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| EYFS | All About Me! Frozen Planet! | Who lives in a Castle? Old and New | In The Garden Terrific Tales |
| Year 4 KS1 | Journeys | Kings and Queens | Beneath our Feet |
| Rationale | This topic investigates the journeys made by the Vikings to invade England. | Kings and Queens is an engaging topic which spans throughout history into current times, allowing children to investigate the timeline of rulers within our country. It will encourage knowledge and understanding of what life was like for others throughout history and how this differs from life today. | |
| Literacy | ARE Reading ARE Writing | | |
| Maths | Schools to follow own schemes | | |
| Science Working Scientifically Types of enquiry | <p>The national curriculum for science aims to ensure that all pupils: 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. Will learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include:</p> <ul style="list-style-type: none"> • Observing over time • Pattern seeking • Identifying, classifying and grouping • Comparative and fair testing • Research using secondary sources | | |
| Science (Year 2 of 2 year cycle) | <p>Seasonal Changes (Autumn/Winter) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Materials Y1: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. Y2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> | <p>Seasonal Changes (Winter/Spring) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Plants Y1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Y2: Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p>Seasonal Changes (Spring/Summer/Consolidation) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals including humans Y1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y2: Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> |
| History | The lives of significant individuals in the past who have contributed to national and international achievements. | <p>Events beyond living memory that are significant nationally or globally. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p>Changes within living memory where appropriate these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> |
| Geography | Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | | |



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| | <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | | |
| Geography | <p>Locational knowledge Name and locate the world's seven continents and five oceans Compare local area to a non-European country</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> | <p>Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> | <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> |
| Art Skills to be taught over course of key stage | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to use a range of materials creatively to design and make products ● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work.</p> | | |
| Art | <p>To use a range of materials creatively to design and make products.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> |
| DT Skills to be taught over course of key stage | <p>Design purposeful, functional and appealing products Generate, model and communicate ideas Use a range of tools and materials to complete practical tasks Evaluate existing products and own ideas</p> | | |
| DT | <p>Make Select from and use a wide range of materials and components, textiles and ingredients according to their characteristics.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> | <p>Technical Knowledge Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> | <p>Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> |
| Computing Skills to be taught over course of key stage | <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | | |
| MFL | <p>Schools to follow own schemes</p> | | |
| Music Skills to be taught over course of key stage | <p>Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically</p> | <p>Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically</p> | <p>Sing songs Play tuned and untuned instruments musically Listen to and understand live and recorded music Make and combine sounds musically</p> |



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| PE | Schools to follow own schemes | | |
| PSHE (Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17) | Me and my relationships Keeping myself safe | My healthy lifestyle Becoming an active citizen | Me and my future Moving On School's own scheme for SRE/RSE |
| RE | Schools to either follow the Diocese of York or the North Yorkshire Syllabus | | |
| Enterprise Ideas to develop enterprise throughout the year groups over the academic year | <p>Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Career opportunities for the future.</p> <p>Curriculum possibilities: Rotary club Looking at economies through geography Environmental impact E.g. Potash mine (Sirius/Boulby) tourism. Raise funds for a school project or local charity.</p> | | |
| Outdoor Learning | Ongoing throughout the year. | | |
| British Values Ongoing throughout the year for all year groups | Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion. | Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries | |
| | Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures | Cultural Development Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect | |
| Opportunities for Diversity and Equality Teaching | <p>In all lessons: Ensure differences are respected, recognised and valued Promote positive relationships and attitudes Promote a shared sense of belonging and inclusion Challenge stereotype and prejudice Choose resources carefully for diversity excluding those that promote stereotypes Incorporate a range of learning styles and plan appropriately considering the diversity in your class</p> | | |



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| Specific opportunities - To build up over time | | PHSE Stereotyping in relationships Art Consider artists from other cultures |
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