Speaking and Listening planning is linked and the objectives should be shown in the planning for the subject area it is being taught through.

Maths Planning is taken from the Abacus planning tool (active learn primary) which staff have on their laptops.. Planning is not collected in but must be available if required for monitoring purposes. Higher ability maths sets use the planning and resources from the year group above.

APPENDIX B

English

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N						
R						
1	-Pre Unit- Describing stories in familiar settings -Instructions -Labels, lists and captions	-Stories in familiar settings -Stories with repeating patterns and phrases -Christmas stories	-Traditional tales	-Traditional tales -Stories from other cultures -Recounts	-Information texts -Recounts -Poetry	- Patterns & Rhyme -Information texts -Stories about fantasy worlds.
2	-Stories with familiar settings	-Talk for Writing- Charlie's Bag Poetry- Patterns	-Traditional tales- role reversal -Nonsense poems	-Information Booklet (Florence Nightingale)	-Worst Witch -Persuasive Writing	-Non chronological reports -Mini Beasts -Mini Beasts Poetry.
3	-Familiar setting (Narnia) -Instructions	-Myths and Legends (Quests) -Performance Poetry	-Persuasive Texts -Dear Greenpeace books Shape poems and calligrams	-Authors and Letters (Anthony Browne) -Report Writing (Artic)	-Pirates -Limericks/puns- Language play (link to pirates)	-Play scripts
4	-Stories from historical settings -Newspapers	-Play scripts -Author study(Roald Dahl) -Exploring Shakespeare	-Stories from other cultures (Native Americans- Ahmed's secret) -Poetry -Debating (link to ICT blogging)	-Stories with Issues and Dilemmas -Author study(Roald Dahl)	-Explanation texts -Imaginary Words	-Persuasive Writing (Film Trailers)
5	-Significant Author Study (Dick King Smith) -Sensational Poetry	-Instructions -Recounts	-Myths and Legends (Robin Hood) -Narrative poetry- The Highwayman	-Persuasive Writing (partition unit into written and spoken areas 2 x 2 weeks -Film Narrative (The Piano)	-Stories from other cultures (Grandpa Chatterji) -Film Narrative (The Piano)	-Additional text based unit (The Suitcase Kid/Oliver Twist)
6	-Fiction genres Biography & autobiography (teachers' biography)	-Arguments (link to Aswan Dam) Poetry- power of imagery -Short stories with flashbacks	-Journalistic Writing -Formal and impersonal writing - Write a story in 500 words	-SATs Revision Poetry (Finding a voice) -	-SATs Revision - Billy The Kid - narrative	-Writing in different genres -Transition unit (Authors and Texts)

Maths

Purpose of study

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The national curriculum for mathematics aims to ensure that all pupils:

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

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Individual Yearly overviews are on ABACUS planning tool.

Religious Education

Purpose

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Units of Study from the Calderdale and Kirklees Syllabus 2014

Key Stage	Year Group	Autumn		Spring	Summer	Additional
EYFS	Nursery	F3 What makes a good helper?	F2 How do Christians celebrate Christmas?	F4 What can we see in our wonderful world?	F5 Who is special to us?	
	Reception	F1 Where do we live?	F2 How do Christians celebrate Christmas?	F3 What makes a good helper?	F5 Who and what are special to us?	
Key Stage 1	Year 1	Ourselves		Precious Things	Special People	1.4 Celebrating special occasions
		1.2. Belonging to Church and Mosque		1.1 Special books and stories	1.3 Why do we care?	
	Year 2	Special Places		Special Days	Our World	
		2.3 How do we make good choices? 2.2 How do we celebrate new life?	2.2 How do people pray?	2.4 How do we look after our planet?		
Lower Key Stage 2	Year 3	Starting Out		Let's Party	Knowing Me, Knowing You	3.4 What do Christians believe about a good life?
		3.2 What do creation stories tell us about our world?		3.3 What does it mean to be a Jew?	3.1 How are beliefs expressed through art?	
	Year 4	Stories of Creation		Right and Wrong	Sacred Spaces	4.4 What words of wisdom guide us?
		4.1 Which faiths make up our community?		4.2 Who can inspire us?	4.3 How do festivals use lights as a symbol?	
Upper Key Stage 2	Year 5	Voyages of Discovery		Follow My Leader	Everyone Different, Everyone Matters and Everyone Together	5.4 What matters most
		5.1 Why are some places and journeys special?		5.2 What do Muslims believe about a good life?	5.3 Should we forgive others?	
	Year 6	Symbols of Faith		Holy Words	Moving On	6.4 What is important to Christians?
		6.1 What does it mean to be a Sikh?		6.2 Can charity change the world?	6.3 What is compassion?	

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

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

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum Events in School which add to the K,U and Skills of this subject
EYFS	Nursery				
	Reception				
Key Stage 1	Year 1	The local area Inc human and physical features - Plus seasons and daily weather patterns? Fieldwork and mapwork	The Arctic/Antarctic and Desert Hot and cold areas of the world in relation to the equator and the north and south poles Mapwork	Town, Country and Seaside Inc human and physical features - plus seasons and daily weather patterns? Mapwork	
	Year 2	The UK Inc its countries and their capital cities plus the surrounding seas, 7 continents and 5 oceans - Plus seasonal and daily weather patterns? Mapwork		Mexico (non-European country) Hebden Bridge Inc human and physical features Fieldwork and mapwork Seasonal and daily weather patterns? * Plus Transition unit	
Lower Key Stage 2	Year 3	* Plus Transition unit The UK Inc its counties and cities, geographical regions and their identifying human and physical features.(hills, mountains, coasts and rivers) Fieldwork and mapwork	South America Brazil and the rainforest / amazon Mapwork	Pakistan Inc human and physical features (comparison with UK) Mapwork	
	Year 4	The UK- Who we are Mapwork (plus fieldwork?)	St Lucia Mapwork	Fairtrade? Fieldwork and mapwork	
Upper Key Stage 2	Year 5	Kenya Mapwork	UK river and another river Fieldwork and mapwork	Europe inc Russia (To compare with UK – mountains, rivers etc) Mapwork	
	Year 6	North America then looking at a closer location within N America eg California / Grand Canyon / New York and Niagara Falls... Fieldwork and Mapwork	Coasts- Whitby Field Visit Mapwork and fieldwork - Whitby	Australia Mapwork * Plus Transition unit	

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Working Scientifically Strand runs throughout all the topics (as ATI used to). It is split into KS1/Lower KS2 and Upper KS2

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum
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					Events in School which add to the K,U and Skills of this subject
EYFS	Nursery				
	Reception				
Key Stage 1	Year 1	*Animals including Humans (9 wks) Seasonal Change	*Everyday Materials (9 wks) Seasonal Change	*Plants (9 wks) Seasonal Change	Seasonal Changes (Ongoing throughout the Yr) 3 wks per term
	Year 2	*Plants (5 wks) *Materials (7 wks)	*Plants (2 wks) *Animals including Humans (10 wks)	*Plants (2 wks) *All Living Things and their habitats (10 wks)	*Plants (Ongoing throughout the Yr, some lessons may need to be split to allow observations/recording of plants)
Lower Key Stage 2	Year 3	*Plants (8 wks) *Rocks (6 wks)	*Light (7 wks) *Animals including Humans (7 wks)	*Forces and Magnets (8 wks)	
	Year 4	*States of Matter (7 wks) *Electricity (8 wks)	Animals including Humans (7 wks)	*All Living Things and their habitats (7 wks) *Sound (7 wks)	
Upper Key Stage 2	Year 5	Properties and Changes of Materials (9 wks) Earth, Sun and Moon (8 wks)	Forces (8 wks)	*All Living Things and their habitats (6 wks) Animals including Humans (6 wks)	
	Year 6	*Animals including Humans *Electricity SRE	*Light All Living Things and their habitats	All Living Things and their habitats *Evolution and Inheritance	

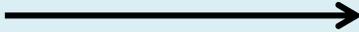
Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum Events in School which add to the K,U and Skills of this subject	
EYFS	Nursery	Independence skills Exploring paint Paint mixing Brush skills Cutting and sticking Modelling, fixings & fastenings 			Large scale 3D art	Big Draw HT Art Gallery Summer fairs
	Reception	Ourselves Autumn Where we live Fireworks Christmas	Winter Chinese new year People who help	Animals Changes Journeys		
Key Stage 1	Year 1	Self Portraits	Picture This	Sculpture		
	Year 2	Mother Nature	Great Fire of London	Mexico		
Lower Key Stage 2	Year 3	Colour mixing & portraits	Monet & Lowry	Spring Flowers		
	Year 4	Roman Art	Take a Seat	Viewpoints & Sketching		
Upper Key Stage 2	Year 5	African Masks	Containers	Objects & Meaning		
	Year 6	People in Action	A Sense of Place	20 th & 21 st Century Artists		

Design Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum Events in School which add to the K,U and Skills of this subject
EYFS	Nursery				
	Reception				
Key Stage 1	Year 1	Health Eating <i>Food Technology</i>	Moving pictures	Playgrounds <i>Construction</i>	
	Year 2	UK Food <i>Food Technology</i>	Florence's Lamps <i>Construction</i>	Puppets <i>Construction</i>	
Lower Key Stage 2	Year 3	Picture Frames <i>Construction</i>	Salads <i>Food Technology</i>	Moving Monsters <i>Construction</i>	
	Year 4	Christmas Lights <i>Electronics/construction</i>	Tudor Ships Pop Up Books <i>Construction</i>	Making Quiches <i>Food Technology</i>	
Upper Key Stage 2	Year 5	Bread <i>Food Technology</i>	Formula 1 Musical Instruments <i>Construction</i>	<i>Musical Instruments</i>	
	Year 6	Roundabouts <i>Construction</i>	Foods in WW2 <i>Food Technology</i>	<i>Year 6: Skills demonstrated for gears as used in roundabouts and recap of other skills taught in KS2- A child led Design- Make- Evaluate project:- I would suggest using WWII as a context and set a real life design problem... This could take a form lining to shelters but with the need for a mechanical moving element, a textile project or an electronically driven project... Context could be altered annually to fit with national events and celebrations:- e.g. 2015 Rugby World Cup, General Election, Common Wealth Games</i>	

Computing

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – 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.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum Events in School which add to the K,U and Skills of this subject
EYFS	Nursery				
	Reception				
Key Stage 1	Year 1	<ul style="list-style-type: none"> *Introduction to computers (7 weeks) *Introduction to iPads *Using websites 	<ul style="list-style-type: none"> *Controlling devices *Voice recording *Taking photographs 	<ul style="list-style-type: none"> *Sorting objects *Creating pictograms *Communicating using ICT 	
	Year 2	<ul style="list-style-type: none"> *Sharing information through Word and PowerPoint *Controlling devices 	<ul style="list-style-type: none"> *Creative arts using ICT *Communicating using ICT *Keyboard and mouse skills 	<ul style="list-style-type: none"> *Finding things out *Creating graphs *Photography 	
Lower Key Stage 2	Year 3	<ul style="list-style-type: none"> *Taking photographs for a purpose (transition unit with Year 2) *Creating videos 	<ul style="list-style-type: none"> *Communicating using Microsoft Office *Finding things out *Controlling devices 	<ul style="list-style-type: none"> *Storytelling with technology *Starting spread sheets 	
	Year 4	<ul style="list-style-type: none"> *Using spread sheets (transition with Year 3) *Social media (10 weeks) 	<ul style="list-style-type: none"> *Finding things out *Algorithms 	<ul style="list-style-type: none"> *Creating a video for a purpose *ICT led project 	
Upper Key Stage 2	Year 5	<ul style="list-style-type: none"> *Digital animation *Finding things out 	<ul style="list-style-type: none"> *Presenting ideas using different software *Control using Scratch 	<ul style="list-style-type: none"> *ICT led project 	
	Year 6	<ul style="list-style-type: none"> *Finding things out *Control using Scratch and Kodu 	<ul style="list-style-type: none"> *Storytelling with technology 	<ul style="list-style-type: none"> * and *ICT led project, linked to creating a website 	

Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Sing Up! (Rhymes, Songs and Action) Sing & Chant Listening	Exploring Sounds. (Percussion & Describing Settings) Playing Experimenting	Little and Big (Tone duration) Listening Playing	Music and Movement (Rhythm) Sing & Chant Listening Playing	High and Low (Pitch) Listening Experimenting	Writing Music (Representing sounds on paper) Listening Experimenting
Y2	Long and Short (Tone duration 2) Listening Playing	Feel the Beat! (Rhythm) Sing & Chant Listening Playing	What's the Score? (Pitch and graphic notation) Sing & Chant Listening	Sound Effects (Creating words and sounds for cartoon) Playing Experimenting	Speed it up! (Tempo) Sing & Chant Listening	Sounds Interesting (Describing Settings) Listening Experimenting
Y3	Carnival of Animals Performance Aural skills History of Music	Dancing and Moving Performance Aural skills Theory	The Romans – Marching Songs Improvise & Compose Aural Skills	Folk Music Performance Aural Skills Music appreciation	Painting with Sound (Abstract Music) Improvise & Compose Theory	Mamma Mia! (Pop) Performance Aural Skills Music appreciation
Y4	Miss Sutcliffe Bequest – Flute and Guitar lessons (1 hr/wk most weeks) – Calderdale Music Hub peripatetic tutors Performance – Improvise & Compose – Aural Skills - Theory					
	1 PPA lesson: Beautiful Beethoven Music appreciation History of music		1 PPA lesson: Caribbean Carnival Aural Skills Theory		1 PPA lesson: Musical Theatre Performance Music appreciation	
Y5	Miss Sutcliffe Bequest – Saxophone and Guitar lessons (1 hr/wk most weeks) - Calderdale Music Hub peripatetic tutors Performance – Improvise & Compose – Aural Skills - Theory					
	1 PPA lesson: Holst's <i>The Planets</i> Music appreciation History of Music		1 PPA lesson: Absolutely Africa Improvise & Compose Theory		1 PPA lesson: Rock Music Performance Music appreciation	
Y6	Your Call (Rounds, Echoes & Gospel) Performance Aural Skills Theory	Walk like an Egyptian Improvise & Compose Aural Skills	Abstract Music and Graphical Scores Improvise & Compose Theory	Jazz & Blues Performance Aural Skills History of Music	In the Mood! - World War II Performance Music appreciation History of Music	Moving On – Leavers Service and Play Performance Aural Skills

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum Events in School which add to the K,U and Skills of this subject
EYFS	Nursery				
	Reception				
Key Stage 1	Year 1	Homes	Toys Seaside Holidays	Seaside Holidays Clothes / Fashion	
	Year 2	Neil Armstrong Guy Fawkes and the Gun Powder Plot	Great Fire of London (+Samuel Pepys) L S Lowry or artist selected by co-ordinator	Florence Nightingale (Mary Seacole)	
Lower Key Stage 2	Year 3	Stone Age to Iron Age	Ancient Greece	Ancient Greece and its impact on Britain	
	Year 4	Romans and Roman Britain	Anglo Saxons	Significant People	
Upper Key Stage 2	Year 5	Stone Age to Iron Age- Until 2017	Early Islam	Victorian Halifax- Local Study	
	Year 6	Ancient Egypt	Food throughout history – Stone Age to present day WW2 rationing	Individual study. An aspect of life from 1066 to the present day. A study of a famous person who made significant contribution to the area of study.	

PE

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Key Stage 1

Descriptor	Skill	Where covered
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		(Year group and Term)					
		Year 1			Year 2		
		Aut	Spr	Sum	Aut	Spr	Sum
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Running	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Jumping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Throwing	<input checked="" type="checkbox"/>					
	Catching	<input checked="" type="checkbox"/>					
	Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Agility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Coordination	<input checked="" type="checkbox"/>					
Participate in team games, developing simple tactics for attacking and defending	Participate in team games	<input checked="" type="checkbox"/>					
	Develop simple tactics for attacking and defending.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Perform dances using simple movement patterns.	Use simple movement patterns	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Descriptor	Skill	Where covered (Year group and Term)											
		Year 3			Year 4			Year 5			Year 6		
		Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
Use running, jumping, throwing and catching in isolation and in combination	Running	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Catching	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Coordination	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Participate in competitive games	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Apply basic principles of attacking and defending.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop flexibility, strength, technique, control and balance	Flexibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Strength	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Technique	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Control	<input checked="" type="checkbox"/>											
	Balance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Perform dances using a range of movement patterns		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take part in outdoor and adventurous activity challenges both individually and within a team		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Improve performances.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Languages

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Phase	Year Group	Autumn	Spring	Summer	Additional Curriculum Events in School which add to the K,U and Skills of this subject
EYFS	Nursery				
	Reception				
Key Stage 1	Year 1				
	Year 2				
Lower Key Stage 2	Year 3				
	Year 4				
Upper Key Stage 2	Year 5				
	Year 6				

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

Year 1	Overarching Principles	Year Group Objectives
Autumn	<p>To know about Investors in Pupils</p> <p>To set themselves challenging personal goals</p> <p>To have respect for self and others and the importance of responsible behaviours and actions</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>To know about the importance of coming to school</p> <p>To know about the importance of respecting and protecting the environment</p>	<p>To know about 'Investors in Pupils'? What is it? How does it affect us?</p> <p>To write and display Mission Statement and class rules</p> <p>To decide on class target and reward</p> <p>To write individual targets to be displayed on target board</p> <p>Attendance - To know why we should come to school</p> <p>Living together in class 5 or 6 -</p> <p>To know why we have class rules/school rules</p> <p>To know why we have to share/take turns/returning things</p> <p>To know why we should listen to each other whilst playing and how to compromise with others</p> <p>To understand that it is good to say sorry</p> <p>Eco - To know how we could improve the school environment inside and outside with a focus on litter</p>
	Be United	

Be Healthy	To know what is meant by a healthy lifestyle To know how to maintain physical, mental and emotional health and well-being	To know about healthy eating - what food should we eat to be healthy To know that keeping our teeth clean is part of being healthy To know that washing is part of being healthy by limiting the spread of germs (linked to naming parts of the body)
Be Reflective	To set themselves challenging personal goals To reflect upon their learning and personal development	Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.
Spring Be Safe	To know about the importance of coming to school To know ways of keeping physically and emotionally safe To know how to manage change such as loss	Attendance - To know why should we come to school To know how to keep safe outside (stranger danger) and in cars (Teddy takes a tumble) To know who is responsible for keeping you safe? - teachers, parents, which other adults, To understand about keeping safe using ICT - (covered in ICT lessons) To understand about loss - Losing toys and how that makes you feel - Losing pets and how that makes you feel
Be Caring	To know how to recognise and manage emotions with a range of relationships To know how to develop and maintain a variety of healthy relationships To know how to recognise risky or negative relationships including all forms of bullying and abuse To know how to respect equality and diversity in relationships	To understand how I feel To be able to name different feelings To recognise good and not good feelings To understand how to tell others how you are feeling (linked to naming feelings) and how to tell how others are feeling (feelings on faces) To know how your behaviour affect others To know what is fair/unfair To know what is kind/unkind To understand that you can hurt others peoples bodies and feelings To understand that some behaviours can make you comfortable/uncomfortable
Be Reflective	To set themselves challenging personal goals To reflect upon their learning and personal development	Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.
Summer Be Creative	To know about the importance of coming to school To know where money comes from, keeping it safe and the importance of managing it effectively To know money plays an important part in people's lives	Attendance - To know why should we come to school? To be able to add coins together and calculate change needed(maths) To know where does money come from? To understand that you can earn, win and find money. To know you can receive pocket money or money as a present. To know could you spend your money To know how can you keep your money safe

	To have a basic understanding of enterprise	To know where you can keep it safe and why B&E skill - tbc
Be Aware	To know how to maintain physical, mental and emotional health and well-being To know how to respond to risky or negative relationships and ask for help	To know who looks after you To know who you can go to when you need help To know which people are special to you To know why are they special To understand what do they do to make them special
Be Reflective	To set themselves challenging targets To reflect upon their learning and personal development To know how to manage change such as transition	Review of class rules and class target. Have we achieved them? Review of Induction booklet - new booklet made for next class Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book. To know what I am good at To reflect on what I have achieved this year To understand what I want to improve/work on next year. Evidence in Reflection Journal Transition - to understand what happens in Year 2 - To talk about concerns and feelings about moving to Year 2

Year 2	Overarching Principles	Year Group Objectives
Autumn	To know about Investors in Pupils To set themselves challenging personal goals To have respect for self and others and the importance of responsible behaviours and actions	To know about 'Investors in Pupils'? How does it affect us? To write Mission Statement and class rules To decide on a class target and reward To write individual targets to be displayed on target board

	<p>To respect equality and to be a productive member of a diverse community</p> <p>To know about the importance of coming to school</p> <p>To know about the importance of respecting and protecting the environment</p>	<p>Attendance - To know why should we come to school</p> <p>Living together in class 7 or 8 -</p> <ul style="list-style-type: none"> To know why we have class rules/school rules and what are they To know we have to share and take turns at school To understand how we could live together as a family (class) To know how to give constructive feedback <p>Eco - To know how we could improve the environment in the local area - a focus on transport and recycling</p>
Be Healthy	<p>To know what is meant by a healthy lifestyle</p> <p>To know how to maintain physical, mental and emotional health and well-being</p>	<p>To know what does it mean to have a healthy lifestyle - focusing on the importance of physical activity and rest</p> <p>To know about healthy eating - what should you eat to keep healthy and how much of each type of food</p>
Be Reflective	<p>To set themselves challenging personal goals</p> <p>To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - do we need to add/change anything?</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
Spring Be Safe	<p>To know about the importance of coming to school</p> <p>To know whys of keeping physically and emotionally safe</p> <p>To know how to manage change such as loss and transition</p> <p>To recognise and manage emotions with a range of relationships</p> <p>To know how to respond to risky to negative relationships and ask for help</p>	<p>Attendance - To know why should we come to school</p> <p>To know how to be safe when crossing the road (road safety)</p> <p>To know how to keep safe on the internet (covered in ICT lessons)</p> <p>To know that household products can be harmful if not used properly</p> <p>To understand that everyone falls out and making friends again and the way that can make us feel</p> <p>To know that moving house can make us feel worried and excited</p> <p>To know that you should keep surprises and not secrets (linked to not keeping secrets with adults) when to say yes, no, I'll ask or I'll tell and who to tell</p>
Be Caring	<p>To know how to recognise and manage emotions with a range of relationships</p> <p>To know how to develop and maintain a variety of healthy relationships</p> <p>To know how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>To know how to respect equality and diversity in relationships</p>	<p>To know what is right and wrong at school and home</p> <p>To know that there are different kinds of teasing/bullying</p> <p>To know what is right and wrong in terms of bullying and how to deal with it</p> <p>To know that we are all the same but different and that we should respect all differences</p> <p>To know what is personal space?</p> <p>To understand what is acceptable/unacceptable in terms of physical contact</p> <p>To know what is comfortable/uncomfortable for you in terms of physical contact</p>
Be Reflective	<p>To set themselves challenging personal goals</p> <p>To reflect upon their learning and</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - do we need to add/change anything?</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection</p>

	personal development	Book.
Summer Be Creative	<p>To know about the importance of coming to school</p> <p>To know where money comes from, keeping it safe and the importance of managing it effectively</p> <p>To know money plays an important part in people's lives</p> <p>To have a basic understanding of enterprise</p>	<p>Attendance - To know why we should come to school</p> <p>To be able to add coins together to know how much money I have and how I can keep track of it</p> <p>To understand that there are things I want but might not need</p> <p>To know why I want to save my money</p> <p>To know how can I earn money</p> <p>B&E skill - tbc</p>
Be Aware	<p>To know what is meant by a healthy lifestyle</p> <p>To know how to maintain physical, mental and emotional health and well-being</p> <p>To know ways of keeping physically and emotionally safe</p>	<p>To know how to keep physically and emotionally healthy (happy). - not angry</p> <p>To be able to name feelings and how to respond to others feelings</p> <p>To know how people's needs change as they grow from young to old</p> <p>To know you have increased responsibilities when growing up</p> <p>To know similarities and differences between girls and boys</p> <p>To know what is the same/different between people</p>
Be Reflective	<p>To set themselves challenging targets</p> <p>To reflect upon their learning and personal development</p> <p>To know how to manage change such as transition</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - new booklet made for next class</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p> <p>To know what I am good at</p> <p>To reflect on what I have achieved this year</p> <p>To understand what I want to improve/work on next year. Evidence in Reflection Journal</p> <p>Transition - To understand what happens in Year 3</p> <p>To talk about concerns and feelings about moving to Year 3</p>

Year 3	Overarching Principles	Year Group Objectives
<p>Autumn</p> <p>Be United</p>	<p>To know about Investors in Pupils To set themselves challenging personal goals To have respect for self and others and the importance of responsible behaviours and actions To respect equality and to be a productive member of a diverse community To know about the importance of coming to school To know about the importance of respecting and protecting the environment</p>	<p>To know about 'Investors in Pupils'? How does it affect us? To write Mission Statement and class rules To decide on a class target and reward To write individual targets to be displayed on target board Attendance - To know why we should come to school Living together in class 9 or 10 To know why we have class rules and school rules and why we need them To know how to listen and respond appropriately to a wide range of people To recognise and care about other people's feelings Eco - To know about global warming - What is it? What happens in the world? How does it affect us?</p>
<p>Be Healthy</p>	<p>To know what is meant by a healthy lifestyle To know how to maintain physical, mental and emotional health and well-being</p>	<p>To know what is a healthy lifestyle (exercise, healthy food, water, work/life balance (children's terms)) To know about healthy eating To know what is a healthy diet To understand the benefits of eating a healthy diet</p>
<p>Be Reflective</p>	<p>To set themselves challenging personal goals To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
<p>Spring</p> <p>Be Safe</p>	<p>To know about the importance of coming to school To know how to maintain physical, mental and emotional health and well-being To know ways of keeping emotionally and physically safe To know how to make informed choices about health and well-being and to recognise sources of help with this To identify different influences on health and well-being</p>	<p>Attendance - To know why we should come to school To understand about being safe when with your friends when in the wider world - if it feels wrong, it might well be To know how to be safe on the computer (covered in ICT lessons) To know what alcohol, tobacco and drugs are. To understand that things in life change and how that makes you feel To know how to make informed choices</p>
<p>Be Caring</p>	<p>To recognise and manage emotions with in a range of relationships To know how to recognise risky or negative emotions with a range of relationships To know how to recognise risky or negative relationships including all forms</p>	<p>To understand how you feel To understand how others are feeling and how you know To know how to be friends with others and what to do to be friends To know about unhealthy relationships with friends To know how to deal with unwanted attention from friends and how to get help To be aware that others might have different ideas and thoughts</p>

	of bullying and abuse	
Be Reflective	To set themselves challenging personal goals To reflect upon their learning and personal development	Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.
Summer Be Creative	To know about the importance of coming to school To know where money comes from, keeping it safe and the importance of managing it effectively To know money plays an important part in people's lives To have a basic understanding of enterprise	Attendance - To know why we should come to school To know how to pay for things - Cash, credit card, debit card To know how others can influence my decision on spending and saving To understand that other people might have other ideas on how to spend and save money To know how to save my money in a bank account To know which jobs I could do to earn money now and when I am older To know some jobs pay better than others B&E skill - tbc
Be Aware	To know how to develop and maintain a variety of healthy relationships To recognise risky or negative relationships including all forms of bullying and abuse To know how to respond to risky or negative relationships and ask for help	To know how to keep physically and emotionally healthy (happy). - not angry To know which are good feelings To be able to describe a range of good and not so good feelings To know vocabulary to describe a full range of feelings To be able to describe your feelings and their intensity
Be Reflective	To set themselves challenging targets To reflect upon their learning and personal development To know how to manage change such as transition	Review of class rules and class target. Have we achieved them? Review of Induction booklet - new booklet made for next class Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book. To know what I am good at To reflect on what I have achieved this year To understand what I want to improve/work on next year. Evidence in Reflection Journal Transition - To understand what happens in Year 4 To talk about concerns and feelings about moving to Year 4

Year 4	Overarching Principles	Year Group Objectives
<p>Autumn</p> <p>Be United</p>	<p>To know about Investors in Pupils To set themselves challenging personal goals To have respect for self and others and the importance of responsible behaviours and actions To respect equality and to be a productive member of a diverse community To know about the importance of coming to school To know about the importance of respecting and protecting the environment</p>	<p>To know about 'Investors in Pupils'? How does it affect us? To write Mission Statement and class rules To decide on a class target and reward To write individual targets to be displayed on target board Attendance - To know why we should come to school Living together in class 11 or 12 - To understand what the class and school rules are and why we need them To be aware of other rules we have to abide by in the wider world Eco - To know about waste and how it can impact on the environment</p>
<p>Be Healthy</p>	<p>To know what is meant by a healthy lifestyle To know how to make informed choices about health and well-being and recognise sources of help with this</p>	<p>To know what is a healthy lifestyle - food, exercise, work/life balance, friendships To know who is responsible for helping us stay healthy or who could help us - groups, family, friends To know how can we help these people to help us and others</p>
<p>Be Reflective</p>	<p>To set themselves challenging personal goals To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
<p>Spring</p> <p>Be Safe</p>	<p>To know about the importance of coming to school To know how to maintain physical, mental and emotional health and well-being To know ways of keeping emotionally and physically safe To know how to make informed choices about health and well-being and to recognise sources of help with this To identify different influences on health and well-being</p>	<p>Attendance - To know why should we should come to school To know how to be safe on the internet (covered in ICT lessons) To know how to keep yourself safe such as in town and on bonfire night To understand how to make informed choices To know that these choices will have consequences which may be positive or negative To have an awareness of drugs - alcohol/tobacco - what is legal and illegal, what is a habit To know about losing people (bereavement) and how that makes you feel</p>
<p>Be Caring</p>	<p>To know how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts To recognise and manage emotions with in a range of relationships To know how to recognise risky or negative emotions with a range of</p>	<p>To have an understanding of positive relationships - What is a positive relationship? To understand what skills are needed to form and maintain a positive relationship To have an understanding of relationships within our families and how our actions can affect this To be able to challenge stereotypes</p>

	<p>relationships To know how to recognise risky or negative relationships including all forms of bullying and abuse</p>	
Be Reflective	<p>To set themselves challenging personal goals To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
Summer Be Creative	<p>To know about the importance of coming to school To know where money comes from, keeping it safe and the importance of managing it effectively To know money plays an important part in people's lives To have a basic understanding of enterprise</p>	<p>To know how to keep track of my money To know how to buy what I need and save for other things To understand that I could borrow money to pay for things but I would have to pay it back To understand how charities work, how I could give my money to charity and how this would make me feel B & E skill- tbc</p>
Be Aware	<p>To recognise and manage emotions within a range of relationships To recognise risky or negative relationships including all forms of bullying and abuse</p>	<p>To know what risks, dangers and hazards are To be able to recognise these in different situations and how to overcome them To recognise and range of good and not so good feelings To be able to explain the range and intensity of these feelings</p>
Be Reflective	<p>To set themselves challenging targets To reflect upon their learning and personal development To know how to manage change such as transition</p>	<p>Review of class rules and class target. Have we achieved them? Review of Induction booklet - new booklet made for next class Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book. To know what I am good at To reflect on what I have achieved this year To understand what I want to improve/work on next year. Evidence in Reflection Journal Transition - To understand what happens in Year 4 To talk about concerns and feelings about moving to Year 5</p>

Year 5	Overarching Principles	Year Group Objectives
<p>Autumn</p> <p>Be United</p>	<p>To know about Investors in Pupils</p> <p>To set themselves challenging personal goals</p> <p>To have respect for self and others and the importance of responsible behaviours and actions</p> <p>To respect equality and to be a productive member of a diverse community</p> <p>To know about the importance of coming to school</p> <p>To know about the importance of respecting and protecting the environment</p>	<p>To know about 'Investors in Pupils'? How does it affect us?</p> <p>To write Mission Statement and class rules</p> <p>To decide on a class target and reward</p> <p>To write individual targets to be displayed on target board</p> <p>Attendance - To know why we should come to school</p> <p>Living together in class 13 or 14 -</p> <p style="padding-left: 40px;">To know why we have class/school rules, what they are and why we need them</p> <p style="padding-left: 40px;">To understand rules for living in the wider world</p> <p>Eco - To know about water in the world - conservation, use, lack of water in some areas</p>
<p>Be Healthy</p>	<p>To know what is meant by a healthy lifestyle</p> <p>To know how to make informed choices about health and well-being and recognise sources of help with this</p> <p>To identify different influences on health and well-being</p>	<p>To know what having a healthy lifestyle is</p> <p>To understand that processed foods and snack foods contain additives which may affect health</p> <p>To know that exercise is part of being healthy and team games are an excellent way to do this</p> <p>To know that bacteria and viruses can affect our physical health and how to reduce the spread of these</p> <p>To understand what and who could influence our healthy lifestyle in a positive or negative way</p>
<p>Be Reflective</p>	<p>To set themselves challenging personal goals</p> <p>To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - do we need to add/change anything?</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
<p>Spring</p> <p>Be Safe</p>	<p>To know about the importance of coming to school</p> <p>To know how to maintain physical, mental and emotional health and well-being</p> <p>To know ways of keeping emotionally and physically safe</p> <p>To know how to make informed choices about health and well-being and to recognise sources of help with this</p>	<p>Attendance -To know why we should come to school</p> <p>To know how to be safe on a computer (covered in ICT lessons)</p> <p>To know about keeping something confidential or secret and when should we do this</p> <p>To know what are alcohol, tobacco and drugs are and to know what is legal and illegal</p> <p>To understand that others may influence your ideas with regards to alcohol, tobacco and drugs</p> <p>To know about taking risks - what is a risk? What is a danger? What is a hazard?</p> <p>To understand the influence or pressure others may put on you</p> <p>To know about decision making - thinking clearly and that there can be consequences</p>

	To identify different influences on health and well-being	
Be Caring	<p>To know how to respect equality and diversity in relationships</p> <p>To know how to recognise and manage emotions with a range of relationships</p> <p>To know how to respond to risky or negative relationships and ask for help</p> <p>To be able to manage change</p>	<p>To know about different kinds of relationships - friends, families, civil partnerships</p> <p>To understand how these relationships can break down - loss - separation/divorce/step parents</p> <p>To understand how that can make us and others feel</p> <p>To be able to empathise with others and how to support others when they have a problem</p> <p>To understand how it can feel to be 'different' and to be excluded from a peer group and how this pressure can affect your behaviour</p>
Be Reflective	<p>To set themselves challenging personal goals</p> <p>To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - do we need to add/change anything?</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
Summer Be Creative	<p>To know about the importance of coming to school</p> <p>To know where money comes from, keeping it safe and the importance of managing it effectively</p> <p>To know money plays an important part in people's lives</p> <p>To have a basic understanding of enterprise</p>	<p>Attendance - To know why we should come to school</p> <p>To know that other countries have other currencies</p> <p>To understand that people and shops might try to persuade you to spend your money</p> <p>To know that people on the internet may try to steal my money</p> <p>To understand that the job I have could affect the amount of money I have and what I can afford to do</p> <p>B+E skill - 'Fiver Challenge'</p>
Be Aware	<p>To recognise and manage emotions within a range of relationships</p> <p>To recognise risky or negative relationships including all forms of bullying and abuse</p> <p>To be able to respond to risky or negative relationships and ask for help</p>	<p>To be able to describe a range of feelings and emotions</p> <p>To understand how a situation can make you feel</p> <p>To be able to express how a situation can make you feel</p> <p>To understand that there might be a range of different feelings about the same situation</p> <p>To recognise and predict what risks a situation may put you in</p> <p>To be able to manage the risk in a comfortable way</p> <p>To be able to recognise a dare and manage it in an appropriate way</p>
Be Reflective	<p>To set themselves challenging targets</p> <p>To reflect upon their learning and personal development</p> <p>To know how to manage change such</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - new booklet made for next class</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p> <p>To know what I am good at</p>

	as transition	To reflect on what I have achieved this year To understand what I want to improve/work on next year. Evidence in Reflection Journal Transition - To understand what happens in Year 4 To talk about concerns and feelings about moving to Year 5
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Year 6	Overarching Principles	Year Group Objectives
Autumn Be United	To know about Investors in Pupils To set themselves challenging personal goals To have respect for self and others and the importance of responsible behaviours and actions To respect equality and to be a productive member of a diverse community To know about the importance of coming to school To know about the importance of respecting and protecting the environment	To know about 'Investors in Pupils'? How does it affect us? To write Mission Statement and class rules To decide on a class target and reward To write individual targets to be displayed on target board Attendance - To know why we should come to school Living together in class 15 or 16 To know why we have class/school rules, what they are and why we need them To understand rules for living in the wider world Eco - Energy - what is it? Why do we need it? What different forms does it take? Renewable energy
Be Aware	To know how to maintain physical, mental and emotional health and well-being To understand about managing change such as puberty	SRE To understand the need to keep themselves clean during puberty - hygiene To know that we have conflicting emotions and when to listen to emotions and when to overcome them To understand how our bodies change during puberty
Be Reflective	To set themselves challenging personal goals To reflect upon their learning and personal development	Review of class rules and class target. Have we achieved them? Review of Induction booklet - do we need to add/change anything? Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.
Spring Be Safe	To know about the importance of coming to school To know how to maintain physical, mental and emotional health and well-being To know how to make informed choices about health and well-being and to recognise sources of help with this	Attendance - To know why we should come to school To have a basic understanding of Health and Safety both in school and out of school To know what the law says about drugs To understand the effects of different drugs To know about peer pressure when presented with drugs To be able to talk to others about your feelings about drugs and manage a situation

	<p>To identify different influences on health and well-being</p> <p>To know how to respond in an emergency</p> <p>To know how to manage risks to physical and emotional health and well-being</p>	<p>To have a basic understanding of first aid</p>
Be Caring	<p>To identify different influences on health and well-being</p> <p>To know how to make informed choices about health and well-being and to recognise sources of help with this</p> <p>To know how to manage risks to physical and emotional health and well-being</p>	<p>To know what can positively and negatively affect people's physical, mental and emotional health</p> <p>To understand how the media present information in a positive or negative light</p> <p>To understand how the media can affect people's self-image and how this can make people feel</p>
Be Reflective	<p>To set themselves challenging personal goals</p> <p>To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - do we need to add/change anything?</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p>
Summer Be Creative	<p>To know about the importance of coming to school</p> <p>To know where money comes from, keeping it safe and the importance of managing it effectively</p> <p>To know money plays an important part in people's lives</p> <p>To have a basic understanding of enterprise</p>	<p>Attendance - To know why we should come to school</p> <p>To know about keeping a check on my financial status</p> <p>To know that some things are 'better value for money' than other things</p> <p>To know that I will be charged interest on my credit and how that might make me feel</p> <p>To know that money is deducted from my wage to pay for things to provide for my needs and the community</p> <p>B+E skill -</p>
Be Healthy	<p>To know what is meant by a healthy lifestyle</p> <p>To know how to make informed choices about health and well-being and recognise sources of help with this</p> <p>To identify different influences on health and well-being</p>	<p>To understand about a healthy lifestyle through the ages</p> <p>To know about a healthy lifestyle - what does this mean?</p> <p>To be able to promote a healthy lifestyle to others</p>
Be Reflective	<p>To set themselves challenging targets</p> <p>To reflect upon their learning and personal development</p>	<p>Review of class rules and class target. Have we achieved them?</p> <p>Review of Induction booklet - new booklet made for next class</p> <p>Have I achieved any parts of my learning ladders? Evidencing and completing Learning Ladders in Reflection Book.</p> <p>To know what I am good at</p>

		To reflect on what I have achieved this year To understand what I want to improve/work on next year. Evidence in Reflection Journal
Transition	To know how to manage change such as transition	Transition Days and display about which schools Year 6 are attending Visits by Secondary School staff Independent Travel Plans - recognising their increased independence brings increased responsibility to keep themselves safe

Safeguarding themselves against others harming them. Additional – across all year groups