



Social & Emotional Curriculum

At Oakley Vale Primary, we recognise that many children may have a wide variety of social, emotional and mental health difficulties at different points in their education. We understand that these difficulties can become a barrier to normal social interaction and academic learning and therefore recognise the importance of identifying and supporting children with these issues with a strong social and emotional curriculum which is at the heart of our school. An emphasis on the whole family approach is essential because happy parents support a happy child. Early help is crucial before any stress or emotional damage is done.

Support can look like a quick chat with words of encouragement on a daily basis in sensory circuit. Finding a snack at break-time, support talking to a parent about nightmares/not being able to sleep/anxiety etc, for themselves or their children. Talking about feelings of loneliness and supporting around this. Empowering children to solve their own problems. Showing children what emotions feel like, where and why. All of the above need to be in place before learning can take place effectively.

Nurture

Children are identified with social, emotional or behavioural difficulties by use of CPOMS logs and teacher's concerns. The children are then placed into a category of self-esteem, social skills, emotions, anger management, anxiety or attachment/bereavement/divorce, young carer, trauma. Emotions work is identified as to what it looks like, where we feel it, when we feel it and how we deal with it, strategies are then practiced. Anxiety is tackled head on with children learning to recognise the symptoms and learn to problem solve and prioritise their own worries. Each piece of work in each category, although planned for the group, is tailored for each child's needs

within the group. If all of the above social and emotional and behavioural targets are not met children do not have the capacity to learn they will remain emotionally heightened and unable to process or retain information.

Pastoral Support

Other pastoral support may be around divorce or any loss/bereavement. This may take the form of time to talk about the loss and adjustment, celebrating the good times and adjusting and enjoying life as it is today. Bereavement can be about celebrating the person who has died and learning to accept that they are not coming back. This work is completed with constant communication with parents.

The school also employ a Play Therapist to work with specific children who have been highlighted as needing this type of specialist intervention.

Behaviour

At Oakley Vale Primary, we recognise that difficult or dangerous behaviour are usually presented due to underlying social and emotional issues. Children will often internalise or externalise difficulties through conscious and sub-conscious behaviour. We take a therapeutic approach and protective and educational support for behaviour can many forms from sticker charts, to 1-1 daily support, time to talk about home issues, practice strategies, anger management. Alongside this are regular meetings with parents to discuss progress and signposting to external agencies to further support such as the Family Worker. This makes crucial links between home and school with the support of a Family Worker and Team Around the Family Meetings. External agencies can be accessed such as the Youth Offending Scheme, CAMH, School Nurse, Young People's Worker, Young Carers etc. An Early Help Assessment has to be completed to access external agencies and also forms the first part of evidence towards an EHCP for children needing assessment by a paediatric specialist.

All completed nurture/pastoral work is used as evidence for EHC applications and forms part of the process of assessment with a paediatrician.

Mental Health Support

Should stress and anxiety not be discussed it can lead to self-harm, eating disorders, panic attacks and severe behaviour/mental difficulty. All of which can impact on learning. Trauma witnessed at home can vary from domestic violence to regular arguments and neglect, as well as acrimonious divorces. All of this is a form of emotional abuse and can lead to anxiety or behaviour difficulties. Safety plans for domestic violence are discussed with children and coping strategies for a traumatic home life. Wellbeing is always at the forefront of any work and this includes signposting parents to mental health support should school think they are struggling.

Lunchtime Support

Lunchtime games club supports social, emotional and behavioural skills within the above groups and teaches children, with a variety of issues, how to communicate effectively and enjoy time together therefore building self-esteem and wellbeing.

ART

For each skill you should:

- 1. Record and explore ideas from first hand observation.**
- 2. Discuss work to develop ideas.**
- 3. Explore the work of artists/craftspeople/designers from different times and cultures.**
- 4. Review work and discuss others.**

Pattern Work

Please model expectations every time

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Pattern work	Pattern work Explore marks, explore tones.	Pattern work Use pencil with increasing confidence Produce wide range of patterns to create texture Use sketchbook	Pattern work Explore hatching within patterns Use sketchbook	Pattern work Explore different pencils grades Use sketchbook	Pattern work Technique Use sketchbook	Pattern work Hold pencil at different angles and pressures. Use sketchbook

Pattern Work Knowledge

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>Pattern is something that is repeated. Different materials make different patterns.</p> <p>Produce patterns to replicate the real world</p>	<p>Children must know that patterns can be created in different ways – pen, paint or pastel media.</p>	<p>Children can select patterns for different purposes /shading, hatching etc.</p>	<p>Children should observe patterns in various artefacts and objects. Children should be able to recreate the patterns observed using various materials.</p>	<p>Children can replicate patterns in various art and objects</p>	<p>Holding your pencil and the pressure you apply effects the patterns that are made.</p>

Drawing and Painting from observation

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Drawing from observation –hold pencil; correctly. Solidly fill shapes</p> <p>Painting from observation using powder paint</p> <p>Be able to mix colours, secondary</p> <p>Experience colour matching</p>	<p>Drawing from observation</p> <p>Painting from observation using powder paint</p> <p>Mix colours, secondary</p> <p>Lighten and darken without using black and white</p>	<p>Drawing from observation</p> <p>Painting from observation using powder paint, v</p> <p>Practice colour mixing in sketchbooks and brush techniques</p> <p>Lighten and darken without using black and white</p> <p>Create Colour wheel</p>	<p>Drawing from observation</p> <p>Painting from observation using powder paint, replicate flesh colour</p> <p>Begin to construct faces and portraits</p> <p>Match colours form observation</p>	<p>Drawing from observation</p> <p>Painting from observation using powder paint</p> <p>Map out a still life</p> <p>Bring depth into paintings</p> <p>Explore a range of brush techniques</p> <p>Begin to develop their own style</p>	<p>Drawing from observation; Mark making Shading (lights/shadows) Detail</p> <p>Painting from observation using powder paint; colour mixing</p> <p>Depict moods and atmosphere</p> <p>Use perspective</p>	<p>Drawing from observation –hold pencil; correctly. Solidly fill shapes</p> <p>Painting from observation using powder paint</p> <p>Be able to mix colours, secondary</p> <p>Experience colour matching</p>

Drawing and painting from observation knowledge

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Observational drawing is draw what you can see.	Children must know that pencils and paint can be used to capture things in nature. You have to look closely at real objects to create a drawing/painting. Children must know the correct procedure for mixing powder paint i.e. water, paint, palette, mix, paper. Children must know how to mix secondary colours – green, orange and purple.	When drawing from observation, you must keep looking up at the object.	Children must know they can create different gradients of colour. Sustain work over longer period of time	Children know they can combine different media when drawing from observation	Art is a way for people to express themselves. Shades and grades of pencil for hard/soft effect Colour mix with pencils

Textiles

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Weaving	Weaving Be able to stitch simply	Weaving and some basic stitching [binka] Use a range of threads	Sewing, teach stitches	Sewing and applique to	Embroidery or multiple skills to make collage e.g. a portrait, landscape	Embroidery or multiple skills to make miniature items. Threading needle Knotting needle

Textiles Knowledge

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Study medieval tapestries and Fasset	Children must know that the clothing that they wear has stitching. Children must know that to create a basic stitch you must pass the needle and thread through the material and back again.	Running stitch is a technique used in hand sewing.	Children should know what applique means. Children should know how to attach layers of material.	Children know that running stitch and cross stitch can be used to create pictures.	Range of stitches Producing an image out of stitch Be familiar with Backstitch, chain stitch, running stitch (knowing correct thread and colours) Knowing the importance of finishing carefully. Study arts and crafts embroidery

Printing

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Potato printing	Potato printing repeated images	Potato printing repeated tessellating images two colours	Potato printing two overlaid images. Press print one image repeated Experiment in sketchbook	Potato printing two overlaid images. Press print two colours overlaid	Potato printing two overlays and colours. Press print three overlays Experience print on fabric	Press print four overlays Create mosaic type pattern using potato print Create patterns and texture with print (press print)

Printing Knowledge						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	A pattern is something that is repeated. Different materials make different patterns.	Children must know that printing can be create with potato shapes. One shape can be printed over the other to create an interesting picture.	Children can create different patterns into a potato to produce a piece of artwork that has repeated patterns.	Children must know how to carve shapes into a potato and polystyrene tile.	Study Kandinsky	Study the work of William Morris
Using Clay						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Using clay [thumb pot animals.	Using clay [thumb pot animals or natural objects]/ use modroc	Using clay [thumb pot people]/ use modroc	Using clay [thumb pot cottages and adding slabs for roof] / use Modroc and junk modelling	Using clay [heads]/ use modroc	Use clay/modroc junk construction	Use clay/modroc junk construction and refined finish with paint, raffia etc.
Using Clay Knowledge						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Thumb pot is a pot you have to pinch to shape into a pot.	Children must know that clay is used to make sculptures.	Water can be used to join pieces of clay together.	Children should know how to make a thumb pot. Children should know how to attach 2 thumb pots together.	Study the work of sculptors and understand sculptures can be replicated in clay	Thumb pots form the basis of many clay structures. Moulding is key to form the correct shapes. Slip is used to join clay together along with cross-hatching.

Evaluating and developing work						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use a sketchbook/folder to gather and collect artwork.	Use a sketchbook to gather and collect artwork.	<p>Collect images and information independently in a sketchbook.</p> <p>Use a sketchbook to gather and collect artwork.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use a sketchbook to gather and collect artwork.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use a sketchbook to develop ideas.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use a sketchbook to develop ideas and add annotations to improve art skills.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use a sketchbook to develop ideas and add annotations to improve art skills.</p>

DT

For each skill you should:

1. Evaluate an existing product

2. Plan new product

3. Make new product

4. Evaluate new product

Construct

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Construct using : Sheet materials, reclaimed materials, wood & Jinx corners						
<p>Cut materials safely using tools provided.</p> <p>Demonstrates cutting techniques (such as tearing, cutting and folding).</p> <p>Join materials together.</p>	<p>Cut materials safely using tools provided.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Make a jinx corner</p>	<p>Measure and mark out to nearest cm.</p> <p>Use simple joining techniques.</p> <p>Construct simple frame using Jinx corners</p>	<p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Select appropriate joining techniques.</p> <p>Construct cuboid using Jinx corners</p>	<p>Measure and mark out to the nearest mm.</p> <p>Apply appropriate cutting and shaping techniques</p> <p>Construct cuboid with axles and wheels using Jinx corners</p>	<p>Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>Construct a variety of shapes using Jinx corners and incorporate axles and wheels and levers</p>	<p>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>Construct a variety of shapes using Jinx corners and incorporate ways to 'power' a vehicle. (eg winding mechanism)</p>

Grow, Harvest & Cook

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Grow from seeds led by adult</p>	<p>Grow from seeds led by adult</p>	<p>Grow from seed and care for plants with support</p>	<p>Grow from seed and care for</p>	<p>Grow from seeds and understand how</p>	<p>Grow from seeds and understand how</p>	<p>Grow from seeds and understand how to</p>

Cut ingredients safely and hygienically. Assemble or cook ingredients.	Cut ingredients safely and hygienically. Assemble or cook ingredients.	Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales	plants with support Prepare ingredients hygienically using appropriate utensils. Measure accurately. Follow a recipe. Assemble or cook ingredients	to care for plants independently Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram. Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).	to care for plants independently Understand the importance of correct storage and handling of ingredients (knowledge of micro-organisms). Demonstrate a range of baking and cooking techniques	care for plants independently Measure accurately and calculate ratios of ingredients to scale up or down from recipe. Create and refine recipes, including ingredients, methods, cooking times and temperatures.
--	--	--	---	---	---	---

Evaluating and developing work

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use a sketchbook/folder to gather and collect design ideas. Select appropriate materials, tools and techniques for making product.	Use a sketchbook to gather and collect design ideas. Select appropriate materials, tools and techniques for making product.	Collect images and information independently in a sketchbook. Select appropriate materials, tools and techniques for making product.	Collect images and information independently in a sketchbook. Select appropriate materials, tools and techniques for making product.	Collect images and information independently in a sketchbook. Use a sketchbook to develop ideas. Select appropriate materials, tools and techniques for making product.	Collect images and information independently in a sketchbook. Use a sketchbook to develop ideas and add annotations to improve art skills. Select appropriate materials, tools and techniques for making product.	Collect images and information independently in a sketchbook. Use a sketchbook to develop ideas and add annotations to improve art skills. Select appropriate materials, tools and techniques for making product.

GEOGRAPHY

Geographical Enquiry

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Answer questions related to objects/artefacts linked to a location.</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask simple geographical questions; Where is it? What's it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information</p> <p>Investigate their surroundings.</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features</p>	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures,</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations. photos/pictures/ maps</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on</p>	<p>Suggest questions for investigating.</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land.</p> <p>Use temperature, look at patterns and explain reasons behind it.</p>

		of different places.	temperatures in different locations.		people/everyday life	
--	--	----------------------	--------------------------------------	--	----------------------	--

Map Skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Draw a journey. Navigate a simple journey. Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. (Treasure maps etc)</p>	<p>Know what a map is. Navigate around the school. Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map.</p>	<p>Explore maps, atlases and globes Navigate around Oakley Vale and Corby. Draw maps. Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Begin to understand the need for a key. Use class agreed symbols to make a simple key.</p>	<p>Use an index in an atlas/compare to compare Google Earth. Navigate a train/road journey in the UK. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Know why a key is needed. Use standard symbols.</p>	<p>Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Begin to recognise symbols on an OS map.</p>	<p>Use an index with a 4 figure grid reference to locate a specific place. Navigate between two specific points – eg geocaching. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols.</p>	<p>6 figure grid references. Orienteering around a country estate. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols.</p>

Direction and location

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
------	----	----	----	----	----	----

Use a simple picture map to move around the school.	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
---	--	---	---	---	--	---

Geography Vocabulary list: abroad, atlas, climate, country, county, east, employment, environment, erosion, estuary, features, fieldwork, global, globe, habitat, hill, human, industry, infrastructure, international, landscape, latitude, local, location, longitude, map, migration, mountain, national, natural, north, people, physical, plan, pollution, poverty, regional, river, rural, scale, settlement, south, sustainable, temperature, tourism, transportation, urban, vegetation, weather, west

HISTORY						
Historical Enquiry						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Engage in questioning about why some people are remembered.	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant	Recognise primary and secondary sources. Use a range of sources to find out about an

			Select and record information relevant to the study. Begin to use the library and internet for research.	of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.	sections of information. Use the library and internet for research with increasing confidence.	aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
--	--	--	--	--	--	--

Understanding historical concepts and learn about and compare people from the past.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Recognise the difference between past and present in their own and others' lives.	Recognise the difference between past and present in their own and others' lives. They know and recount episodes from stories about the past.	Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.	Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to

						support and illustrate their explanation. Know key dates, characters and events of time studied.
Understanding historical fables and facts						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Use stories to encourage children to distinguish between fact and fiction.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.

Sequencing						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time.	Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages.	Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives.	Place the time studied on a time line. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts.	Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past.	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line.
Organisation and communication						
Communicate their knowledge through: Discussion... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...			Recall, select and organise historical information Communicate their knowledge and understanding .		Select and organise information to produce structured work, making appropriate use of dates and terms.	

History Key Vocabulary list: agricultural, ancient, artefact, castle, century, chronological, civilisation, colonisation, cultural, decade, defence, disease, document, dynasty, emigration, eye-witness, government, immigrant, independence, industrial, interpretation, invasion, local, modern, museum, nation, parliament, past, political, population, present, propaganda, rebel, rebellion, reign, republic, revolution, settlement, siege, society, time, trade, traitor, world

At Oakley Vale, we believe children should be immersed in and explore history from as many first hand experiences and sources as possible such as: an immersive classroom environment, visits, role play, real artefacts and experience days.

We study one historical era or event per year group in depth to promote a life-long love of history and deep learning. Our emphasis is on historical enquiry based skills rather than facts and knowledge which inspires curiosity and encourages children to become self-initiated learners. Children understand historical chronology through our developing school timeline.

Computing

Research

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can search a given bank of images with support from my teacher.	I can search a given bank of images and words for my topic.	I can look at some websites given by the teacher and find information to use related to my topic.	I can carry out research using internet sites given by the teacher. I can select images and text, and edit to use in my own work.	I can research internet sites for information and images and keep a note of the sites I visit. I can edit and use <u>appropriate information</u> in my own work. Support as required.	I can research internet sites of my own choice to find and select information, images, film, and audio files. I can use the information to support the production of a short film or presentation linked to my topic. Independence expected.	

NB: Make links to e-safety during this unit of work to ensure that children know how to search online safely and what to do if they see something inappropriate.

Presentation

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
I can take a photo with help from my teacher.	I can take a photo or select one from a given bank and talk about it.	I can select appropriate words, pictures or sounds from a given program or source related to my topic.	I can access a bank of images related to a topic and use the internet to find out more about the chosen topic. I can edit this information to form a presentation.	I can plan for an imaginary/real trip/outing. I can research costs including hire of the coach, entry costs and food. Support as required.	I can access and select suitable images and text from a range of sources, demonstrating an understanding of my audience and purpose. I can analyse the details collected and then edit and select what is most appropriate for a leaflet or presentation linked to my topic. Independence expected.	

E-Safety						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>I know that people can communicate in different ways.</p> <p>I know how to be kind.</p>	<p>I know that people can communicate using the internet, mobile phones, gaming devices. I know that I need to be safe online and communicate in a kind way.</p>	<p>I know and can talk about some ways of communicating digitally such as the internet, phones, gaming devices, emailing, texting, Skype and online shopping for example.</p> <p>I know ways in which I need to be safe and kind online.</p>	<p>I know that there are many ways to communicate online. I know the SMART rules and why they are important.</p> <p>I can navigate Purple Mash and access work uploaded by my teacher.</p> <p>I can take part in an online blog or discussion about online safety.</p>	<p>I am familiar with the many ways to communicate online and know the SMART rules confidently and why we need them.</p> <p>I can take part in an online discussion on Purple Mash. I can read and reply to the teacher's message. I can apply the SMART rules to my online use.</p>	<p>I can confidently communicate online, ensuring that I follow the rules set out in our school's acceptable use policy.</p> <p>I can explain the SMART rules to younger children in the school and help them understand why they are important.</p> <p>I follow the safety rules and I am an example to others.</p> <p>When I engage in online discussions, I follow the internet safety rules. I can post multiple messages in response to messages I receive ensuring they follow the safety rules.</p>	

MFL (French)			
Oracy			
Y3	Y4	Y5	Y6
<p>Listen and respond to simple rhymes, stories and songs.</p> <p>Recognise and respond to sound patterns and words (oi, on, eau).</p> <p>Perform simple communicative tasks using single words, phrases and short sentences (days of the week).</p>	<p>Memorise and present a short spoken text (finger rhymes/café play script/Christmas play script.</p> <p>Listen for specific words and phrases.</p> <p>Listen for sounds, rhyme and rhythm (eu, et, ou).</p> <p>Ask and answer questions on several topics (date).</p>	<p>Prepare and practise a simple conversation, reusing familiar vocabulary and strictures in new contexts. (hare and Tortoise play script).</p> <p>Understand and express simple opinions.</p>	<p>Understand the main points and simple opinions in a spoken story, song or passage.</p> <p>Perform to an audience (Jack and the Beanstalk, French Y6 stories – evolution)</p> <p>Understand longer more complex phrases or sentences.</p>

Listen attentively and understand instructions, everyday classroom language and praise words.		Listen attentively and understand more complex phrases and sentences. Prepare a short presentation on a familiar topic.	Use spoken language confidently to initiate and sustain conversations and to tell stores.
Literacy			
Y3	Y4	Y5	Y6
Recognise some familiar words in written form (numbers/colours). Make a link between some phonemes, rhymes and spellings, and read aloud familiar words. Experiment with the writing of simple words (numbers/colours/classroom language/clothes).	Read and understand a range of a familiar written phrases. Follow a short familiar text, listening and reading at the same time (Y4 stories and finger rhymes). Read some familiar words and phrases aloud and pronounce them accurately. Write simple words and phrases using a model ad some words from memory. (animals/months)	Re-read frequently a variety of short texts (Y5 finger rhymes). Make simple sentences and short texts (Infinitive poem). Wrote words, phrases and short sentences, using a reference. (Harry Potter potion, Space descriptions).	Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs (phonics song/shapes/sums) Write sentences on a range of topics using a model (A surprise poem/under the sea description).
IU			
Y3	Y4	Y5	Y6
Learn about the different languages spoken by children in the school. (survey) Identify social conventions at home and in other cultures. (new year) Make indirect or direct contact with the country/countries where language is spoken Locate country/countries where the language is spoken. (French map) Compare traditional stories. (Gingerbread Man)	Learn about festivals and celebrations in different culture. (Easter) Know about some aspects of everyday life and compare them to their own. (shopping/school) Learn about ways of travelling to the country/countries.	Look at further aspects of their everyday lives from the perspective of someone from another country. (food) Recognise similarities and differences between places. Compare symbols, objects or products which represent their own culture with those of another country. (food)	Compare attitudes towards aspects of everyday life. Recognise and understand some of the differences between people. Present information about an aspects of culture.

Knowledge about Language

Y3	Y4	Y5	Y6
<p>Identify specific sounds, phonemes and words. (eau, oi, on)</p> <p>Recognise commonly used rhyming sounds.</p> <p>Imitate pronunciation of word.</p> <p>Recognise how sounds are represented in written form.</p> <p>Hear main word classes.</p> <p>Recognise questions forms and negatives.</p> <p>Notice the spelling of familiar words. (numbers/colours)</p> <p>Recognise that languages describe familiar things differently. (cognates)</p> <p>Recognise that many languages are spoken in the UK and across the world.</p> <p>Recognise conventions of politeness.</p>	<p>Reinforce and extend recognition of word classes and understand their function.</p> <p>Recognise and apply simple agreements, singular and plural. (un lion jaune)</p> <p>Use questions forms. (?/.game)</p> <p>Recognise that texts in different languages will often have the same conventions of style and layout. (styles of writing game)</p> <p>Apply phonic knowledge of the language to support reading and writing.</p> <p>Identify a different writing system.</p>	<p>Recognise patterns in simple sentences.</p> <p>Manipulate language by changing an element in a sentence.</p> <p>Apply knowledge of rules when building sentences. (prepositions/adjectives./noun/adj verb sentence building)</p> <p>Develop accuracy in pronunciation and intonation.</p> <p>Understand and use negatives.</p> <p>Appreciate that different languages use different wording conventions. (Harry Potter quiz)</p> <p>Recognise the typical conventions of word order in French.</p> <p>Understand that words will not always have a direct equivalent in the language. (metaphors)</p> <p>Notice different text types and seal with authentic texts.</p>	<p>Recognise patterns in the French. (surprise poem)</p> <p>Notice and match agreements.</p> <p>Use knowledge of words, text a and structures to build simple spoken and written passages. (under the sea description)</p> <p>Use knowledge of word order and sentence construction to support the understanding if the written text.</p> <p>Use knowledge of word and text conventions to build sentences and short texts.</p> <p>Devise questions for authentic use.</p>

Language Learning Strategies			
Y3	Y4	Y5	Y6
<p>Discuss language learning and share ideas and experiences.</p> <p>Use actions and rhymes and play games to aid memorisation.</p> <p>Remember rhyming words.</p> <p>Use the context of what they see/read to determine some of the meaning.</p> <p>Practise new language with a friend and outside the classroom.</p> <p>Look at the face of a person speaking and listen attentively.</p> <p>Use gestures to show they understand.</p> <p>Recognise words which the teacher mouths silently.</p> <p>Write new words. (numbers, colours)</p> <p>Compare the language with English.</p>	<p>Discuss language learning and share ideas and experiences.</p> <p>Use mental associations to help remember words.</p> <p>Ask for repetition and clarification.</p> <p>Use context and previous knowledge to determine pronunciation.</p> <p>Practise new language with a friend.</p> <p>Read and memorise words.</p> <p>Spot words in categories. (word class game)</p> <p>Apply knowledge about letters and simple grammatical knowledge to experiment with writing. (monster description)</p> <p>Use a dictionary to look up spellings.</p>	<p>Plan and prepare – analyse what needs to be done to carry out a task.</p> <p>Integrate new language into previously learnt language.</p> <p>Apply grammatical knowledge to make sentences.</p> <p>Use actions and rhymes to aid memorisation.</p> <p>Ask for repetition and clarification. (Qui est game)</p> <p>Use context and previous knowledge to help understanding.</p> <p>Practise new language with a friend.</p> <p>Use a dictionary or a word list. (space description)</p> <p>Pronounce/read aloud unknown words.</p>	<p>Discuss language learning and reflect and share idea and experiences.</p> <p>Plan and prepare – analyse what needs to be done in order to carry out a task.</p> <p>Use language known in one context or topic in another context or topic.</p> <p>Use context and previous knowledge to help understanding and reading skills.</p> <p>Practise new language with a friends.</p> <p>Listen for clues of meaning e.g. tone of voice, key words.</p> <p>Make predictions based on existing knowledge.</p> <p>Apply a range of linguistic knowledge to create simple, written production.</p> <p>Evaluate work. (peer and self-assessment)</p> <p>Compare and reflect on techniques for memorising language.</p> <p>Use a dictionary.</p>

P.E.

EYFS

Autumn term		Spring term		Summer term	
Gymnastics Unit 1	Body Management Unit 1	Gymnastics Unit 2	Body management unit 2	Speed Agility travel	Sports day activities
<p>To develop confidence in fundamental movements To experience jumping, sliding, rolling, moving over, under and on apparatus To develop coordination and gross motor skills</p> <p>Vocabulary: Balance, control, fast, high, jump, link, low, movement, music, pattern, roll, sequence, shape, slow, speed, timing, travel.</p>	<p>Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles</p> <p>Vocabulary: Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll.</p>	<p>Can stand and balance for short periods on one foot. Can climb stairs move over large and small steps. Can use hands and feet to negotiate obstacles</p> <p>Vocabulary: Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing.</p>	<p>Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations. Participate in a variety of small group co-operative activities</p> <p>Vocabulary: Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch ,hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.</p>	<p>Travel with some control and coordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare for and anticipate movement in a variety of situations</p> <p>Vocabulary: Step, feet, alternate, one foot, balance, stand, stop, reach, stretch ,hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low, pause, prepare,</p>	<p>Running race Skipping race Egg and spoon race Sack race Teddy bear race Relay race Dress up race</p>

				anticipate, freeze, high, low, switch, agility, music, beat.	
YEAR 1					
Autumn term		Spring term		Summer term	
Gymnastics 1	Attack, defend, shoot	Gymnastics 2	Hit, catch, run	Send and return	Run, jump, throw
<p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link</p> <p>Vocabulary: Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, roll, sequence, shape, slow, speed, strength, timing, travel.</p>	<p>To practice basic movements including running, jumping, throwing and catching</p> <p>To begin to engage in competitive activities</p> <p>To experience opportunities to improve agility, balance and coordination</p> <p>Vocabulary: Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm.</p>	<p>To perform a variety of basic gymnastics actions showing control</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns</p> <p>To perform longer movement phrases and link with confidence</p> <p>Vocabulary: Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.</p>	<p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects</p> <p>Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw</p>	<p>Able to send an object with increased confidence using hand or bat.</p> <p>Move towards a moving ball to return.</p> <p>Sending and returning a variety of balls</p> <p>Vocabulary: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.</p>	<p>Pupils will begin to link running and jumping.</p> <p>To learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances</p> <p>Vocabulary: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow, step, straight, throw.</p>

YEAR 2					
Autumn term		Spring term		Summer term	
Gymnastics Unit 1	Attack, defend, shoot	Gymnastics Unit 2	Send and return	Hit, catch, run	Run, jump, throw
<p>Describe and explain how performers can transition and link gymnastic elements</p> <p>Perform with control and consistency basic actions at different speeds and on different levels</p> <p>Challenge themselves to develop strength and flexibility</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring</p> <p>Vocabulary: Jump, roll, balance, travel, control, speed, link, slow, fast, high, low, shape, sequence, pattern, movement, music, timing, hang, like, carry, relaxation, extension, body tension, muscles, strength, rock, roll, turn, spin</p>	<p>Can send a ball using feet and can receive a ball using feet.</p> <p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g. dribbling and passing</p> <p>Vocabulary: Can send a ball using feet and can receive a ball using feet.</p> <p>Refine ways to control bodies and a range of equipment.</p> <p>Recall and link combinations of skills, e.g. dribbling and passing.</p>	<p>Develop body management through a range of floor exercises</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist</p> <p>Attempt to use rhythm while performing a sequence</p> <p>Vocabulary: Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.</p>	<p>Be able to track the path of a ball over a net and move towards it</p> <p>Begin to hit and return a ball using a variety of hand and racquet with some consistency</p> <p>Play modified net/wall games throwing, catching and sending over a net</p> <p>Vocabulary: Hit, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, hitter, forehand, backhand, court, serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.</p>	<p>To developing hitting skills with a variety of bats</p> <p>Practice feeding/bowling skills</p> <p>Hit and run to score points in game gymnastic scoring</p> <p>Vocabulary: Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps.</p>	<p>Develop power, agility, coordination and balance over a variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p> <p>Vocabulary: Run, hop, skip, step, forwards, backwards, sideways, throw, high, far, straight, furthest, distance, fast, slow, medium, link, skipping, power.</p>

Year 3					
Autumn Term		Spring Term		Summer Term	
Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
<p>OAA</p> <p>Perform AFL as part of a group</p> <p>Suggest ways to solve problems</p> <p>Support others to participate</p> <p>Challenge other in different environments</p> <p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.</p>	<p>Tag Rugby</p> <p>Perform basic tag rugby skills – throwing/catching etc.</p> <p>Run and create space while attacking</p> <p>Implement basic rules of tag rugby</p> <p>Vocabulary: Passing, running, backwards, tag, straight, space, teamwork, area, defend, attack, compete, evade, pace, pickup, step.</p>	<p>Gymnastics</p> <p>Develop body management through a range of floor exercises</p> <p>Used core strength to link recognised gymnastics elements</p> <p>Attempted to use rhythm while performing a sequence</p> <p>Challenge themselves to develop strength and flexibility</p> <p>Vocabulary: Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.</p>	<p>Tennis</p> <p>Experience different types of hitting with their hand and racquets</p> <p>Able to recognise boundaries on courts/playing areas</p> <p>Recognise how to score points in a game</p> <p>Vocabulary: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm balls, pull, shot, forward</p>	<p>Handball</p> <p>Able to show basic passing and catching skills</p> <p>Have learnt some basic defensive techniques</p> <p>Can implement some rules of handball</p> <p>Vocabulary: Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free throw, link, teamwork.</p>	<p>Athletics</p> <p>Control movements and body actions in response to specific instructions</p> <p>Demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p> <p>Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce.</p>

Year 4

Autumn Term		Spring Term		Summer Term	
Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
<p>OAA Perform AFL as part of a group Suggest ways to solve problems Support others to participate Challenge other in different environments</p> <p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.</p>	<p>Swimming/Tag Rugby Perform basic tag rugby skills – throwing/catching etc. Run and create space while attacking Implement basic rules of tag rugby</p> <p>Vocabulary: Passing, running, backwards, tag, straight, space, teamwork, area, defend, attack, compete, evade, pace, pickup, step.</p>	<p>Gymnastics Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive movements into floor work through jumps and leaps</p> <p>Vocabulary: Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.</p>	<p>Swimming/Cricket Experience different types of striking and fielding games including pairs cricket Able to throw and catch balls Experience striking a bowled ball and applying the rules of a game</p> <p>Vocabulary: Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forward</p>	<p>Handball Able to show basic passing and catching skills Have learnt some basic defensive techniques Can implement some rules of handball</p> <p>Vocabulary: Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free throw, link, teamwork.</p>	<p>Swimming/Athletics Show controlled movements and body actions in response to specific instructions Can demonstrate agility and speed Jump for height and distance with control and balance Throw with speed and power and apply appropriate force</p> <p>Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce.</p>

Year 5					
Autumn Term		Spring Term		Summer Term	
Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
<p>OAA</p> <p>Use information given by others to complete tasks and work collaboratively</p> <p>Undertake more complex tasks</p> <p>Take responsibility for a role in a task</p> <p>Use knowledge of PE and physical activities to suggest design ideas & amendments to games</p> <p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, team, design, instructions, extend, knot, orient</p>	<p>Tag Rugby</p> <p>To combine basic tag rugby skills such as catching and quickly passing in one movement</p> <p>To be able to select and implement appropriate skills in a game situation</p> <p>To begin to play effectively when attacking and defending</p> <p>To increase the power of passes so the ball can be moved quickly over greater distance</p> <p>Vocabulary: Passing, running, backwards, tag, straight, space, teamwork, area, defend, attack, compete, evade, pace, pickup, step.</p>	<p>Gymnastics</p> <p>To become increasingly competent and confident to perform skills more consistently</p> <p>Able to perform in time with a partner and group</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction</p> <p>Vocabulary: Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions. Sustained,</p>	<p>Tennis</p> <p>Introduce Volley shots and Overhead shots</p> <p>Apply new shots into game situations</p> <p>Play with others to score and defend points in competitive games</p> <p>Further, explore Tennis service rules</p> <p>Vocabulary: Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready, volley, overhead, singles, doubles</p>	<p>Netball</p> <p>To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</p> <p>To begin to play efficiently in different positions on the pitch in both attack and defence</p> <p>To increase power and strength of passes, moving the ball over longer distances</p> <p>Vocabulary: Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot</p>	<p>Athletics</p> <p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy</p> <p>Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules,</p>

					targets, record, set, take over, pass
--	--	--	--	--	---------------------------------------

Year 6					
Autumn Term		Spring Term		Summer Term	
Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor
OAA	Tag Rugby	Gymnastics	Cricket	Netball	Athletics
Use information given by others to complete tasks and work collaboratively	Choose and implement a range of strategies to attack and defend	Lead group warm-up showing understanding of the need for strength and flexibility	Apply with consistency standard cricket rules in a variety of different styles of games	Work as a team to improve group tactics and gameplay	Become confident and expert in a range of techniques and recognise their success
Undertake more complex tasks	To perform a wider range of more complex skills	Demonstrate accuracy, consistency, and clarity of movement	Attempt a small range of recognised shots in isolation and in competitive scenarios	Play within the rules using blocking skills for shots and passes	Apply strength and flexibility to a broad range of throwing, running and jumping activities
Take responsibility for a role in a task	Recognise and describe good individual and team performances	Work independently and in small groups to make up own sequences	Use a range of tactics for attacking and defending in the role of bowler, batter and fielded	Develop defensive skills	Work in collaboration and demonstrate improvement when working with self and others
Use knowledge of PE and physical activities to suggest design ideas & amendments to game	Suggest, plan and lead simple drills for given skills	Arrange own apparatus to enhance work and vary compositional ideas	Vocabulary: Tactics, shots, bowling, wicket, stumps, crease, boundary, stance, innings, strike, cross, four, six, single, over, balls, shot, forward,	Vocabulary: Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, pivot, blocking	Accurately and confidently judge across a variety of activities
Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, team, design, instructions, extend, knot, orient	Vocabulary: Control, use space, defend, attack, dribble, pass, tactics,	Experience flight on and off of high apparatus			
		Vocabulary: Flight, vault, sequences, combinations, direction,			

	compete, collaborate, teamwork, score, shoot, positions, power, distance, perform, consistent, fair play, tackle, covering, supporting.	speed, partner, asymmetrical, elements, control, balance, strength, flexibility	defensive, offensive, wide, no ball		Vocabulary: Run, jump, throw, agility, power, speed, track, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, relay, baton, safety, rules, targets, record, set, take over, pass, strength, judge, trajectory.
--	---	---	-------------------------------------	--	---

PSHE

Being Me in My World

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Who... Me?! How am I feeling today? Being at school Gentle hands Our rights Our responsibilities	Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences	Hopes and fears Rights and responsibilities Rewards and consequences	Getting to know each other Our nightmare school Our dream school Rewards and consequences	Becoming a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences	My year ahead Being me in Britain Year 5 responsibilities Rewards and consequences	My year ahead Being a global citizen

Celebrating Difference						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
What I am good at I'm special, I'm me Families Houses and homes Making my friends Standing up for yourself	The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating me	Boys and girls Bulling Standing up for myself and others Making a new friend Celebrating difference and still being friends	Families Family conflict Witness and feelings Witness and solutions Words that harm Compliments	Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating how we look	Difference cultures Racism Rumours and name-calling Types of bullying Does money matter? Celebrating difference around the world	Am I normal? Understanding disability Power struggle Why bully Celebrating difference
Dreams and Goals						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Challenge Never giving up Setting a goal Obstacles and support Flight to the future	My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success	Goals to success My learning strengths Learning with others A group challenge Celebrating our achievements	My dreams and goals My dreams and ambitions A new challenge Overcoming obstacles Celebrating my learning	Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	When I grow up Investigate jobs and careers My dream job Goals of young people in other cultures Support each other Rallying support	Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements
Healthy Me						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Everybody's body We like to move it Food glorious food Sweet dreams Keeping clean Stranger danger	Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me	Being healthy Being relaxed Medicine safety Healthy eating The healthy me cafe	Being fit and healthy What do I know about drugs? Being safe	My friends and me Group dynamics Smoking Alcohol Healthy friendships	Smoking Alcohol Emergency aid Body image My relationship with food	Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress

			Being safe at home My amazing body	Celebrating my inner strength and assertiveness	Healthy me	
Relationships						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
My family and me Making friends Falling out and bullying Being best friends	Families Making friends Greetings People who help us Being my own friend Celebrating relationships	Families Keeping safe – exploring physical contact Friends and conflict Secrets Trust and appreciation Celebrating relationships	Family roles and responsibilities Friendship Keeping myself safe Being a global citizen Celebrating my web of relationships	Relationship web Love and loss Memories Are animals special? Special pets Celebration my relationships with people and animals	Recognising me Getting on and falling out Girlfriends and boyfriends Relationships and technology	My relationship web Love and loss Power and control Being safe with technology
Changing Me						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
My body Respecting my body Growing up Growth and change Fun and fears	Life cycles Changing Me My changing body Learning and growing Coping with changes	Life cycles in nature Growing from young to old The changing me Boys and girls bodies Assertiveness Looking ahead	How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead	Outside body changes Inside body changes Circles of change Accepting change Looking ahead	Self and body image Unique me Having a baby Puberty for girls Puberty for boys Looking ahead to year 6	My self-image Puberty Girl/Boy talk Babies – Conception to birth Attraction Transition to secondary school

SRE						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> • Why and how are girls and boys bodies different? • Introduce scientific terms for private parts • Which parts of my body are private? • Where do babies come from? • When is it OK to let someone touch me? • Who should I tell if someone wants to touch my private parts? 			<ul style="list-style-type: none"> • How do different animals have babies? • How do different animals look after their babies before and after birth? • How can I say 'no' if I don't want someone to touch me? • Why does having a baby need a male and a female? • What are eggs and sperm? 		<ul style="list-style-type: none"> •Have a period talk for girls •Have an introduction to puberty – what changes happen? •Be advised on who to talk to if you want any help or advice 	<ul style="list-style-type: none"> •Sexting •LGBT •Have a formal sex education session delivered by a nurse

Working together at Oakley Vale school means that we all learn to:

- Play and work cooperatively
- Take turns with others
- Take account of one another's ideas
- Show sensitivity to others needs and feelings
- Form positive relationships with adults and other children
- Adjust behaviour to new and different situations

RE					
Year Group	Autumn		Spring		Summer
Y 1	Christianity		Judaism		Big Question
Enquiry Questions:	A1: What makes a Christian special?	A2: What is Christmas and Advent?	SP1: What makes Judaism special?	SP2: What is a Jewish festival?	S1: What do Christian and Jewish stories tell us?
Y 2	Christianity		Islam		Big Question
Enquiry Questions:	A1: What was life like as Jesus?	A2: What is the meaning of Christmas?	SP1: What makes Islam special?	SP2: Why are Islamic stories important?	S1: Why is the world special?
Y 3	Big Question		Christianity		Sikhism
Enquiry Questions:	A1: What is religion in Corby?		SP1: Why was Jesus important?	SP2: What is the meaning of Easter?	S1: What makes Sikhs special?
Y 4	Christianity		Hinduism		Big Question
Enquiry Questions:	A1: Why do Christians pray and worship?		SP1: What is Hinduism?		S1: How does religion help us?
Y 5	Christianity		Islam and Judaism		Big Question
Enquiry Questions:	A1: Does the Bible help us to decide what is right and wrong?		SP1: What do Muslims believe?	SP2: What does it mean to be a Jew?	S1: Do you need to believe in God to be human?
Y 6	Buddhism		Christianity		Big Question
Enquiry Questions:	A1: What is Buddhism?		SP1: Why are stories of faith important?	SP2: What does it mean to be a Christian?	S1: What happens when we die? S2: How can people of faith inspire us?

Each lesson taught will provide the children with the knowledge needed to develop their own opinion on the enquiry question. In the last lesson of each unit the children will be given the opportunity to answer the enquiry question.

Science

Living Things (Animals, Humans and plants)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understand the difference between things that are living and things that are not.	Understand the differences between humans and animals and plants.	Find out the basic needs of animals and plants to survive. Talk about life cycles of animals, humans and plants.	Understand the different parts of animals. Plants and humans and how they differ.	Find out how animals, humans and plants gain and transport their nutrition.	Describe the changes to animals, humans and plants as they age. Understand how animals, humans and plants adapt to their environment over time.	Understand human circulatory system and describe its functions and how diet, exercise, drugs and lifestyle impact on our bodies. Describe the process of reproduction in some plants and animals.

Electricity

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Identify common electrical appliances.	Identify 3 appliances that work on mains electricity and 3 appliances that work on battery. I know electricity can be dangerous.	Recognise some simple conductors and insulators and explain how they are used in everyday life.	Construct a simple electrical circuit, identifying its parts. I can draw a circuit diagram using the correct symbols.	Recognise that a switch opens and closes a circuit and give a reason why a bulb is not lighting up.	Change a circuit to switch on a component to make a bulb brighter or a buzzer louder.	I can compare and give reasons for variations of components in a circuit.

Earth & Space

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know we live on Earth and talk about what Earth is.	Know what shape the Earth, Sun & Moon are.	Order the Earth, Sun & Moon by size.	Explain how we get day & night.	Explain why the sun appears to move across the	Describe the movement of the	Explain how and why the Moon appears to

				sky and describe where the sun rises and sets.	planets in our solar system. Describe how the moon orbits the Earth. Know the length of orbit for the Earth around the Sun and the Moon around the Earth.	change shape over 28 days.
--	--	--	--	--	---	----------------------------

Materials

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understand objects are made of different materials.	Name a range of common materials and talk about what they are like.	Put materials in groups and talk about how I have sorted them.	Choose and compare materials for particular purposes and justify my reasons.	Compare and group solids, liquids and gases. Identify evaporating and condensation in the water cycle.	Describe how some materials dissolve to form a substance and understand some changes are reversible and others are not.	Use my knowledge of solids, liquids and gases and changes of state and separate materials.

Forces

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know a force can be a push or a pull.	Identify different forces in their environment.	Understand forces have magnitude and direction and investigate links between them. Know some forces need contact, but	Understand electricity and magnetism are forces and investigate how these forces work.	Understand gravity is a force and investigate how it works.	Understand how different forces interact (eg push and pull, magnetism, electricity, air resistance etc)	Understand the effects of forces in context and know some mechanisms allow a smaller force to have a greater effect (levers, pulleys, gears).

		magnetism and gravity are non-contact forces.				
Light						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Know we need light to see.	Understand a shadow is formed when an object blocks the light.	Understand the difference between natural and artificial light sources.	Explain how a shadow is formed and draw scientific diagram to support my explanation.	Be able to explain transparent, translucent and opaque.	Explain how an object can reflect light and draw a scientific diagram to support my explanation.	Draw a scientific diagram to show how the eye sees an object.