



The Grange Primary School
Curriculum Overview
2021/2022

Contents

The Grange Primary's 11 before 11.....	Page 2
Foundation Stage 1 Long Term Plan.....	Pages 3-4
Foundation Stage 2 Long Term Plan.....	Pages 5-6
The Grange Primary School Long Term Topic Plan.....	Page 7
Year 1 Long Term Plan.....	Page 8
Year 2 Long Term Plan.....	Page 9
Year 3 Long Term Plan.....	Page 10
Year 4 Long Term Plan.....	Page 11
Year 5 Long Term Plan.....	Page 12
Year 6 Long Term Plan.....	Page 13
The Grange Primary School's Additional Events Calendar.....	Page 14
The Grange Primary School's Approach to British Values.....	Page 15
The Grange Primary's Foundation Curriculum Overview.....	Pages 16-61

The Grange Primary School's 11 before 11

The Grange Primary School is committed to providing pupils with enriching and engaging experiences (in line with our four key drivers) in order to prepare them for life in Modern Britain. Therefore, the following 11 experiences have been identified as valuable and essential events for our pupils to take part in before leaving The Grange Primary School at the age of 11.

Year Group	Experience
FS1	Take part in a picnic
FS2	Visit a farm
Year 1	Visit the seaside <i>and</i> fly a kite
Year 2	Visit an aquarium
Year 3	Visit a botanical garden <i>and</i> visit the library
Year 4	Visit the cinema
Year 5	Young Voices <i>and</i> take part in a sleepover
Year 6	Visit Yorkshire Wildlife Park



Foundation Stage 1 Long Term Plan



Term <i>Key Driver Focus</i>	Topic Theme	Communication and Language Book Focus	Nursery Rhyme/ Familiar Song	Literacy		Managing Feelings and Behaviour	PSED (PSHE and Jigsaw)	Maths	Understanding of the World (Science/RE/History/Geography)			Expressive Arts and Design	Physical Development (Gross and Fine Motor)	Computing/T Early Technology (Purple Mash)	Events / British Values
				Reading, Comprehension and Phonics	Writing				People, Culture and Communities	Past and Present	The Natural World				
Autumn 1 <i>Emotional Awareness</i>	Marvellous Me	What I Like About Me Rhyming stories and rhyming activities.	Head, Shoulders, Knees and Toes If You're Happy and You Know It	Phonics: Letter of the Week Sounds Rhyme Time	Rhyme/Poetry Fine Motor Control Gross Motor Control Dough Disco	Confidence Preferences and Interests	Being Me In My World World Mental Health Day	Number of the Week Counting SSM Shape	My Family and What Makes Me Special	Who Is In My Family? Black History Month	<u>Seasonal Changes</u> Autumn <u>Animals Including Humans</u> Body STEM - Water Music	Drawing Artist of the Half Term	Running, Jumping and Climbing Draw Lines and Circles	2Paint	Stay and Play Entry - Baby Photos Exit - Sharing Work Harvest Festival
Autumn 2 <i>Knowledge of the World</i>	Colour and Light	Brown Bear, Brown Bear, What Can You See? Firework Poetry 5 Little Men In a Flying Saucer	Twinkle, Twinkle, Little Star Firework Poetry 5 Little Men In a Flying Saucer	Phonics: Letter of the Week Sounds Rhyme Time	Rhyme/Poetry Fine Motor Control Gross Motor Control Dough Disco	Tolerating Delay Turn-taking and Sharing Tidying up	Celebrating Differences Anti-Bullying Week	Number of the Week Matching Numerals and Objects SSM Shape	My Events	Favourite Celebration Remembrance Day	<u>Seasonal Changes</u> Winter Light and Dark STEM - Fizzing Rainbows	Painting Artist of the Half Term	Running, Jumping, Sliding, Slithering, Crawling and Catching Scissor Safety	2Go	Christmas Sing Along Breakfast with Santa Entry - Binoculars Exit - Governors Christmas
Spring 1 <i>Knowledge of the World</i>	People Who Help Us	When I Grow Up: Firefighter When I Grow Up: Doctor Busy People: Police Officer Busy People: Vet	The Wheels On the Bus Row, Row, Row Your Boat World Book Day	Phonics: Letter of the Week Rhyme Time Name Recognition Instrumental Sounds	Non-Fiction Mark-making Tracing Name Dough Disco	Emotions Turn-taking and Sharing Tolerating Delay	Dreams and Goals	Number of the Week Representing Numbers SSM Positional Language	Occupations and Ways of Life Chinese New Year Fairtrade Fortnight	Exploring past and present emergency vehicles.	<u>Seasonal Changes</u> Spring Floating and Sinking STEM - Apple Boat	Sculpture Artist of the Half Term	Running Around Obstacles and Standing on One Leg Scissors Copy Letters	2Design Safer Internet Day	Entry - Fire Engine/Ambulance Visit Exit - Showcase Boats
Spring 2 <i>Knowledge of the World</i>	Bears	We're Going On a Bear Hunt Peace at Last, Brown Bear	The Bear Went Over the Mountain Teddy Bear, Teddy Bear	Phonics: Letter of the Week Oral Segmenting and Blending Rhyme Time	Narrative Mark-making Tracing and Writing Name Dough Disco	Emotions Friendly Behaviour Good Relationship	Healthy Me	Number of the Week Number Conversation SSM Patterns STEM Week	Special Teddy Bears	Women's History Month	<u>Seasonal Changes</u> Spring <u>Living Things and Their Habitats</u> Bears STEM - Igloo House	Collage Artist of the Half Term	Moving In Different Ways, Hopping, Jumping and Slithering Scissors Copy Letters	2Create a Story	Entry - Teddy Bear Show and Tell Exit - 11 Before 11: Teddy Bears Picnic Easter

Summer 1 <i>Independence</i>	Once Upon a Time	Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood	This Little Piggy The Grand Old Duke of York There Was a Princess Long Ago	Phonics: Letter of the Week Oral Segmenting and Blending Rhyme Time	Narrative Phonemes and Graphemes Dough Disco	Emotions Friendly Behaviour Good Relationship	Relationship Mental Health Awareness Week	Number of the Week Compare - More or Less SSM National Numeracy Day	EID World Day for Cultural Diversity	Exploring Past Teddy Bears and Our Past Toys	<u>Seasonal Changes</u> Summer <u>Everyday Materials</u> STEM - Nut and Bolt Structure	Digital Media Artist of the Half Term World Art Day	Skipping and Hopping Effect of Activity on Bodies Scissors Write Letters	2Beat	Entry - Trip to Play Avenue Exit - Parents
Summer 2 <i>Enterprise</i>	In the Garden	Oliver's Vegetables The Enormous Turnip Titch and the Sunflower Minibeast Calypso	Incy, Wincy Spider Going In the Garden to Eat Worms Round and Round the Garden Little Miss Muffet	Phonics: Letter of the Week Oral Segmenting and Blending Rhyme Time	Narrative Instructions Write Name and CVC Words Label Items With Sounds Dough Disco	Emotions FS2 Transition Refugee Week	Changing Me	Number of the Week Number Problems SSM Measure (Capacity and Length)	Remembering Special Times With Family and Friends	What Special Times Can I Remember Post 1066 Study Day	<u>Seasonal Changes</u> Summer <u>Animals Including Humans</u> <u>Plants</u> Map work STEM - Seeds In a Jar	Printing Artist of the Half Term Make Music Day	Skipping and Hopping Dressing and Undressing Write Letters	2Count	Entry - Mystery Sunflower Seeds Exit - Sunflower Showcase

The characteristics of effective learning run through all areas of learning as well as opportunities for children's interests to be explored further. Purple Mash units will be explored throughout the year in line with the children's interests. This is an overview of the expected learning to be taught during the academic year of 2021-2022, however this is subject to change leading from the children's interests and following the EYFS curriculum.



Foundation Stage 2 Long Term Plan



Term Key Driver Focus	Topic Theme	Communica- tion and Language (Book Focus)	Literacy		Managing Feelings and Behaviour	PSED (PSHE and Jigsaw)	Maths (White Rose Maths)	Understanding of the World (Science, Design and Technology, RE, History and Geography)			Expressive Arts and Design	Music (Charanga)	Physical Development (Gross and Fine Motor)	P.E.	Computing/E arly Technology (Purple Mash)	Events / British Values
			Reading, Comprehension and Phonics	Writing				People, Culture and Communities	Past and Present	The Natural World						
Autumn 1 <i>Emotional Awareness</i>	<i>New Beginnings</i>	Funny Bones Sometimes I Feel Sunny	Sounds Write: Initial Code Identify phonemes and write graphemes	Poetry Mark Making Write own name. Label items with key sounds. Dough Disco	All about me Belonging to a class and school Class routines and rules	Being Me in my World World Mental Health Day	Getting to know you Just Like Me!	Special times for me and others Home and school environment	How have I changed since I was a baby? Black History: Johnathan Lee Iverson	<u>Seasonal Changes:</u> Autumn <u>Animals including Humans:</u> Body Parts <u>Everyday Materials</u> STEM: Wellington Boots	Painting Naming colours Portraits Artist of the Half Term	Me! Composer of the Term:	Use space safely Manage basic hygiene and personal needs Shows preference for a dominant hand	Awareness (Block 1)	2 Paint a Picture Operate simple Technology.	<u>Entry:</u> Bones mystery <u>Exit:</u> Perform body songs Harvest Festival
Autumn 2 <i>Knowledge of the World</i>	Light Up the Sky	Aliens Loves Underpants Whatever Next Room on the Broom	Sounds Write: Initial Code Blend and read simple words	Narrative Segment and write key words Write a simple caption Dough Disco.	Relationship s.	Celebrating Differences Anti Bullying Week	It's Me 123! Light and Dark	Our Special Places Church Visit How are celebrations celebrated in different cultures? Christmas, Diwali Fire Safety	Guy Fawkes Remembranc e Day Favourite Celebration	<u>Seasonal Changes:</u> Winter Light and Dark Forces and Magnets	Painting Colour Mixing Artist of the Half Term	Everyone! Composer of the Term	Moving and Jumping Off Objects Being Healthy Write Letters	Awareness (Block 2)	2Go <u>Coding Beebots</u>	Entry - Alien Footprints Breakfast with Santa Christmas Concert Visit P.O. Exit - STEM
Spring 1 <i>Knowledge of the World</i>	Dinosaur Stomp	Dinosaur Roar! Dinosaurs Love Underpants	Sounds Write - Initial Code Read Simple Sentences World Book Day	Narrative Write Simple Sentences (I can see...) Nouns, Adjectives, Capital Letters, Full Stops and Finger Spaces	Turn Taking and Sharing	Dreams and Goals	Alive in 5! Growing 6, 7, 8	Our Specials Things Chinese New Year World Religion Day Fair Trade Fortnight	Why do we wear different clothes during the year?	<u>Seasonal Changes</u> Spring <u>Animals Including Humans</u> Food Chains <u>Plants</u> STEM - Fruit and Vegetable Planting	Collage Artist of the Half Term	Our World Composer of the Term	Controlled Travel Awareness Apparatus and Tool Safety	Gymnastics	2Design Safer Internet Day	Entry - Dinosaur Egg Dinosaur Workshop

Spring 2 <i>Knowledge of the World</i>		Digging Up Dinosaurs Non-Fiction Texts	Sounds Write - Initial Code Read for Meaning	Non-Chron Fact Files Write Extended Sentences	Right and Wrong Behaviour	Healthy Me	Building 9, 10 Consolidate	Treating Everyone the Same Easter	Women's History Month	<u>Materials:</u> Volcanoes and Fossils	Sculpture Artist of the Half Term	Our World Composer of the Term	Sounds and Movement Use a Pencil Write Letters	Parachute 2Create a Story Awareness of Technology	Exit - Sharing Work	
Summer 1 <i>Independence</i>	On the Farm	The Little Red Hen Farmer Duck	Sounds Write - Initial Code Read and Understand Sentences Decode Regular and Irregular Words	Instructions 5 Sentence Story Story Telling Language	Fair and Unfair	Relationships Mental Health Awareness Week	On the Move Superhero to 20 and Beyond National Numeracy Day	My Friends EID World Day for Cultural Diversity	How a farm has changed?	Harvest Mapwork <u>Animals Including Humans</u> <u>Plants</u> Similarities and Differences	Digital Media Artist of the Half Term World Art Day	Big Bear Funk Composer of the Term	Use Small Games Equipment Safety and Risks Use a Pencil to Write Letters Correctly Understand a Healthy Diet	Balance , Coordination and Agility Sports Day Practice	2Beat	Entry - Trip to Hall Park Farm Exit - Parents and Governors
Summer 2 <i>Enterprise</i>	Creepy Crawlies	The Very Hungry Caterpillar The Very Busy Spider	Sounds Write - Initial Code Share Understanding	Recount Write For a Range of Purposes Recap Grammar	Emotions Year 1 Transition	Changing Me Refugee Week	First, then, now Find my pattern	First, Then, Now Find My Pattern	What are our favourite celebrations each year? Post 1066 Study Day	<u>Seasonal Changes</u> Summer Animals Including Humans Living Things and their Habitats STEM - Bird Feeder	Printing Artist of the Half Term	Big Bear Funk Composer of the Term Make Music Day	Coordination Steering, Bouncing and Kicking a Ball Importance of Good Health and Physical Exercise	Sending and Receiving Teamwork Skills Sports Day	2Count	Entry - Caterpillars Exit - Releasing Butterflies

The characteristics of effective learning run through all areas of learning as well as opportunities for children's interests to be explored further. Purple Mash units will be explored throughout the year in line with the children's interests. This is an overview of the expected learning to be taught during the academic year of 2021-2022, however this is subject to change leading from the children's interests and following the EYFS curriculum.

The Grange Primary School Long Term Topic Plan

Topic and Key Driver coverage throughout Key Stages 1 and 2

The following table details the topic titles and key driver foci for each year group. All foundation subjects (along with the core subjects) are also taught and assessed throughout the topic duration to provide pupils with a broad and balanced curriculum.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Toys</u> <i>Knowledge of the World</i>	<u>Guess Who?</u> <i>Knowledge of the World</i>	<u>Scavengers and Settlers</u> <i>Knowledge of the World</i>	<u>Land, Sea and Sky</u> <i>Knowledge of the World</i>	<u>Earth and Space</u> <i>Knowledge of the World and Enterprise</i>	<u>Savage Saxons vs Vicious Vikings</u> <i>Emotional Awareness</i>
Autumn 2	<u>It's On Fire</u> <i>Knowledge of the World</i>	<u>In the Dark</u> <i>Knowledge of the World</i>	<u>Living Together</u> <i>Emotional Awareness</i>	<u>Food, Glorious Food</u> <i>Knowledge of the World, Enterprise and Emotional Awareness</i>	<u>The Great, The Bold and The Brave</u> <i>Knowledge of the World</i>	<u>I'm an Animal, Get Me Out of Here!</u> <i>Emotional Awareness</i>
Spring	<u>Into the Woods</u> <i>Enterprise and Emotional Awareness</i>	<u>Scented Garden</u> <i>Enterprise, Emotional Awareness and Independence</i>	<u>Active Planet</u> <i>Knowledge of the World</i>	<u>High Voltage!</u> <i>Enterprise and Emotional Awareness</i>	<u>Metamorphosis</u> <i>Knowledge of the World and Emotional Awareness</i>	<u>Mysterious Mayans</u> <i>Knowledge of the World</i>
Summer	<u>Pirates – Land Ahoy</u> <i>Independence</i>	<u>Let's Be Detectives</u> <i>Enterprise, Emotional Awareness and Independence</i>	<u>Let's Plant It</u> <i>Enterprise and Independence</i>	<u>Rampaging Romans</u> <i>Independence</i>	<u>What a Wonderful World</u> <i>Independence</i>	<u>Full Power</u> <i>Independence and Enterprise</i>



Year 1 Long Term Plan



Term <i>Key Driver Focus</i>	Topic Theme	English <i>Class Story Focus</i>	Maths	Science	Art	Computing	Design Technology, Cooking and Enterprise	Geography	History	Music (Charanga)	PE	PSHE (Jigsaw)	RE	Events (See Additional Events Calendar)
Autumn 1 <i>Knowledge of the World</i>	Toys	Instructions <i>Paddington</i>	Place Value Addition and Subtraction Counting	Seasonal Changes Everyday Materials STEM - Presenting a weather report	Collage Artist of the Half Term	1.1 Online Safety 1.3 Pictograms 1.4 Lego Builders 1.7 Coding	STEM - Design a weather report	Fieldwork - Seasonal Changes	Toys Black History Month - Rosa Parks	Hey You! Composer of the term - Louis Armstrong	Gymnastics	Being Me in My World World Mental Health Day	God - What do people believe about God? (Christianity) Believing	Entry - Make a toy craft Exit - Use the toys they have made Harvest festival
Autumn 2 <i>Knowledge of the World</i>	It's On Fire	Recount (Diary Entry) <i>Toby and the Great Fire</i>	Addition and Subtraction Geometry Place Value Counting	Seasonal Changes	Painting Artist of the Half Term	1.2 Grouping and Sorting	Mechanisms - Fire engine	Physical, Human and Mapwork - UK (including London)	Great Fire of London Guy Fawkes Remembrance Day	In the Groove Dance (Seasons)	Dance (Seasons)	Celebrating Differences Anti-Bullying Week	Community - How do people express their religion and beliefs? (Christianity) Living	Entry - GFOL workshop Exit - Fire fighter visit Christmas
Spring 1 <i>Enterprise and Emotional Awareness</i>	Into the Woods	Poetry (List) <i>The Gruffalo</i> World Book Day	Consolidation Addition and Subtraction Place Value Counting	Seasonal Changes Plants Animals, Including Humans STEM - Design a treehouse (animals)	Drawing Artist of the Half Term	1.6 Animated Stories Safer Internet Day	STEM - Human Movement Video Science Week	Physical, Human, Fieldwork and Mapwork - Broughton Woods and Ashby Fairtrade Fortnight	Local Study - Ashby Women's History Month	Round and Round Composer the term - Buddy Holly	Hockey	Dreams and Goals	God - What do people believe about God? (Islam) Believing World Religion Day	Entry - Broughton Woods Visit Exit - Purple Mash noticeboard/blog (Digital Sharing)
Spring 2 <i>Enterprise and Emotional Awareness</i>		Traditional Tales <i>Little Red Riding Hood</i>	Measurement Consolidation Counting	STEM - Design a treehouse (animals)	Digital Media Artist of the Half Term	1.9 Technology Out of School					ABC	Healthy Me	Community - How do people express their religion and beliefs? (Islam) Living	Easter Activity
Summer 1 <i>Independence</i>	Pirates - Land Ahoy!	Non-Chronological Report Persuasion (Enterprise) <i>The Lighthouse Keeper's Lunch</i>	Consolidation Multiplication and Division Fractions Geometry Counting National Numeracy Day	Seasonal Changes STEM - Hermit Crab Shell	Sculpture Artist of the Half Term World Art Day	1.5 Maze Explorers 1.8 Spreadsheets	Structures and Enterprise - Kite making STEM - Seasons storyboard	Physical and Human - UK (including seas) Fieldwork and Mapwork - UK and Cleethorpes	Post 1066 study	Your Imagination Composer of the term - Dolly Parton Make Music Day	Athletics including Sports Day Practise	Relationships Mental Health Awareness Week	Places of Worship Community	Entry - Kite making and Cleethorpes visit Exit - Governors/ Parents Church Visit
Summer 2 <i>Independence</i>		Narrative (There and Back Again) <i>Captain Flynn and the Pirate Dinosaurs</i>	Place Value Measurement Counting		Printing Artist of the Half Term						Sending and Receiving Sports Day	Changing Me Refugee Week		



Year 2 Long Term Plan



Term	Topic Theme	English Class Story Focus	Maths	Science	Art	Computing	Design Technology, Cooking and Enterprise	Geography	History	Music (Charanga)	PE	PSHE (Jigsaw)	RE	Events (See Additional Events Calendar)
Autumn 1 <i>Knowledge of the World</i>	Guess who?	Sulwe - LUPITA NYONG'O Imani's Moon - JANAY BROWN-WOOD Recount (diary entry) Florence Nightingale Diary of a Killer Cat - class novel	Place Value Addition and Subtraction Times Tables	Living things and their habitats STEM - Wormeries	Collage Artist of the Half Term Faith Ringgold - story quilt	2.2 Online Safety 2.5 Effective Searching	DT Cooking and nutrition - Where does our food come from? (Farm to fork)	Mapwork Continents and Oceans Microhabitats	Significant individuals Black History Month - Mary Seacole	Charanga: Hands, Feet, Heart Composer of the Term: Louis Armstrong (Black History month link)	Gymnastics	Being Me in My World.	Being Human: How does faith and belief affect the way people live their lives? (Islam) Believing	Entry - Florence Nightingale workshop bandages/first aid for kids Exit - Medal award ceremony
Autumn 2 <i>Knowledge of the World</i>	In The Dark	Non-chronological report <i>The Owl who was afraid of the dark</i> <i>The clue is in the poo</i> <i>A Turtle's View of the Ocean Blue</i>	Money Multiplication and Division Times Tables	Living Things and their Habitats Build a nest DT STEM	Digital media Georges Seurat Pointillism Poppy pictures	2.6 Creating Pictures	Exit - Build a nest DT STEM	Mapwork Aerial photographs Create own maps with a simple key	Guy Fawkes Remembrance Day	Charanga: I Wanna Play in the Band	Dance - Under the sea	Celebrating Difference	Life Journey: How do people mark important events in life? (Islam) Living	Entry - Owl pellets Exit - Build a nest STEM
Spring 1 <i>Enterprise and Emotional Awareness</i>	Scented Garden	Traditional tales - happily ever after - Jack and the Beanstalk Jack and the Baked beanstalk <i>Class novel : Inside the Villians by Clotilde Perrin</i>	Multiplication and Division Statistics Times tables	Animals including humans	Painting Artist of the Half Term: Georgia O'Keeffe	2.3 Spreadsheets	DT Mechanisms - Make a moveable card with levers and sliders	Local study - Human and physical features		Charanga: Zoo time	Trolley Hockey	Dreams and Goals	Being Human: How does faith and belief affect the way people live their lives? (Christianity) Believing	Entry - STEM - Grow a plant in a jar
Spring 2 <i>Independence</i>		Instructions - growing plants The street beneath my feet - Geog link Poetry - simile poems	Properties of Shape Fractions Times tables	Plants STEM - Grow a plant in a jar	Sculpture - Barbara Hepworth Artist of the Half Term	2.1 Coding			Women's History Month - Grace Darling	Charanga: Zoo time Composer of the Term: Buddy Holly	Attack and Defend	Healthy Me DT link Healthy sandwiches	Life Journey: How do people mark important events in life? (Christianity) Living	
Summer 1 <i>Enterprise and Emotional Awareness</i>	Let's be detectives	Narrative (there and back again) The Tunnel Anthony Browne	Length and Height Position and Direction Consolidation and problem solving Times tables STEM: Build a balance scale	Uses of everyday materials	Drawing Artist of the Half Term Banksy	2.4 Presenting Ideas	DT STEM Making aeroplanes STEM: Build a balance scale	Mapwork and fieldwork Local Study - Human geography Comparison to non-European country	Travel through time HISTORY- Post 1066	Charanga: Friendship Song	Athletics including Sports Day Practise	Relationships	Additional unit- Thankfulness	Entry - Trip to the Deep Exit - STEM - Enterprise - Making biscuits
Summer 2 <i>Independence</i>		Persuasion - <i>Somebody swallowed Stanley P4C</i> <i>The Day the Crayons Quit</i>	Time Mass, capacity, temperature Times Tables STEM Enterprise - Making biscuits		Printing Artist of the Half Term -David Hockney and Andy Warhol	2.7 Making music	Exit - DT STEM - Enterprise - Making biscuits	Local Study - Human geography Comparison to non-European country		Charanga: Friendship Song Composer of the Term: Dolly Parton	Sports Day Cricket Football	Changing Me		



**Year 3
Long Term Plan**



Term <i>Key Driver Focus</i>	Topic Theme	English <i>Class Story Focus</i>	Maths	Science	Art	Computing	Design Technology, Cooking and Enterprise	Languages (French)	Geography	History	Music (Charanga)	PE	PSHE (Jigsaw)	RE	Events (See Additional Events Calendar)
Autumn 1 <i>Knowledge of the World</i>	Scavengers and Settlers	Narrative - There and back again story <i>Stone Age Boy</i>	Place Value within 1000 Addition and Subtraction Times Tables	Light	Painting	3.1 Coding 3.2 Online Safety	Structures (STEM - Stone Age Huts structure)	Core Vocabulary Phonetics	Map work - continents	Prehistory Stone age to the Iron Age Black History Month	Let Your Spirit Fly Composer of the Month	Dance (Jungle)	Being Me in My World World Mental Health Day	God (Believing) - Hinduism	Entry - Stoneage Workshop / poo Exit - Sharing work Harvest Festival
Autumn 2 <i>Emotional Awareness</i>	Living Together	Recount / Diary - A life in the day of... <i>Poppy Field</i>	Statistics Measurement - Mass and Capacity Times Tables STEM - Magnet Maze (measure) Maths Week England	Forces and Magnets STEM - Magnet Maze	Collage	3.4 Typing	Cooking and Nutrition and Enterprise (WW1 savoury recipes - soup and scones) STEM - Magnet Maze (structures)	Early Language Teaching Little Red Riding Hood Core Vocabulary - Christmas	Local study / map work (local walk) Local Study - Identifying Human and Physical features.	Local Study - Iron Age to Steelworks Guy Fawkes Remembrance Day	Glockenspiel s stage 1 Composer of the Month	Gymnastics	Celebrating Differences Anti-Bullying Week	God (Believing) - Hinduism/ Islam Christmas	Entry - Local walk / visit the library (11 before 11) Exit - Governors/ Parents Christmas
Spring 1 <i>Knowledge of the World</i>	Active Planet	Poetry - Calligram Persuasive Writing <i>Escape from Pompeii</i> World Book Day	Multiplication/ Division Measurement - Money Times tables	Rocks STEM - Making fossils	Printing	3.5 Email 3.9 Presenting Safer Internet Day		Early Language Teaching I Am Learning French Core Vocabulary French Culture	Mapwork / mountain ranges Fairtrade Fortnight	The achievements of the earliest civilisations - Shang Dynasty	Three Little Birds Composer of the Term	Attack and Defend	Dreams and Goals	God (Believing) - Islam/ Christianity World Religion Day	Entry - Volcano / Lava Song Trip to mosque
Spring 2 <i>Knowledge of the World</i>		Instructions <i>The Abominables</i>	Measurement - Length and Perimeter Fractions Times tables	Soils Science Week	Sculpture	3.6 Branching		Early Language Teaching Musical instruments	Orienteering Local study - Investigating rock types	Shang Dynasty Women's History Month	Composer of the Term	Tag Rugby OAA Sport Relief	Healthy Me	God (Believing) - Islam/ Christianity	Exit - Purple Mash noticeboard/ blog (Digital Sharing) Easter
Summer 1 <i>Enterprise and Independence</i>	Let's Plant It	Non Chronological <i>James and the Giant Peach</i>	Fractions Measurement - Time Times tables National Numeracy Day	Plants	Drawing World Art Day	3.3 Spreadsheets 3.8 Graphing	Cooking and Nutrition - Seasonality	Early Language Teaching Fruits	Local study into industry Earth Day		Bringing us together. Composer of the Month	Athletics	Relationships Mental Health Awareness Week	Additional unit (Big Questions) - What does it mean to live a good life? World Day for Cultural Diversity	Entry - Botanical Gardens visit
Summer 2 <i>Enterprise and Independence</i>		Narrative - Happily Ever After	Geometry - Properties of Shape STEM - Human Skeleton (measure) Times Tables	Animals including humans STEM - Human Skeleton	Digital Media	3.7 Simulations		Early Language Teaching Shapes Bastille Day	Local study / plants	Post 1066 Study Day	Composer of the Month Make Music Day	Rounders Sports Day	Changing Me Refugee Week	Additional unit (Big Questions) - What does it mean to live a good life?	Exit - Present to school in assembly



**Year 4
Long Term Plan**



Term	Topic Theme	English	Maths	Science	Art	Computing	Design Technology, Cooking and Enterprise	Languages (French)	Geography	History	Music (Charanga)	PE	PSHE (Jigsaw)	RE	Events (See Additional Events Calendar)
<i>Key Driver Focus</i>		<i>Class Story Focus</i>													
Autumn 1 <i>Knowledge of the World</i>	Land, Sea and Sky	Poetry Adventure Poems <i>Heard it on the playground</i>	Place Value Addition and subtraction Times Tables	Living Things and their Habitats	Painting	4.2 Online Safety 4.7 Effective Searching	STEM Build a bridge to scale (DT and M)	Phonetics and pronunciation (Core Vocabulary) Habitats	Fieldwork - River Study and the water cycle. Record/observe	Black History Month	Lean on Me Composer of the term: Joseph Bologne	Dance	Being Me in My World World Mental Health Day	Community (Hinduism - Living)	Entry - Trip to Barton Water's Edge Exit - Sharing work Harvest Festival
Autumn 2 <i>Knowledge of the World and Enterprise and Emotional Awareness</i>	Food Glorious Food	Defeating the enemy <i>George's marvellous medicine</i> Persuasion (Enterprise)	Measurement: length and perimeter Multiplication and division Times Tables Maths Week England	Animals including Humans States of Matter (The Water Cycle) STEM (Digestion tights) S	Digital Media (Digital Flip book)	4.6 Animation 4.3 Spreadsheets	Cooking and Nutrition	Presenting myself	Human and physical features.	Guy Fawkes Remembrance Day	Stop! Composer of the term: Pyotr Pchaikovsky	Gymnastics Paralympics	Celebrating Differences Anti-Bullying Week	Community (Islam - Living)	Entry - STEM Trip to the Cinema Exit - Governors/ Parents Christmas
Spring 1 <i>Enterprise and Emotional Awareness</i>	High Voltage!	Non-Chronological Report <i>Percy Jackson and the lightning thief</i> World Book Day	Multiplication and division Measure: Area Fractions Times tables	Electricity STEM (Lemon Battery) S	Drawing	4.1 Coding Safer Internet Day	Electrical Systems (torch)	French culture (Core Vocabulary) Family	Digital Maps Fairtrade Fortnight	Women's History Month	Mamma Mia Composer of the term: Anna Merideth	Hockey	Dreams and Goals	Community (Christianity - Living)	Trip to mosque Entry - Electricity Workshop
Spring 2 <i>Enterprise and Emotional Awareness</i>		Instructions	Fractions Decimals	Science Week States of Matter	Printing	4.4 Writing for Different Audiences 4.8 Hardware Investigators		The Classroom	Mapwork Keys and symbols		Composer of the term: Antonio Vivaldi	Netball Sport Relief	Healthy Me		
Summer 1 <i>Independence</i>	Rampaging Romans	Recount A day in the life of a Roman child (History) <i>Roman Invasion</i>	Decimals Measurement: Money Time Times tables Statistics National Numeracy Day	Sound	Sculpture World Art Day	4.5 Logo	Mechanisms STEM - Build a catapult (DT & M)	The Romans	Roman Roads Local History (Roman Lincoln) Observe and measure Earth Day	Romans	Glockenspiel stage 2 Composer of the term: Johann Sebastian Bach	Swimming	Relationships Mental Health Awareness Week	Pilgrimage World Day for Cultural Diversity	Entry - Trip to Roman Lincoln
Summer 2 <i>Independence</i>		In Search of a Goal story	Shape Position and Direction Times Tables (Multiplication Tables Check)			Collage	4.8 Hardware Investigators		Goldilocks and the Three Bears Bastille Day	Compass and grid reference (4 and 6 point)	The Legacy of the Romans Post 1066 Study Day	Composer of the term: Beethoven Make Music Day	Swimming Sports Day	Changing Me Refugee Week	



Year 5 Long Term Plan



Term <i>Key Driver Focus</i>	Topic Theme	English <i>Class Story Focus</i>	Maths	Science	Art	Computing	Design Technology, Cooking and Enterprise	Languages (French)	Geography	History	Music (Charanga)	PE	PSHE (Jigsaw)	RE	Events (See Additional Events Calendar)
Autumn 1 <i>Knowledge of the World</i> <i>Enterprise</i>	Earth and Space	Non-Chronological Report <i>Curiosity</i>	Place value Addition and subtraction Statistics Times Tables	Earth and Space Forces - gravity, and levers, pulleys and gears STEM- Science solar system model	Digital Media (Solar System) Artist- Nik Ainley	5.2 Online Safety 5.7 Concept Maps 5.8 Word processing (L1,2,3)	Enterprise Mechanical Systems (Mars Rover)	Core Vocabulary- Phonetics and pronunciation Intermediate language teaching- What is the date	Mapwork- Read Maps Record Charts and Graphs	Black History Month George Washington	Young Voices Composer of the Term Joseph Bologne (Black History)	Swimming	Being Me in My World World Mental Health Day	Hinduism - believing	Entry - STEM solar system model Exit - Governors/Parents Harvest Festival
Autumn 2 <i>Knowledge of the World</i>	The Great, The Bold and The Brave	Defeating the Enemy Greek Myth	Multiplication and division Perimeter and area Maths Week England STEM- Parachutes area and perimeter	Forces - air resistance, friction, water resistance STEM- Parachutes-air resistance	Drawing (Greek Vase) Sculpture Artist- Leonardo Da Vinci	5.4 Databases 5.8 Word processing	Structures STEM- Design/Makea catapult/Boat	Intermediate Language Teaching- At the Cafe Intermediate Language Teaching- Do you have a pet?	Mapwork- Grid references	Ancient Greeks Guy Fawkes Remembrance Day	Young Voices Composer of the Term Pyotr Tchaikovsky	Swimming	Celebrating Differences Anti-Bullying Week	Islam - believing	Entry - Greek Vase Exit - Young Voices Christmas
Spring 1 <i>Emotional Awareness</i> <i>Knowledge of the World</i>	Metamorphoses	Poetry Persuasive World Book Day	Multiplication and division Fractions Decimals and percentages Times tables	Properties and changes in materials Animals including Humans	Painting Artist-Georges Seurat	5.8 Word processing Safer Internet Day		Intermediate language teaching- My Home	Keys and Symbols Fairtrade Fortnight	Anglo-Saxon and Scots Local Study	Living on a Prayer Composer of the term Anna Meredith	Trolley Hockey	Dreams and Goals World Religion Day	Christianity - believing	Entry - Make potions
Spring 2 <i>Emotional Awareness</i> <i>Knowledge of the World</i>		Instructions	Fractions Decimals and percentages Times tables STEM- Cooking and Nutrition Measurement	Living things and their habitats Science Week		5.8 Word processing	STEM-Cooking and Nutrition Bread	Core Vocabulary- French Cultural	Global features Europe, North and South America - environmental regions	Women's History Month	Make You Feel My Love Composer of the term Antonio Vivaldi	Football Sport Relief	Healthy Me	Christianity - believing	Exit - Google Slides Easter
Summer 1 <i>Independence</i>	What a Wonderful World	Recount Newspaper Report- Natural Disaster	Decimals Properties of shape Times tables National Numeracy Day		Printing Artist of the half term- Roy Lichtenstein World Art Day	5.5 Game Creator	Mechanical Systems STEM- Wind turbine	Intermediate language teaching- Clothes	Use a compass Impact of climate on humans and vice versa Earth Day		The Fresh Prince of Bel-Air Composer of the term Johann Sebastian Bach	Athletics Athletics (Sports Day Practise)	Relationships Mental Health Awareness Week	Additional unit- Big Questions- Why do we celebrate? World Day for Cultural Diversity	Entry Point- Tornado in a bottle Exit Point- Share with another class
Summer 2 <i>Independence</i>			Position and direction Converting units Volume Times Tables					Weather Bastille Day	Observe and measure Draw maps/Plans Use images	Post 1066 Study Day	Blown Away Recorder Book 1 Composer of the term Ludwig van Beethoven Make Music Day	Rounders OAA Sports Day	Changing Me Refugee Week	Additional unit- Big Questions- Why do we celebrate?	



Year 6 Long Term Plan



Term <i>Key Driver Focus</i>	Topic Theme	English <i>Class Story Focus</i>	Maths	Science	Art	Computing	Design Technology, Cooking and Enterprise	Languages (French)	Geography	History	Music (Charanga)	PE	PSHE (Jigsaw)	RE	Events (See Additional Events Calendar)
Autumn 1 <i>Emotional awareness</i>	Savage Saxons vs Vicious Vikings	Instructions <i>How to Train Your Dragon</i>	Number: Place Value Number: Addition, subtraction, multiplication and division	Explorify activities	Drawing (Roman Soldier)	6.2 Online Safety 6.1 Coding		Core vocabulary: Phonetics and pronunciation lesson 4 Progressive Language Teaching The Planets	Map work/ Field work skills	Vikings vs Saxons Black History Month	Happy	Gymnastics	Being Me in My World World Mental Health Day	Life journey (Living Hinduism)	Entry - Build a viking boat Exit - Viking boat launch Harvest Festival
Autumn 2 <i>Emotional awareness</i>	'I'm an animal, get me out of here!'	Non Chronological Report <i>The One and Only Ivan</i>	Number: Fractions Geometry: Position and direction	Living Things and their habitats Animals including Humans Evolution and inheritance STEM- Antarctic Memes (Animals) (Science and DT)	Painting (application to Christmas card) Digital media	6.7 Quizzing 6.4 Blogging	STEM- Antarctic memes	Progressive Language Teaching At School Core Vocabulary French cultural lesson 4	Map work/ Field work skills	Guy Fawkes Remembrance Day	You've Got a Friend	Dance (Castles)	Celebrating Differences Anti-Bullying Week	Life journey (Living Islam)	Entry -Visit Yorkshire Wildlife Park Exit - Sharing with Y5 on a blog Christmas
Spring 1 <i>Knowledge of the world</i>	Mysterious Mayans	Narrative There and Back Again The Rainplayer David Wisniewski World Book Day	Number: Decimals Number: Percentages Number: Algebra Measurement: Converting units	Science Week	Collage and sculpture- Mayan God	6.5 Text adventures Safer Internet Day		Progressive Language Teaching The Weekend	Map work/ Field work skills Human geography: Fairtrade Fortnight	Ancient Maya	A New Year Carol	Hockey	Dreams and Goals	Life journey (Living Christianity)	Entry- Mayan workshop World Book Day Easter
Spring 2 <i>Knowledge of the world</i>		Recount (newspaper) Based on The Wrong Trousers (inventions) Class choice story	Measurement: Perimeter, area, volume Number: Ratio Statistics	Light STEM- Periscope light travels (Science and Maths)	Collage and sculpture- Mayan God	6.3 and 6.9 Spreadsheets	STEM- Periscope	Progressive Language Teaching Me in the World	Map work/ Field work skills	Ancient Maya Women's History Month	A New Year Carol	Netball Sport Relief	Healthy Me	Life journey (Living Christianity)	Exit -Mayan food tasting and showcasing work to parents
Summer 1 <i>Enterprise</i>	Full Power	Narrative The Hobbit J.R.R Tolkein In search of a goal	National Numeracy Day Geometry: Properties of shapes Consolidation for SATs	Electricity	Printing World Art Day	6.6 Networks	Electrical systems Mechanical systems	Progressive Language Teaching Healthy Lifestyles	Map work/ Field work skills Human geography: Renewable and non-renewable energy Earth Day		Music and Me	Athletics Athletics (Sports Day Practise)	Relationships Mental Health Awareness Week	Forgiveness World Day for Cultural Diversity	Entry - Investigating electricity (practical) Sports Day
Summer 2 <i>Independence</i>		Poetry The Highwayman hook. Compare structure to other poems. Learn a Poem Persuasion (debate based on the Highwayman)	Investigations and preparations for KS3	Electricity			6.8 Binary Code	Electrical systems Mechanical systems	Progressive Language Teaching Regular verbs Complete the Transition to KS3 checklist Day	Map work/ Field work skills	Post 1066 Study Day	Music and Me Make Music Day	Cricket Sports Day	Changing Me Refugee Week	Forgiveness

The Grange Primary School's Additional Events Calendar

In addition to those outlined on individual year group plans, The Grange Primary School celebrates a range of events through a whole school approach. These are experienced through a range of cross-curricular links and the promotion of British Values.

September	October	November	December
<ul style="list-style-type: none"> ● School Photo Day ● Macmillan Coffee Morning 	<ul style="list-style-type: none"> ● Black History Month ● World Mental Health Day ● Harvest Festival 	<ul style="list-style-type: none"> ● Bonfire Night (Guy Fawkes) ● Parliament Week ● Maths Week England ● Remembrance Day ● Children in Need ● Anti-Bullying Week ● Road Safety Week 	<ul style="list-style-type: none"> ● FS1 Christmas Sing Along ● FS2 Christmas Concert ● FS1 and FS2 Breakfast with Santa ● Church Visit ● Christmas Jumper Day ● Christmas
January	February	March	April
<ul style="list-style-type: none"> ● World Religion Day 	<ul style="list-style-type: none"> ● Safer Internet Day ● Fairtrade Fortnight 	<ul style="list-style-type: none"> ● Women's History Month ● World Book Day ● Sport Relief ● Science Week 	<ul style="list-style-type: none"> ● Easter ● World Art Day ● Earth Day
May	June	July	August
<ul style="list-style-type: none"> ● Mental Health Awareness Week ● National Numeracy Day ● World Day for Cultural Diversity for Dialogue and Development 	<ul style="list-style-type: none"> ● Post 1066 Study Day ● Refugee Week ● Make Music Day 	<ul style="list-style-type: none"> ● Bastille Day ● Sports Day ● Transition 	

Additional calendar dates to be confirmed by the PE team in September:

- Soccer Aid
- 3 Premier Sport-led competitions (house team competitions **in school**)
- Get Ahead competitions (representatives **out of school**)

The Grange Primary School's Approach to British Values

The Grange Primary School is committed to promoting, reinforcing and instilling the five British values in our pupils through a wide range of cross-curricular learning opportunities and events, as outlined in the table below. We believe that through embedded provision, our children will develop into responsible, respectful citizens, who are able to contribute positively to society.

British Value	Links with Celebration Days	Cross-Curricular and Other Links at TGPS
Democracy	<ul style="list-style-type: none"> ● Parliament Week 	<ul style="list-style-type: none"> ● Weekly Jigsaw lesson ● School Council ● History lessons (e.g. Roman Empire) ● Voting for house representatives, class target treats, class story etc.
The Rule of Law	<ul style="list-style-type: none"> ● Internet Safety Week (laws surrounding internet use) ● Anti-Bullying Day ● World Countries and Religions Celebration Day (different rules and laws in different countries compared to Britain) 	<ul style="list-style-type: none"> ● Weekly Jigsaw lesson ● PCSO visits/assemblies ● School behaviour policy (knowing right from wrong and to respect civil and criminal law) ● History lessons (eg. Roman laws and how they are different today) ● Visit from the Fire Brigade to reinforce the importance of The Rule of Law ● Unicef Rights of the Child (class assemblies)
Individual Liberty	<ul style="list-style-type: none"> ● Anti-Bullying Day ● World Religion day ● Black History Month (the right to equal treatment, freedom of speech) ● Women's History month (the right to equal treatment) ● Artist(s) of the Half Term 	<ul style="list-style-type: none"> ● Weekly Jigsaw lesson ● Geography (different cultures and religions may restrict individual liberty) ● History (e.g. how Britain has changed and developed over time - freedom of speech, equal rights)
Mutual Respect	<ul style="list-style-type: none"> ● Anti-Bullying Day ● Black History Month ● Artist(s) of the Half Term ● Composer of the Month ● Cultural Diversity Day ● World Religion day 	<ul style="list-style-type: none"> ● Weekly Jigsaw lesson ● Team work (eg. PE) ● During all lessons and discussions, children should understand that listening to each other is showing respect.
Tolerance of those of Different Faiths and Beliefs	<ul style="list-style-type: none"> ● Anti-Bullying Day ● Black History Month ● Artist(s) of the Half Term ● Composer of the Month ● Cultural Diversity Day ● World Religion ● Refugee Week 	<ul style="list-style-type: none"> ● Weekly Jigsaw lesson ● RE lessons through termly units ● Places of worship visits

Foundation Curriculum Coverage at The Grange Primary School



2021-2022

Contents

Art.....	Pages 18-24
Computing.....	Pages 25-26
Design and Technology, Cooking, Nutrition and Enterprise.....	Pages 27-29
French.....	Pages 30-31
Geography.....	Pages 32-37
History.....	Pages 38-40
Music.....	Pages 41-45
Physical Education.....	Pages 46-50
Personal, Social, Health and Economic Education.....	Pages 51-59
Religious Education.....	Pages 60-61

Key Stage	EYFS		KS1		KS2					
Year Group	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
National Curriculum	<p><i>In the Foundation Stage children explore different ways of making music using resources within the environment and use the stage in the outdoor area to perform to each other. Children have the opportunity within the environment to explore a variety of materials; experimenting with colour, design, texture and function. Natural resources and a wide range of material are available for children to independently design and create based on their interests.</i></p> <p>Children in FS1 (3-4 years old) will:</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. (EAD) • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. (EAD) • Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD) • Use drawing to represent ideas like movement or loud noises. (EAD) • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (EAD) • Explore colour and colour mixing. (EAD) • Use large-muscle movements to wave flags and streamers, paint and make marks. (PD) • Use a comfortable grip with good control when holding pens and pencils. (PD) 		<p>Children in FS2 will:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (EAD) • Create collaboratively, sharing ideas, resources and skills. (EAD) • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD) <p>Early Learning Goals <u>Expressive Arts and Design (Creating with Materials)</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p><u>Physical Development (Fine Motor Skills)</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 		<ul style="list-style-type: none"> • learn to use a range of materials creatively to design and make products • learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • learn 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. 		<ul style="list-style-type: none"> • learn to create sketch books to record their observations and use them to review and revisit ideas • learn to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history. 			
Skills and Techniques	See 'Techniques and Skills Coverage at TGPS (Supported by Chris Quigley's progression of skills and techniques)' table below.									
Artist/Artwork Links	See 'Suggested Artist Focus' table below.									
Possible Cross-Curricular Links										

Techniques and Skills Coverage at TGPS (Supported by Chris Quigley's progression of skills and techniques)

Technique	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<p><u>FS1</u></p> <ul style="list-style-type: none"> Experiment with using scissors to cut materials. Experiment with a range of materials to create an effect. Explore and talk about the texture of things. <p><u>FS2</u></p> <ul style="list-style-type: none"> Use scissors to cut materials with control. Use a small range of materials to create a desired effect. Experiment with a range of 'sticking' tools (glue stick, PVA glue, sellotape) to combine a small range of materials. Experiment with creating different textures from a range of materials. 	<ul style="list-style-type: none"> Experiment with varied applications of 'sticking' tools (glue stick, PVA glue, sellotape etc.) to understand the amount needed to make an effect. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. 	<ul style="list-style-type: none"> Carefully and purposefully select varied applications of 'sticking' tools (glue stick, PVA glue, sellotape etc.) to create an appropriate effect. Select, sort and arrange materials with a purposeful explanation. Mix and layer materials to create texture. 	<ul style="list-style-type: none"> Begin to select and arrange materials for a striking effect. Identify, name and use coiling and overlapping collage techniques. 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Identify, name and use tessellation and montage techniques. 	<ul style="list-style-type: none"> Identify, name and use mosaic technique. Use a variety of mosaic materials (including recycled materials). 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities and employ a range of collage techniques to create a visually striking piece.
Digital Media	<p><u>FS1</u></p> <ul style="list-style-type: none"> Begin to use photography tools to take pictures of the environment and to capture own interest (iPads, cameras etc.). <p><u>FS2</u></p> <ul style="list-style-type: none"> Use simple digital and photography tools to create and take pictures (e.g. Purple Mash, Paint) of the environment and from imagination. 	<ul style="list-style-type: none"> Experiment with a range of digital tools to create different lines and shapes. Take photographs from a variety of viewpoints to best capture an image. 	<ul style="list-style-type: none"> Use a range of digital tools to create different textures, effects and colours (primary, secondary, tints and shades). Change camera and viewpoint settings (e.g. flash, zoom) and to best capture an image. 	<ul style="list-style-type: none"> Experiment with creating images using a range of digital tools. Develop an awareness of mood, emotions and feelings in photography. 	<ul style="list-style-type: none"> Use a range of digital tools to create and capture images, video and sound recordings. Present recorded visual images using software. 	<ul style="list-style-type: none"> Understand the effect of lenses, video, telescopes and binoculars on images. Create a digital collage of images using these effects. 	<ul style="list-style-type: none"> Enhance digital media by editing to include a range of digital information (e.g. sound, animation, still images).
Drawing	<p><u>FS1</u></p> <ul style="list-style-type: none"> Begin to experiment in holding a pencil, developing a preferred hand and grip. Capture experiences using a range of media. <p><u>FS2</u></p> <ul style="list-style-type: none"> Hold a pencil correctly, using a tripod grip. Create simple representations of events 	<ul style="list-style-type: none"> Hold a pencil correctly, using a tripod grip. Draw lines of different size, thickness and orientation with control. Colour neatly following the lines (including own work). Understand shading by creating a 4 box scale of light to dark, using linear and hatching. Use linear and hatching to show light and shadow. 	<ul style="list-style-type: none"> Begin to vary hand and wrist placement to improve control and vary pressure (e.g. upright hand to laid on page). Draw lines of different size, thickness and orientation with varying pressure. Understand shading by creating a 4 box scale of light to dark, using cross-hatching and stippling. 	<ul style="list-style-type: none"> Experiment with hand placement and pressure on pencil with control, using pinky finger and wrist to steady hand in a laid position with pencil movement coming from the rest of the hand. Understand pencil hardness by creating a 5 box scale of light to dark, using different pencil densities. 	<ul style="list-style-type: none"> Begin to control pressure and movements from the top of the pencil. Carefully select hand/ wrist placement and pressure to produce a desired effect. Use pencils of different hardness and shading techniques to show line, tone, light, shadow and texture. 	<ul style="list-style-type: none"> Control pressure and movements from the top of the pencil. Begin to use a variety of hand/wrist placements and pressures to achieve effects. Understand tonal shading by creating box scales of light to dark, using gradient techniques (e.g. smudging). Use a variety of techniques to add interesting tonal 	<ul style="list-style-type: none"> Use a variety of hand/wrist placements and pressures to achieve effects. Use a choice and range of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Represent detailed people and objects with careful

	<p>on different surfaces (paper, card etc.).</p> <ul style="list-style-type: none"> • Create simple representations of people and objects that demonstrate observations (e.g. body and facial features). 	<ul style="list-style-type: none"> • Begin to represent people and objects, with careful observation of features and proportions. 	<ul style="list-style-type: none"> • Use cross-hatching and stippling to show light and shadow. • Experiment with coloured pencils to create tints and shades using white and black. • Represent people and objects, with careful observation of features and proportions. 	<ul style="list-style-type: none"> • Begin to sketch lightly without the need for a rubber to correct mistakes. • Use shading techniques from KS1 and different pencils to show light and shadow. • Begin to represent people and objects with careful thought and awareness. • Begin to draw a proportionate body with appropriate features. 	<ul style="list-style-type: none"> • Sketch lightly without the need for a rubber to correct mistakes. • Develop an accurate representation of people and objects with careful thought and awareness. • Develop accurate drawing of a proportionate face with appropriate features. 	<p>effects (reflections, shadows, direction of sunlight etc).</p> <ul style="list-style-type: none"> • Begin to represent detailed people and objects with careful thought, awareness and techniques. • Begin to draw a proportionate face with detailed features. 	<p>thought, awareness and techniques.</p> <ul style="list-style-type: none"> • Draw a proportionate face with detailed features.
Painting	<p><u>FS1</u></p> <ul style="list-style-type: none"> • Begin to experiment in holding different types of paint brushes. • Begin to identify and name colours. • Begin to explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. • Explore colours and how they can be changed. <p><u>FS2</u></p> <ul style="list-style-type: none"> • Experiment in holding different types of paint brushes, applying a tripod grip. • Identify and name the colours of a rainbow and white and black. • Experiment with mixing colours. • Choose colour and paint brushes to create a desired effect. 	<ul style="list-style-type: none"> • Hold a paintbrush correctly, using a tripod grip. • Use thick and thin brushes. • Create short, long, broad and thin paint lines with control and purpose. • Experiment with varied applications of paint to brush to understand the amount needed to make an effect. • Identify and name the primary colours. • Create a colour circle using the primary colours. 	<ul style="list-style-type: none"> • Hold a paintbrush correctly, using a tripod grip, varying hand placement on the brush to improve control. • Use thick and thin brushes. • Carefully select purposeful applications of paint to brush to make an appropriate effect. • Identify and name the secondary colours. • Create a colour wheel using primary and secondary colours. • Add white to colours to make tints and black to colours to make shades. 	<ul style="list-style-type: none"> • Experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines. • Experiment with varied applications of water and watercolour paint to brush to understand the amount needed to make an effect. • Use watercolour paint to produce washes for backgrounds. • Begin to use watercolour paint to add detail. • Effectively mix primary colours to make secondary colours and black and white to make grey. • Identify, name and create warm and cool colours. 	<ul style="list-style-type: none"> • Carefully select purposeful hand placement and pressure on paint brushes to produce controlled textures and patterns. • Carefully select the application of water and watercolour paint to brush to make an effect. • Use watercolour paint to produce washes for backgrounds then add clear detail. • Mix and add grey to primary and secondary colours to make tones. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour. • Use varied brush techniques and the qualities of paint to create texture. • Identify and name the tertiary colours. • Create a colour wheel using primary, secondary and tertiary colours. • Combine colours, tones and tints to enhance the mood of a piece. • Create a colour palette based upon colours observed in the natural or built world. 	<ul style="list-style-type: none"> • Combine line and colour. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Use varied brush techniques, colour palette and the qualities of watercolour, oil and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece.
Print	<p><u>FS1</u></p> <ul style="list-style-type: none"> • Use hands, fingers and feet to create prints. • Begin to identify and comment on print in the environment. <p><u>FS2</u></p> <ul style="list-style-type: none"> • Use paint to print on different surfaces. • Print with a purpose in mind. • Use a small range of objects to create prints. • Identify and comment on print in the environment. 	<ul style="list-style-type: none"> • Use a range of objects to create prints (e.g. fruit, vegetables or sponges). • Use repeating and overlapping shapes. • Press and stamp to make prints. 	<ul style="list-style-type: none"> • Mimic print from the environment (e.g. wallpapers). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Make printing blocks (e.g. from coiled string glued to a block). 	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make precise repeating patterns. • Create prints using a range of objects on a printing block. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Create prints using different materials and techniques (e.g. blocks, repetition). 	<ul style="list-style-type: none"> • Use a range of printing techniques to create visually interesting pieces, reflecting the purpose of the work with a developing individual style. • Create prints using screen printing.

Sculpture	<p>FS1</p> <ul style="list-style-type: none"> Explore and use tools for different purposes. Explore different malleable materials. 	<ul style="list-style-type: none"> Use rolling and moulding techniques to create shapes. Use paper and dough as materials. 	<ul style="list-style-type: none"> Use a combination of shapes. Use cutting and carving techniques. Use straws, paper, card and dough as materials. Include lines and texture. 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Use clay as a material. 	<ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. Add different materials to provide interesting detail. Use a range of malleable materials. 	<ul style="list-style-type: none"> Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Show life-like qualities and real-life proportions. Use a range of sculpture materials. 	<ul style="list-style-type: none"> Begin to provoke different interpretations through abstract pieces. Combine visual and tactile qualities. Use a range of materials. Use frameworks (such as wire or moulds) to provide stability and form.
	<p>FS2</p> <ul style="list-style-type: none"> Select and use the tools and techniques needed to shape, assemble and join materials. Manipulate materials to achieve a desired effect. 						

Suggested Artist Focus			
Technique	<p>Note: The below artists are suggested foci when teaching the different techniques and their relevant skills. Many of these artists use more than one technique, therefore these can be explored and taught across the teaching year in order to embed knowledge of great artists and their work. Our children should be exposed to a range of artists, so this list is a starting point and is not exhaustive of the artworks and artists which they will evaluate, critique and draw inspiration from during their time at The Grange Primary School. It is expected that teachers will choose artists and artworks to expose the children to which are relevant to the skills being taught and to make meaningful links to their topic, where possible.</p>		
	Suggested artists and backgrounds	Focus piece (examples)	Links to wider curriculum (examples)
Collage	<p><u>Hannah Höch</u> A feminist Dada artist, who specialised in photomontages and collage work revolving around the German government and gender issues.</p>	<ul style="list-style-type: none"> Das schöne Mädchen (The Beautiful Girl) Für ein Fest gemacht (Made for a Party) Kleine Sonne (Little Sun) 	<ul style="list-style-type: none"> Computing - Digital tools Geography - Use of maps to locate artist History - Remembrance Day / VE Day / World War II PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children
	<p><u>Faith Ringgold</u> Black, female artist, best known for her narrative quilts. She is a political activist who portrays the civil rights movement and USA from a female perspective.</p>	<ul style="list-style-type: none"> Tar Beach Jazz Stories Coming to Jones Road American People Freedom of Speech 	<ul style="list-style-type: none"> British Values (Individual Liberty, Tolerance and Mutual Respect) Geography - Use of maps to locate artist History - Black History month Music - Jazz PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children
	<p><u>Kurt Schwitters</u> Known as the 'King of Collages' and started the collage movement. He used a variety of 'found' materials to create his pieces, particularly recycled materials to portray the changing world and eco issues.</p>	<ul style="list-style-type: none"> British Made Kleine Dada Soiree Merz Untitled (several pieces with this name) 	<ul style="list-style-type: none"> Computing - Digital tools Geography - Use of maps to locate artist PSHE - Discussions around artwork and artist, climate change, the changing world and eco issues, celebrating differences, philosophy for children Science - Everyday materials
Digital Media	<p><u>Nik Ainley</u> British digital illustrator, who has worked for brands such as Nike, Starbucks and National Geographic to produce artwork for their advertising campaigns. He produces 2D and 3D images.</p>	<ul style="list-style-type: none"> Fluid Only This and Nothing More Starlight Zero Calories 	<ul style="list-style-type: none"> Computing - Digital tools English - Persuasive writing Enterprise - Advertising Geography - Use of maps to locate artist PSHE - Discussions around artwork and artist, philosophy for children
	<p><u>Hal Lasko</u> Worked as a graphic designer before turning to Microsoft Paint at 85 years old in response to his incurable eye disease. Uses pixels in a pointillism style to create digital pieces.</p>	<ul style="list-style-type: none"> Full Moon Looking Up Metropolis Woods in Avon 	<ul style="list-style-type: none"> Computing - Digital tools Geography - Use of maps to locate artist PSHE - Discussions around artwork and artist, health and positive mindset, celebrating differences, philosophy for children Science - Plants
	<p><u>Annie Leibovitz</u> Female photographer who uses different applications of colour to photograph significant figures and celebrities in intimate surroundings. She often photographs for advertising campaigns.</p>	<ul style="list-style-type: none"> Ella Fitzgerald John Lennon Queen Elizabeth II Willie Nelson Olympics and other sporting athletes President Barack Obama Nelson Mandela 	<ul style="list-style-type: none"> Computing - Digital tools English - Persuasive writing Enterprise - Advertising Geography - Use of maps to locate artist History - Modern significant figures and Black History (e.g. Mandela's first photo since release from prison) Music - Modern musicians

			<ul style="list-style-type: none"> • PE - Modern athletes • PSHE - Discussions around artwork and artist, philosophy for children
Drawing	<p>Note: Many artists (painters, printers and sculptors in particular) use drawings to draft and design their ideas before moving onto using different techniques for their final piece. It is important for our children to look at the design process which artists take, therefore the identified artists below can also be shared and their works combined when covering other techniques.</p>		
	<p><u>Edgar Degas</u> A French Impressionist artist, who produced work through drawing, painting, printing and sculpture. He specialised in works of the human body and movement.</p>	<ul style="list-style-type: none"> • Dancer with Arms Outstretched • Racehorse • Rosa Adelaide Aurora Degas, the Duchess Morbilli • Self-Portrait • Three Studies of a Dancer 	<ul style="list-style-type: none"> • Geography - Use of maps to locate artist • PE - Dance and movement • PSHE - Discussions around artwork and artist, philosophy for children • Science - Animals including humans
	<p><u>Vincent van Gogh</u> Dutch artist, who suffered from poor mental health, eventually taking his own life. He created over 2100 pieces of art. Well known for using single brush strokes to build up and create visual masterpieces. His paintings only became famous after his death. He specialised in creating pieces that portrayed what he could see (i.e. landscapes and people).</p>	<ul style="list-style-type: none"> • Chair (drawing) • Entrance Gate to a Farm with Haystacks • Nursery on Schenkweg • Road in Etten • Starry Night (drawing) 	<ul style="list-style-type: none"> • British Values (Mutual Respect) • Geography - Use of maps to locate artist, physical geographical features • Music - 'Vincent' by Don McLean • PSHE - Discussions around artwork and artist, mental health and wellbeing, celebrating differences, philosophy for children • Science - Animals including humans, living things and their habitats
	<p><u>Leonardo da Vinci</u> Italian, artist, scientist and inventor who lived and worked during the Renaissance period. Considered by many as the most intelligent person of all time, in the 15th century he invented and sketched a helicopter like machine.</p>	<ul style="list-style-type: none"> • Landscape Drawing for Santa Maria Della Neve • Muscles of the Back • Muscles of the Torso • Sketch of a Roaring Lion • The Vitruvian Man • Water Lifting Devices 	<ul style="list-style-type: none"> • British Values (Mutual Respect) • DT - Structures and Mechanisms • Enterprise - Inventions • Geography - Use of maps to locate artist • Maths - Geometry, Measurement, Ratio • PSHE - Discussions around artwork and artist, philosophy for children • RE - Christianity (Christmas and Easter) • Science - Animals including humans, living things and their habitat, states of matter
Painting	<p><u>Georgia O'Keeffe</u> American, female artist who was a pioneer in modern art. Using shape and colour to create paintings. Best known for painting flowers and desert landscapes.</p>	<ul style="list-style-type: none"> • Black Iris • Black Mesa landscape • Deer's skull with Pedernal • Jimson Weed 	<ul style="list-style-type: none"> • Geography - Use of maps to locate artist, physical geographical features • PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children • Science - Living things and their habitats, plants
	<p><u>Pablo Picasso</u> Spanish artist, best known for his abstract style and being a founder of the Cubist movement. He produced over 20,000 pieces of artwork using different techniques. When he painted, he predominately used the colour blue to reflect his depressive state.</p>	<ul style="list-style-type: none"> • Girl Before a Mirror • Head of a Woman • Jacqueline Kneeling • Mediterranean Landscape • Self Portrait • Science and Charity 	<ul style="list-style-type: none"> • Geography - Use of maps to locate artist, physical and human geographical features • PSHE - Discussions around artwork and artist, mental health and well-being, philosophy for children • Science - Animals including humans, living things and their habitats
	<p><u>Georges Seurat</u> French artist, best known for creating the painting technique known as Pointillism. He believed that a painter could use colour to create harmony in art like a musician uses melody and notes to create harmony.</p>	<ul style="list-style-type: none"> • A River Bank • A Sunday on La Grande Jatte • Bathers at Asnieres • La Parade du Cirque • The Eiffel Tower 	<ul style="list-style-type: none"> • Geography - Use of maps to locate artist, physical geographical features • Modern Foreign Languages - French • Music - Harmony, melody and notes (imaginative) • PSHE - Discussions around artwork and artist, philosophy for children
Printing	<p><u>David Hockney</u> British artist from Bradford. A painter, printmaker and photographer. Best known for his 'pop art' style work using bright and bold colours. More recently, Hockney has created art using digital tools.</p>	<ul style="list-style-type: none"> • Apples, Pears & Grapes • Grey Blooms • Man Reading Stendahl • The Drooping Plant • The Juggler • The Tall Tree 	<ul style="list-style-type: none"> • British Values (Mutual Respect) • Computing - Digital tools • Geography - Use of maps to locate artist • PE - Swimming • PSHE - Discussions around artwork and artist, philosophy for children • Science - Living things and their habitats, animals including humans, seasonal changes
	<p><u>Roy Lichtenstein</u> American member of the 'Pop Art' movement, he often used screen-printing skills and stencils to create his artwork, using a range of media to produce them. He liked to use modern pointillism styles to create artwork which reflected the dots and colours produced by computer printers' ink.</p>	<ul style="list-style-type: none"> • I Love Liberty • Reflections on Crash • Sandwich and Soda • Whaam! 	<ul style="list-style-type: none"> • Computing - Digital tools • Geography - Use of maps to locate artist • PSHE - Discussions around artwork and artist, philosophy for children
	<p><u>Andy Warhol</u> American-born, member of the LGBTQ+ community, artist and printer, best known</p>	<ul style="list-style-type: none"> • Birmingham Race Riot • Campbell's Soup Cans 	<ul style="list-style-type: none"> • British Values (all areas) • DT - Cooking and Nutrition

	for his art inspired by popular culture known as 'Pop Art'. Warhol's most famous prints were inspired by everyday items such as tins of soup as well as famous celebrities.	<ul style="list-style-type: none"> • Coca Cola • Cow Wallpaper • Marilyn Diptych • Orange Prince • Reigning Queens • Shot Marylins • Triple Elvis 	<ul style="list-style-type: none"> • Geography - Use of maps to locate artist • History - Black History (Birmingham Race Riot), monarchy • Music - Modern musicians • PSHE - Discussions around artwork and artist, celebrating differences, philosophy for children • Science - Animals including humans
Sculpture	<u>Banksy</u> British artist, born in Bristol, whose identity is unknown. Best known for his graffiti work and street art. A political activist, whose work often mirrors his political views.	<ul style="list-style-type: none"> • Dismaland • Stonehenge 	<ul style="list-style-type: none"> • British Values (all areas) • Geography - Use of maps to locate artist, physical and human (environmental impact) • History - Events related to political focus, Stone Age • PSHE - Discussions around artwork and artist, philosophy for children • Science - Living things and their habitats
	<u>Dame Barbara Hepworth</u> British female sculptor, born in Wakefield, Yorkshire. She was inspired by nature and the world around her and produced abstract artwork to demonstrate shapes, bumps and ridges of roads, hills and fields. She wanted to capture how it felt to be in both the ancient landscape and in the modern world.	<ul style="list-style-type: none"> • Landscape Sculpture • Oval Sculpture • Sea Form (Atlantic) • The Family of Man • Two Forms 	<ul style="list-style-type: none"> • Geography - Use of maps to locate artist, physical and human geographical features • PSHE - Discussions around artwork and artist, philosophy for children • Science - Living things and their habitats, light, plants
	<u>Michelangelo</u> Italian artist, architect and poet who worked during the Renaissance period. His work largely centred around biblical figures and are displayed in many Christian places of worship around Italy.	<ul style="list-style-type: none"> • Brutus • David • Madonna and Child • Pietà • St Peter's Basilica (architecture) 	<ul style="list-style-type: none"> • English - Poetry • Geography - Use of maps to locate artist, human geographical features • PSHE - Discussions around artwork and artist, philosophy for children • RE - Christianity (figures) • Science - Animals including humans

Art Vocabulary						
Year Group	Collage	Digital Media	Drawing	Painting	Printing	Sculpture
EYFS	scissors, glue, glue stick, glue spreader, sticky tape, paper, card	iPad, camera, picture	pencil, crayon, felt tip pen, line	paint, paint brush, water pot	print	play dough, rolling pin, cookie cutter, join, change, build
Year 1 *	collage, PVA glue, sort, arrange, materials, tear, torn	digital media, photography, photographer, photo, photograph, image, capture, print, viewpoint	drawing, tripod grip, orientation, 4 box scale, shading, shade, linear, hatching, observe, HB pencil, 3B pencil, 3H pencil	painting, painter, brush stroke, poster paint, canvas, portrait, landscape, primary colour, red, blue, yellow, colour circle	printing, printer, sponge, repeating, overlapping, shape, press, stamp, pattern	sculpture, sculptor, mould, roll, pinch, shape, dough
Year 2 *	apply, select, layer (materials), mix (materials) overlap, texture, rough, smooth, cracked, patterned, plain, simple	programme, tool, texture, effect, settings, flash, zoom, brightness, upload	hand placement, wrist placement, pressure, hatching, cross-hatching, stippling, facial feature, proportion	hand placement, mix, add, secondary colour, purple, green, orange, black, white, colour wheel, paint palette, tint, shade, Pointillism, stipple	mimic, environment, roll, rub, chalk, pastel, oil pastel	cut, carve, modelling tool, technique, straw, card, line, texture, salt dough
Year 3 *	striking effect, coiling, overlapping	digital tools, mood, emotion, feeling, filter	laid position, movement, 5 box scale, pencil hardness, pencil density, 6H, 6B, sketch, sketch lightly, proportionate	application, watercolour paint, colourwash, background, foreground, detail, effective, grey, experiment, warm colour, cool colour	printing block, layer (colours)	sculpt, combine, recognisable form, net, solid, clay, modelling clay
Year 4 *	precise, tessellation, geometric shape, arrangement, montage, superimpose	video, visual, sound, record, recorded, recording, present, software	tone, light, shadow, accurate, realistic	control, tone, mood	replicate, observe, natural, built	convey, expression, body position, malleable
Year 5 *	mosaic, ceramic, tile cutter, tile, glue, grout	lens, lenses, video, telescope, binoculars, digital collage	tonal shading, gradient, smudging, tonal effect, reflection, direction of sunlight, detail	vary/varied, quality, enhance, colour palette tertiary colour, vermilion (red/orange), amber (yellow/orange), chartreuse (yellow/green), teal (blue/green), violet (blue/purple), magenta (red/purple,)	build up, fine detail, printing ink, printing ink roller, inking tray, polystyrene	tactile, life-like, real-life
Year 6 *	combination, visually striking	enhance, edit, editing, digital information, sound, animation, still images	depict, perspective, realistic, impressionistic, stylised	personal style, oil paint, acrylic paint, quality	individual style, screen printing, silkscreen, frame, squeegee	provoke, interpretation, abstract, frameworks, wire, wire cutters, mould, stability, form
*All Year Groups	artist, artwork, piece, artistic style, create, sketchbook, technique, Faith Ringgold, Kehinde Wiley, Georges Seurat, Vincent van Gogh, Georgia O'Keeffe, Leonardo da Vinci, Banksy, David Hockney, Andy Warhol					

Computing

Teachers are expected to follow the Purple Mash content for each year group as outlined below. The units can be taught in any order and should be amended to link with the topic that you are teaching and taught in line with school and national events (e.g. Internet Safety Day).

Year Group	National Curriculum	Unit coverage (Purple Mash)									
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
Year 1	KS1 As above and : <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	1.1 Online Safety	1.2 Grouping and Sorting	1.3 Pictograms	1.4 Lego Builders	1.5 Maze Explorers	1.6 Animated Stories	1.7 Coding	1.8 Spreadsheets	1.9 Technology Outside School	
Year 2		2.1 Coding	2.2 Online Safety	2.3 Spreadsheets	2.4 Questioning	2.5 Effective searching	2.6 Creating Pictures	2.7 Making Music	2.8 Presenting Ideas	N/A	
Year 3		KS2 <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 	3.1 Coding	3.2 Online Safety	3.3 Spreadsheets	3.4 Touch Typing	3.5 Email	3.6 Branching databases	3.7 Simulations	3.8 Graphing	3.9 Presenting (Google slides unit)
Year 4			4.1 Coding	4.2 Online Safety	4.3 Spreadsheets	4.4 Writing for Different Audiences	4.5 Logo	4.6 Animation	4.7 Effective Searching	4.8 Hardware Investigators	4.9 Making Music
Year 5		<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	5.1 Coding	5.2 Online Safety	5.3 Spreadsheets	5.4 Databases	5.5 Game Creator	5.6 3D Modelling	5.7 Concept Maps	5.8 Word Processing (Google Docs unit)	N/A
Year 6			6.1 Coding	6.2 Online Safety	6.3 Spreadsheets	6.4 Blogging	6.5 Text Adventures	6.6 Networks	6.7 Quizzing	6.8 Binary Code	6.9 Spreadsheets (Google sheets unit)

Computing			
Year Group	Computer Science	Information Technology/Practical skills	Digital Literacy
EYFS	computer, program, code, debug	type, keyboard, mouse, login, logout	online safety, save, file, search, research, internet, username, password, cyberbullying
Year 1	algorithm, program, debug, coding, APP,	organise, create, retrieve, digital content, edit, software, keyboard, mouse, login, logout	online safety, information technology, personal information, privacy, internet, username, password, save, search, cyberbullying
Year 2	algorithm, code, debug, program, data, software, hardware	keyboard, cursor, backspace, keys, double-click, digital content, database, login, logout	online safety, information technology, edit, presentation, save, file, website, digital, email, inappropriate digital content, privacy, internet, digital footprint, binary tree, cyber bullying, personal information

Year 3	debug, control, simulation, algorithm, code, error, variables, input, output, timers, command, computer network, WWW, internet, respond, attach, email, software, hardware	search, branching database, software, content, highlight, drag, copy, paste, save, login, logout	online safety, information technology, secure, password, unacceptable content, public, private, presentation, PEGI rating, spoof website, animation, e-book, fraud, personal data, cyberbullying
Year 4	debug, control, simulation, algorithm, code, error, variables, input, output, timers, command, repetition, executing, computer network, WWW, internet, respond, attach, email, logical reasoning, pixel, software, hardware	print, search engine, webpage, credibility, software, data, virtual, formula, copy, paste, bookmarks,	online safety, virus, concept mapping, inappropriate content, cookies, copyright, identity theft, malware, phishing, plagiarism, password, screengrab, privacy settings, personal data, pop up, cyberbullying
Year 5	email, input, output, program, debug, code, algorithm, editing software, hardware, data, WWW	spreadsheet, columns, cells, binary tree, branching database, folders, send, reply, server, router	online safety, encryption, identity theft, plagiarism, malware, phishing, cookies, copyright, screengrab, personal data, PEGI rating, fraud, cyberbullying
Year 6	gigabyte, kilobyte, megabyte, program, algorithm, coding, debugging, input, output, variables, sound, WAN, LAN, internet access, WWW, icon, input, output, software, hardware	filters, digital content, credible, sources, online communication, blog, columns, cells, spreadsheet, move, rename, embed,	online safety, phishing, malware, sprite, privacy, PEGI rating, encryption, sexting, upskirting, radicalisation, extremism, binary, IP address, authentic, copyright, personal data, data protection, cyberbullying

Note: Some words may be repeated in more than one year group, but the contexts and depth in which the words are used will vary within each year group.

Design and Technology, Cooking, Nutrition and Enterprise

Key Stage	Year Group	National Curriculum		
		Key Objectives	Unit	Enterprise
EYFS	In the Foundation Stage, children have the opportunity to explore and investigate objects and materials. They observe through play the function of these and understand how products work. Children have daily access to materials to design and make their own products, structures and mechanisms as well as ICT to support with computer aided design.			
	3 and 4 year old will:	<ul style="list-style-type: none"> Explore how things work (KUW) Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (EAD) Explore different materials freely, in order to develop their ideas about how to use them and what to make (EAD) Develop their own ideas and then decide which materials to use to express them (EAD) Join different materials and explore different textures (EAD) Create closed shapes with continuous lines, and begin to use these shapes to represent objects (EAD) Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel (PD) Use one-handed tools and equipment, for example, making snips in paper with scissors (PD) 	Structures Cooking	Enterprise through cooking
	Reception children	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them (EAD) Create collaboratively, sharing ideas, resources and skills (EAD) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons (PD) 	Structures Cooking	
ELG	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. 	See above		
KS1	Year 1	Technical knowledge <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Build structures, exploring how they can be made stronger, stiffer and more stable. 	Mechanisms (Wheels and axles) Structures	Enterprise through mechanisms or structures. Enterprise through mechanisms or cooking and nutrition.
	Year 2	Technical knowledge <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and nutrition <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. 	Mechanisms (Levers and sliders) Cooking and Nutrition	
KS2	Year 3	Technical knowledge <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Cooking and nutrition <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Structures Cooking and Nutrition	Enterprise through structures or cooking and nutrition. Enterprise through electrical systems or cooking and nutrition.
	Year 4	Technical knowledge <ul style="list-style-type: none"> Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Cooking and nutrition <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Electrical Systems Cooking and Nutrition	
	Year 5	Technical knowledge <ul style="list-style-type: none"> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	Mechanical Systems (Gears, pulleys, levers and linkages) Structures	

	Year 6	<p>Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. 	<p>Electrical systems</p> <p>Mechanical systems (Cams)</p>	<p>Enterprise through electrical systems or mechanical systems.</p>
--	--------	---	--	---

Design Technology, Cooking, Nutrition and Enterprise Vocabulary						
Year Group	Cooking and Nutrition	Mechanisms	Structures	Electrical Systems	Mechanical Systems	Enterprise
EYFS	healthy, diet, unhealthy, fruit, vegetables, make	knobs, pulleys, make	construction materials, stacking blocks, vertically, horizontally, build, balance, tools, join, materials, make	N/A	N/A	money, buy, sell
Year 1	N/A	wheels, axles, design, make, evaluate, purposeful, appealing, design criteria, template, mock up, tools, equipment, cutting, shaping, joining finishing	structure, stronger, stiffer, reinforce, complex structures, design, make, evaluate, purposeful, appealing, design criteria, template, mock up, tools, equipment, cutting, shaping, joining, finishing	N/A	N/A	advertise, research, product
Year 2	carbohydrates, protein, dairy, balanced diet, meat, fruit, vegetables, cow, sheep, pig, chicken, farmers, fish, design, make, evaluate, purposeful, appealing, template, mock up, tools, equipment	levers, sliders,	N/A	N/A	N/A	questionnaire, survey
Year 3	seasonality, savoury, ingredients, grown, reared, caught, processed, cooking techniques, research, innovative, appealing	N/A	innovative, functional, appealing, research	N/A	N/A	determination, budget, market research
Year 4	(Embed Prior Vocabulary)	N/A	N/A	series circuit, switches, bulbs, buzzers, motors, design, make, evaluate, research, design criteria, innovative, functional, appealing	N/A	business, entrepreneurs, profit
Year 5	N/A	(See Mechanical Systems)	N/A	N/A	gears, pulleys, levers, linkages, mechanical system, design, make, evaluate, research, design criteria, innovative, functional, appealing	qualitative, quantitative research, mean, average
Year 6	N/A	(See Mechanical Systems)	N/A	(Embed Prior Vocabulary)	cams	break even, unique selling point

French

Year Group	National Curriculum	Language Angels Units					
		Autumn Term		Spring Term		Summer Term	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	In Key Stage 2, pupils will be taught to: <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	Core vocabulary Phonetics and pronunciation lesson 1 Salutations Days of the week Months of the year Classroom commands Numbers Colours	Early Language Teaching I Am Learning French Core Vocabulary Christmas	Early Language Teaching Fruits Core Vocabulary French cultural lesson 1	Early Language Teaching Musical instruments	Early Language Teaching Shapes	Early Language Teaching Little Red Riding Hood
Year 4	<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences 	Core vocabulary: Phonetics and pronunciation lesson 2 Intermediate Language Teaching Habitats	Intermediate Language Teaching Presenting Myself	Intermediate Language Teaching Family Core Vocabulary French cultural lesson 2	Intermediate Language Teaching The Classroom	Intermediate Language Teaching The Romans	Intermediate Language Teaching Goldilocks and the Three Bears
Year 5	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing 	Core vocabulary: Phonetics and pronunciation lesson 3 Intermediate Language Teaching What is the Date?	Intermediate Language Teaching My home	Intermediate Language Teaching Clothes	Intermediate Language Teaching At the Café Core Vocabulary French cultural lesson 3	Intermediate Language Teaching Do you have a pet?	Intermediate Language Teaching The Weather
Year 6	<ul style="list-style-type: none"> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	Core vocabulary: Phonetics and pronunciation lesson 4 Progressive Language Teaching The Planets	Progressive Language Teaching At School Core Vocabulary French cultural lesson 4	Progressive Language Teaching The Weekend	Progressive Language Teaching Me in the World	Progressive Language Teaching Healthy Lifestyles	Progressive Language Teaching Regular verbs Complete the Transition to KS3 checklist

Note: Teachers are expected to refer to the additional TGPS French Medium Term Plan document for the implementation of French at The Grange Primary School when creating their year group's medium term plans.

The French medium term plan gives details of the specific objectives to be taught, further broken down into smaller steps for learning. The lessons are designed to motivate, captivate and interest children. Lessons are planned using the Language Angels scheme of work with clear, achievable objectives, incorporating different learning styles, thus helping pupils develop and demonstrate substantial progress in the five key language skills necessary for learning French (as outlined below):

- Speaking
- Listening
- Reading
- Writing
- Grammar

Note: As French is new to all TGPS pupils from Year 3, vocabulary is taught cumulatively through the Language Angels scheme of work.

Our children will acquire tier 3 (high-level) language in each lesson, as taught following the long and medium term plans. For further vocabulary details, please see the individual unit overviews and additional information from Language Angels.

Geography

Year Group	National Curriculum	Summary of Year Group Coverage Through Topics	Suggested Fieldwork Opportunities	Progression in Map and Fieldwork Skills	Collins Geography Units to Support Planning
EYFS	<p><i>These statements are to be used as the basis of lesson TLCs.</i></p> <p>In the Foundation Stage, children are taught about the environment they live in and how environments in different places vary. They explore different environments through small world activities, in which children learn about different environments including farms. Globes and maps are available within the provision and children have the opportunity to use technology and computing skills to explore different environments.</p> <ul style="list-style-type: none"> • <u>3 and 4 year old will:</u> -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (KUW) • <u>Reception children will:</u> -Draw information from a simple map (KUW) -Recognise some similarities and differences between life in this country and life in other countries (KUW) -Recognise some environments that are different to the one in which they live (KUW) -Understand the effect of changing seasons on the natural world around them (KUW) • <u>ELG: People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p><i>Although topic titles are subject to change, the content below must be taught to ensure progression and coverage.</i></p> <ul style="list-style-type: none"> • Ourselves, getting to know me - this will include learning about themselves within their immediate environment of their home and school. • Farm Animals - this will include a visit to a farm • Plants - this will include a focus on plants growing in the school garden. • The seasons and weather - daily reference and discussion to be made about the weather • Farms and the countryside - this will include a visit to a farm. • Harvest festival - this will include a focus on plants and growing 	<p><i>These are suggested activities to link with your topics. You can amend and substitute them, with the exception of the 11 before 11 experiences.</i></p> <p>Fieldwork to be based on first hand observations and comments about their immediate surroundings and different environments.</p> <p>FS1</p> <ul style="list-style-type: none"> • Experience a picnic as part of their 11 before 11. • Make observations about their environments, indoor and outdoor. <p>FS2</p> <ul style="list-style-type: none"> • Comment, observe and experience growing plants in the school garden. • Visit a farm as part of the 11 before 11 experiences. • Observe and comment on animals. <p>FS1 and FS2</p> <ul style="list-style-type: none"> • Discuss the weather and their locality regularly in preparation for KS1. • Be encouraged to discuss the world around them through play. 	<p><i>These skills must be evident in pupils' work and through pupil interviews. They can be used to support in differentiating broad national curriculum statements throughout the key stage. The progression in skills identifies links to maths knowledge and skills which can be applied in geography.</i></p> <p>Observe</p> <ul style="list-style-type: none"> • Children to comment and ask questions about their surroundings and its features • Children to comment on similarities and differences, patterns and change <p>Read Maps</p> <ul style="list-style-type: none"> • Children to be given opportunities to see maps and globes - an immersive approach. • Children to be given maps of the farm that they visit. <p>Draw Maps</p> <ul style="list-style-type: none"> • Children to be provided with the opportunity to draw images of what they see at the farm from their perspective. 	N/A
Year 1	<p>Pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Identify seasonal and daily weather patterns in the United Kingdom • Use basic geographical vocabulary to describe and compare key physical features. • Use world maps, atlases, and globes to identify the UK and its countries. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Name and locate and identify characteristics of the four countries and capital cities. • Identify the features of a city and compare to where we live. <p>Pirates - Land Ahoy!</p> <ul style="list-style-type: none"> • Name and locate characteristics of the United Kingdom and its surrounding seas. • 11 before 11 link to visit the seaside at Cleethorpes. <p>Woodland</p>	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Make observations of the local area and compare to London. • Link to local history study - changes to the high street over the last 50 years. <p>Pirates - Land Ahoy!</p> <ul style="list-style-type: none"> • Visit the seaside and make observations of the features of the seaside and compare to their own locality. <p>Woodland</p>	<p>Use a Compass</p> <ul style="list-style-type: none"> • Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground. • Describe position, direction and movement (from Maths National Curriculum). <p>Observe and Measure</p> <ul style="list-style-type: none"> • Begin to use first-hand observation using senses (eg qualitative comments, or measurements in nonstandard units). • Measure to nearest 10cm, eg with metre stick painted in 5cm blocks. <p>Locate</p> <ul style="list-style-type: none"> • Use simple locational language to describe (eg near/ far, North, South, East, West). <p>Record</p> <ul style="list-style-type: none"> • Make simple recordings eg lists, tallies and simple tables where the template is given. <p>Keys and Symbols</p> <ul style="list-style-type: none"> • Use basic symbols in a key, e.g. map of the beach. <p>Read Maps</p>	<ul style="list-style-type: none"> • What is the Geography of where I live? • How does the weather affect our lives? • Why do we love being beside the sea so much?

	<ul style="list-style-type: none"> Use simple compass direction (NESW) and locational and directional language to describe the location of features and routes on maps. 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. 	<ul style="list-style-type: none"> Identify the features of a forest. Compare features to the town they live in. <p>Ongoing</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom. 11 before 11 link to fly a kite in windy weather. Link to science with seasonal changes. 	<ul style="list-style-type: none"> Make observations of the features of the forest and compare to their own, urban locality. <p>Ongoing</p> <ul style="list-style-type: none"> Observe and record the daily weather. Fly a kite (11 before 11). 	<ul style="list-style-type: none"> Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds or at the beach). <p>Draw Maps/ Plans</p> <ul style="list-style-type: none"> Trace around simple map shapes to reproduce symbols. <p>Digital Maps</p> <ul style="list-style-type: none"> With support, do a simple location or postcode search online. <p>Charts and Graphs</p> <ul style="list-style-type: none"> Tallies and simple tables (from Maths National Curriculum). <p>Use Images</p> <ul style="list-style-type: none"> Explain the difference between image types eg photo, drawing e.g. images of London and the local area. Use photographs (including aerial photos) to recognise basic features (eg school on satellite view) e.g. comparing London and Ashby. 	
Year 2	<p>Pupils should develop knowledge about the world, the UK and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non European country. Name and locate the world's seven continents and five oceans. Use atlases, world maps and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this stage. Use simple compass direction (NESW) and locational and directional language to describe the location of features and routes on maps. 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>Let's Be Detectives</p> <ul style="list-style-type: none"> Local study and compare to a non European country that contrasts. <p>In The Dark</p> <ul style="list-style-type: none"> Name and locate the hot and cold parts of the world in relation to the animals studied. Identify the 7 continents and 5 oceans. Link to science with animals and habitats. 	<p>Let's Be Detectives - Compare our local area field work observations to another contrasting non-European country.</p> <p>In The Dark - Identify the animals that live in our local area and make observations and recordings e.g. insects.</p>	<p>Use a Compass</p> <ul style="list-style-type: none"> Use North, South, East, West to describe locations and routes on a map. Connect idea of turns to right angles (from Maths National Curriculum) <p>Observe and Measure</p> <ul style="list-style-type: none"> Use first-hand observations (e.g. qualitative comments & starting to measure in standard units). Measure to nearest cm and gram. Use litres for volume and °C for temperature Scales in divisions of ones, twos, fives, tens where the numbers are given (from Maths National Curriculum). <p>Locate</p> <ul style="list-style-type: none"> Use simple locational language (e.g. secure use of left/right from own perspective). <p>Record</p> <ul style="list-style-type: none"> Make more sophisticated recordings, e.g. frequency tables. <p>Keys and Symbols</p> <ul style="list-style-type: none"> Use basic symbols in a key. Use and construct basic symbols in a key. Recognise & identify basic OS symbols. <p>Read Maps</p> <ul style="list-style-type: none"> Use simple grid references to locate squares on a map (eg A1, D7). <p>Draw Maps/ Plans</p> <ul style="list-style-type: none"> Devise a simple map (eg sketch map of places in stories, school grounds). <p>Digital Maps</p> <ul style="list-style-type: none"> Use digital technologies: zoom in/out on a map Begin to highlight and annotate digital maps <p>Charts and Graphs</p> <ul style="list-style-type: none"> Pictograms, tally charts, block diagrams, simple tables (from Maths National Curriculum) <p>Use Images</p> <ul style="list-style-type: none"> Start to understand the purpose of different image types. Use aerial photographs and plan perspectives to recognise landmarks and basic features. 	<ul style="list-style-type: none"> How does the Geography of Kampong Ayer compare to life in the UK?
Year 3	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> Physical geography including: mountains, volcanoes and earthquakes Human geography, including: types of settlement and land use, economic activity including trade links. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to 	<p>Living Together</p> <ul style="list-style-type: none"> Human geography, local study focus. Identify the land use in the local area including housing, service industry, manufacturing and mining. <p>Active Planet</p> <ul style="list-style-type: none"> Focus on mountain ranges. Recap of continents from Y2. Name mountain ranges. Label and explain the volcanic process and the links to earthquakes. Link to rocks in science. <p>PE</p>	<p>Living Together</p> <ul style="list-style-type: none"> Local study focus - local walk. Visit the library (11 before 11 experience). Identify the human and physical features of the wider locality, including manufacturing, service industry, mining, transport and housing. <p>Active Planet</p> <ul style="list-style-type: none"> Investigate rock types linked to science. 	<p>Use a Compass</p> <ul style="list-style-type: none"> Start to use eight points of a compass - and link to magnets and poles (Science.) Start to use the idea of degrees to measure turns (from Maths National Curriculum). <p>Observe and Measure</p> <ul style="list-style-type: none"> Start to evaluate own observations, and compare them with others'. Start to estimate length and distance. Measure to nearest mm, nearest 10ml, and 45° for angle. Convert between units, eg m to cm (from Maths National Curriculum). Start to understand the concept of area (from Maths National Curriculum). Use scales in ones, twos, fives and tens where numbers may be missing. (from Maths National Curriculum). <p>Locate</p> <ul style="list-style-type: none"> Secure use of left and right from any perspective (eg with an upside-down map). <p>Record</p> <ul style="list-style-type: none"> Take simple notes i.e. using abbreviations, deliberate misuse of grammar, etc. Use sketch maps, tables, jotted diagrams, subdivided lists, etc. <p>Keys and Symbols</p> <ul style="list-style-type: none"> Use keys to build knowledge/research. Start to understand complex keys eg size of symbol for quantity. 	<ul style="list-style-type: none"> How and why is my local area changing? How do volcanoes affect the lives of people? Why do some earthquakes cause more damage than others? Why are

	<p>build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Geographical terms to describe and compare: Physical: alpine, altitude, crevasse, avalanche, climate, conservation, earth crust, glacier, summit, ridge, range, fault, mantle, active, dormant, extinct, core, crust, vent, conduit, eruption, crater, ash, lava, magnitude, active fault, seismic wave, fault, epicentre, seismograph, plate tectonic, tremor, and tsunami Human: manufacturing, mining, service industry, recreation, town, rural, urban 	<ul style="list-style-type: none"> Orienteering sessions 		<ul style="list-style-type: none"> Start to understand contour lines. <p>Read Maps</p> <ul style="list-style-type: none"> Use maps [atlases, and globes] to locate and to start to describe features. Use 4 figure grid references to build knowledge (i.e. research) Work out simple distances from a map (eg aerial distance, or along a straight road). <p>Draw Maps/Plans</p> <ul style="list-style-type: none"> Create a sketch map - eg of a short route, or a building plan with simple symbols. Start to draw to scale (positive integer scaling and simple correspondence - from Maths National Curriculum) <p>Digital Maps</p> <ul style="list-style-type: none"> Start measuring distance on Digimaps. Zoom' for a purpose and explain the scale. Annotate digital maps with text/labels. <p>Charts and Graphs</p> <ul style="list-style-type: none"> Bar charts (eg not blocks); use more complex tables (from Maths National Curriculum). <p>Use Images</p> <ul style="list-style-type: none"> Understand and explain the reliability / purpose of different picture types (include historical silhouettes & lithographs – link to Science 'light' topic). 	<p>mountains so important?</p>
Year 4	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Physical geography, including rivers and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Geographical terms to describe and compare: Physical: flow, waterfall, estuary, mouth, river bed, sediment, erosion, salt water/fresh water, flood plain, source, meander, tributary, evaporation, condensation, precipitation, transpiration, surface runoff Human: housing, transport, hamlet, village, town, city, capital city 	<p>The Water Cycle</p> <ul style="list-style-type: none"> Link to science with the water cycle and changes of state. In depth study on rivers and how they are formed and their role in the water cycle. Map work to identify rivers on a local, national and global scale. Link to prior learning on the seas, oceans and continents. <p>Romans</p> <ul style="list-style-type: none"> Why did the Romans settle in particular locations? Look at historic maps and compare to modern maps (Romans). Study Roman settlement and land use based on natural resources e.g. rivers, land topography, water and food. Identify Roman settlements and housing in the UK, including the Roman capital, villages and towns. Use maps to identify settlements and the reasons for the location of settlements. Use maps to identify roads (Roman) Use maps to identify rivers and link to prior KS1 learning about seas and oceans. Identify Roman roads built for transport and travel. Map work to identify settlements and roads. <p>PE</p> <ul style="list-style-type: none"> Orienteering sessions 	<p>The Water Cycle</p> <ul style="list-style-type: none"> Visit Waters Edge and sketch the River Humber <p>Romans</p> <ul style="list-style-type: none"> Visit Lincoln and identify Roman aspects of the city and travel on the A15 (Roman road). Link to local history study. 	<p>Use a Compass</p> <ul style="list-style-type: none"> Confidently use the eight points of a compass Use concepts of acute/obtuse angles, i.e. increasingly understanding turns (from Maths National Curriculum). <p>Observe and Measure</p> <ul style="list-style-type: none"> Evaluate own observations and compare them with others'. Make reasonable estimations of length and distance; start to estimate mass, capacity and angle. Start to understand inches & miles, stone & pounds, Fahrenheit. Understand the concept of area (from Maths National Curriculum). Use more complex scales where some numbers may be missing (from Maths National Curriculum). <p>Record</p> <ul style="list-style-type: none"> Take quantitative and qualitative notes about observations. Start to include continuous data Make simple calculations while in the field <p>Keys and Symbols</p> <ul style="list-style-type: none"> Use complex keys to build knowledge eg making quantitative estimates based on size of symbol. Understand contour lines. <p>Read Maps</p> <ul style="list-style-type: none"> Use the contents and index of an atlas. Use oblique and aerial views. Start to use 6 figure grid references. Use a scale to reasonably estimate distances (eg along roads/waterways). Start to explain ideas using a thematic map for reference. <p>Draw Maps/ Plans</p> <ul style="list-style-type: none"> Draw a map or plan from a description. Create a scale-bar Draw cross-sections (harder integer correspondence, from Maths National Curriculum) <p>Digital Maps</p> <ul style="list-style-type: none"> Accurately measure distance, including non-linear distances Annotate digital maps with markers, text, photographs, hyperlinks, etc. Use digital maps for a purpose (eg select, 'screengrab' & paste into .pub/.ppt/.doc). <p>Charts and Graphs</p> <ul style="list-style-type: none"> Time graphs 'and other graphs' (from Maths National Curriculum) Use discrete and continuous data (from Maths National Curriculum) <p>Use Images</p> <ul style="list-style-type: none"> Compare the context & purpose (reliability) of different photographs. Use digital technologies to alter photos/images 	<ul style="list-style-type: none"> What is a river?

Year 5	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. • Physical geography, including: climate zones, biomes and vegetation belts, • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Geographical terms to describe and compare: Physical: climate zone, biome, vegetation belt, tundra, grassland, deciduous forest, desert, savanna, rainforest, alpine, teiga, polar, temperate, arid, tropical, Mediterranean, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zone. 	<p>What a Wonderful World</p> <ul style="list-style-type: none"> • Study global features including: names of countries, climate zones, times zones, lines of latitude and longitude, the tropics and the equator. • Focus on Europe (including the location of Russia) and North and South America and their environmental regions. • Study the impact of climate on humans and vice versa. 	<p>What a Wonderful World</p> <ul style="list-style-type: none"> • Use weather equipment to monitor the climate of the UK based within the school grounds. • Use data sources to study and compare different climate zones e.g. temperature and rainfall graphs (link to maths). 	<p>Use a Compass</p> <ul style="list-style-type: none"> • Convert between eight compass points and azimuth bearings e.g. 180 degrees is N to S • Draw angles up to 360° (from Maths National Curriculum). <p>Observe and Measure</p> <ul style="list-style-type: none"> • Estimate length, distance, mass, capacity, angle; start to estimate temperature and area. • Measure angle to the nearest degree. • Use approximate equivalences between metric and imperial (from Maths National Curriculum). • Calculate area, start to understand volume (from Maths National Curriculum). <p>Record</p> <ul style="list-style-type: none"> • Start to group observations and collected data while in the field, into complex tables, diagrams and flowcharts. <p>Keys and Symbols</p> <ul style="list-style-type: none"> • Start to create complex keys using mathematical concepts eg size of symbol for quantity <p>Read Maps</p> <ul style="list-style-type: none"> • Use maps and atlases, globes and digital/computer mapping to locate and describe features. • Use 6 figure grid references to build knowledge. • Relate differently-scaled maps to each other • Explain ideas using a thematic map for reference. <p>Draw Maps/ Plans</p> <ul style="list-style-type: none"> • Start to draw thematic maps. • Create a map from Fieldwork measurements. • Scale by simple fractions (from Maths National Curriculum). <p>Digital Maps</p> <ul style="list-style-type: none"> • Use linear and area measuring tools. • Start to use digital maps (and selections from them) at different scales, to illustrate a point. <p>Charts and Graphs</p> <ul style="list-style-type: none"> • Complete and interpret tables, including timetables (from Maths National Curriculum) • Calculate the mode and range. <p>Use Images</p> <ul style="list-style-type: none"> • Use digital technologies to alter photos/images and explain the impact (eg reliability). 	<ul style="list-style-type: none"> • How is climate change affecting the world?
Year 6	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <ul style="list-style-type: none"> • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Fair Trade</p> <ul style="list-style-type: none"> • Study the distribution of natural resources and the impact this has on fair trade farming and global trade. • Identify the UK's manufacturing and industry for trade in the global market. <p>Full Power</p> <ul style="list-style-type: none"> • Link to science to identify renewable and non renewable energy sources. • Discuss the impact that these have upon the planet and the 	<p>Full Power</p> <ul style="list-style-type: none"> • Visit a factory, steel works or powerstation to link with either trade links or energy and power. 	<p>Use a Compass</p> <ul style="list-style-type: none"> • Show awareness of the 16-point compass rose, and compass quadrant bearings. <p>Observe and Measure</p> <ul style="list-style-type: none"> • Make reasonable estimations of length, distance, mass, capacity, angle, area and temperature. • Fluency with converting units, including between metric and imperial from Maths National Curriculum). • Calculate area, start to understand volume (from Maths National Curriculum). <p>Record</p> <ul style="list-style-type: none"> • Group and redraft observations in the field into useful formats like tables, diagrams, flow charts, sketches, jotted graphs. • Make calculations in the field eg mean averages. <p>Keys and Symbols</p> <ul style="list-style-type: none"> • Create complex keys. <p>Read Maps</p>	<ul style="list-style-type: none"> • Why is Fair Trade fair? (Teach in Fair Trade fortnight) • Twinkl Y6 Trade and Economics unit of work

	<ul style="list-style-type: none"> Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Geographical terms to describe and compare: energy, renewable/non renewable, fossil fuel, power, fuel, natural resource, labour, region, raw material, distribution and industry, fairtrade, exploitation, consumer, producer, seller, farming, farmer, unfair and exchange, agriculture, retail. 	impact that humans have on the planet.		<ul style="list-style-type: none"> Explain how types of map give different perspectives / show prejudice (eg the Peters Projection). Confidently use distribution/thematic maps to illustrate an idea or discussion <p>Draw Maps/ Plans</p> <ul style="list-style-type: none"> Design and draw distribution/thematic maps <p>Digital Maps</p> <ul style="list-style-type: none"> Use linear and area measuring tools accurately Use careful selections from digital maps to illustrate points verbally (eg with .ppt) or in written form (eg .pub, .doc). <p>Charts and Graphs</p> <ul style="list-style-type: none"> Read, interpret and use pie charts and line graphs. Calculate the mean. <p>Use Images</p> <ul style="list-style-type: none"> Carefully select images for a purpose (eg as evidence, or to show reliability). 	
All Year Groups	<p>All year groups will celebrate fair trade fortnight and learn about fair trade goods at a differentiated level. The most in depth study of fair trade and its impact will be made in Y6 as part of their designated teaching and learning for geography and will build on the prior knowledge and understanding accumulated as children journey through school.</p> <p>All teachers are expected to make reference to geography where appropriate across the curriculum each term, in addition to the above core teaching, taking opportunities wherever possible to refer to maps and globes, reinforce knowledge of place and reinforcing subject vocabulary as set out in the vocabulary document.</p> <p>All teachers are expected to engage children in curriculum celebration days, including World Countries and Religion Day, ensuring that they are reinforcing the knowledge and skills as set out above and applying them to an alternative context.</p>				

Geography Vocabulary				
Year Group	Map and Fieldwork	Locational Knowledge	Human	Physical
EYFS	N/A	Ashby, Cornwall Road	house, road, pavement, car, bike, lorry, bus, van	weather, spring, summer, autumn, winter, hot, cold, sky, sun, cloud, rain, wind, snow, ice, fog, thunder, lightning, tree, flower

Year 1	map, compass, compass point, direction, list, tally, table, symbol, photograph, aerial photograph, satellite, North, East, South, West	Seas: English Channel, North Sea, Irish Sea, Celtic Sea Countries: England, Scotland, Wales, Northern Ireland, Republic of Ireland, Capitals: London, Edinburgh, Cardiff, Belfast, Dublin	city, town, village, factory, office, farm, house, shop, weekend, journey, capital, country, port, harbour, estuary, bay, channel, area, same different, point, near, far	beach, cliff, coast, forest, hill, mountain, sea, month, year, season, weather, rain, gauge, wind sock, wind vane
Year 2	atlas, key, scale, route, plan, record, ordnance survey, grid reference, zoom, landmark	Continents: Europe, Africa, Asia, North and South America, Antarctica, Australia Oceans: Pacific, Atlantic, Indian, Arctic, Antarctic, North and South Atlantic	abroad, similarity, difference, environment, surroundings, left, right, beyond	vegetation, seasonal, daily, fortnight, island, poles, equator, temperature, thermometer, ocean, river, soil, valley, continent, hot, cold, desert
Year 3	globe, grid, contour, reference, area, abbreviation, contour, scale, annotate, reliable, North East, South East, South West, North West	Regions: North East, North West, Yorkshire and the Humber, West Midlands, East Midlands, East Anglia, Greater London, South East, South West, Orkney, Shetland, Hebrides	settlement, locality, community, mining, manufacturing, service industry, retail, recreation, rural, urban, population	mountains, mountain range, volcano, earthquake, epicentre, tectonic, active, dormant, extinct, vent, crust, core, eruption, crater, ash, peak, valley, landscape, igneous rock, metamorphic rock, sedimentary rock, lava, fault, tremor, seismograph, seismic wave, magnitude, summit, ridge, plate tectonic, altitude, elevation, tsunami, conduit, mantle, range, ridge, glacier, avalanche, crevasse
Year 4	discrete and continuous data, evaluate, contents, index, estimate, thematic map, scale bar, cross section	Name and locate European countries and capitals (link to Roman empire) e.g: France, Spain, Portugal, Belgium, Switzerland, Germany, Netherlands, Austria, Italy, Hungary, Czech Republic, Slovakia, Croatia, Turkey	canal, waterway, land use, transport, housing, hamlet, village, town, city, capital city	rivers, natural resources, erosion, flow, flood, lake, stream, cloud, rain, fog, mist, snow, hail, sleet, waterfall, water cycle, mouth, sediment, salt water, fresh water, source, meander, tributary, river bed, estuary, valley, formation, vapour, droplets, evaporation, condensation, solid, liquid, gas, precipitation, transpiration, surface runoff, flood plain, topography
Year 5	azimuth bearing, interpret, mode, range	Countries and capitals of the Americas, Russia, Moscow, St Petersburg, Northern and Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Prime/ Greenwich Meridian, Arctic Circle, Antarctic Circle, time zone, latitude, longitude, equator	compare, contrast, impact, adaptation	climate, climate zones, biome, vegetation belts, forest, grassland, tundra, desert, ice sheet, climate, soil, temperate, tropical, environmental region, deciduous forest, alpine, teiga, arid, Mediterranean, savanna, glacial, conservation, environment
Year 6	mean average, complex key, map perspective, map prejudice, Peters projection, distribution map	Fairtrade Foundation countries: Africa: Tanzania, Uganda, Malawi, Ghana, Ethiopia, Kenya, Ivory Coast Asia: Sri Lanka, India, Vietnam. Australia: Papua New Guinea. Caribbean: Saint Lucia, Dominican Republic. Central America: Costa Rica, Nicaragua, Mexico, Guatemala, Belize, Honduras. South America: Colombia, Bolivia, Peru, Argentina, Paraguay	minerals, energy, renewable, non-renewable, fossil fuel, fuel, raw material, economic activity, trade links, land use, finance, retail, industry, employment, arable, pastoral, mixed farming, farmer, statistics, economy, zone/sphere of influence, demographic, sustainable, import, export, commercial market, alliance, power, certified, exchange, global, consumer, producer, seller, equity, fair trade, logo, exploitation, business, impact, labour, region, distribution, unfair, agriculture	N/A

History

The Grange Primary School's History coverage focuses on how World, British and Local history have shaped Britain; impacting on Modern British lives today. The coverage is taught in chronological order to support sequencing, understanding and memory retention as our pupils progress from EYFS to Year 6.

Year Group	National Curriculum / Time Period Focus	Key Question	Auxiliary Questions	Black History	Local Study	Cross-curricular Ideas
FS1	In the Foundation Stage, children explore their immediate family, creating family trees and exploring past events in their lives. Children make comparisons between then and now using photographs and through stories. <i>3 and 4 year old will:</i> -Begin to make sense of their own life-story and family's history (KUW)	What has happened?	1. What events have I experienced? (Christmas, birthdays etc.) 2. Who is in my family?	Things that make us unique - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (30-50mths)	N/A	N/A
FS2	<i>.Reception children will:</i> -Name and describe people who are familiar to them (KUW) -Comment on images of familiar situations in the past (KUW) -Compare and contrast characters from stories, including figures from the past (KUW) ELG: KUW- Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.	How do things around me change?	1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year?	Johnathan Lee Iverson - in 1999 he became the first African-American ringmaster of a major U.S. circus at the age of 22.	N/A	R.E. - Links to the origin of celebrations (summarise) 1 st Christmas
Year 1	Changes within living memory.	How have toys changed over the last 50 years?	1. What were toys like 50 years ago? 2. What were toys like 30 years ago? 3. What are toys like today?	<i>Global Significance</i> Rosa Parks – who broke the segregation rules in America.	Ashby – changes to the local high street within 50yrs.	D.T. – designing and making toys Geography - Link to local history using aerial maps and photos to locate places. Geography – Capital cities
	Events beyond living memory that are significant nationally or globally	How did the Great Fire of London change London?	1. What was London like before the GFOL? 2. Why did the GFOL cause so much destruction? 3. How did London change as a result of the GFOL?			
Year 2	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	How have these significant individuals helped to improve hospitals?	1. Who are the significant individuals that influenced the changes in hospitals and nursing? 2. What were the significant improvements made? 3. How, if at all, were these significant individuals awarded/remembered?	<i>Significant Individual Achievements</i> Mary Seacole - went to help soldiers in the Crimean War.	Amy Johnson (Hull) & Aviation heritage N.LINCS)	Art – significant artists English – significant individuals diary. Research opportunity - Amy Johnson and Amelia Earhart STEM- making aeroplanes
	Significant historical events, people and places in their own locality.	How has travel changed over time?	1. What was travel like 40 years ago? 2. What was travel like 30 years ago?			

Year 3	Prehistory	How did daily life change in Britain from the Stone Age to the Iron Age?	<ol style="list-style-type: none"> What was life like in the Stone Age? What key changes occurred moving from the Stone Age to the Iron Age? What are the key differences between life in the Stone Age and the Iron Age? 	Nelson Mandela - the first black South African President. He spent 27 years in prison for trying to change things	Link Iron age to modern day (steel works)	D.T. – stone age houses Art – Stonehenge silhouettes Recount: A Day in the Life of...
	The achievements of the earliest civilisations	What were the earliest civilisations? (Taught through an overview of Ancient Sumer; The Indus Valley; Ancient Egypt; with a <u>focus study on The Shang Dynasty of Ancient China.</u>)	<ol style="list-style-type: none"> When and where did the Shang live? What do the contents of Fu Hao's tomb tell us about Shang life? How important was Fu Hao and the items found in her tomb? 			Geography - locating China Art - sketching the tomb
Year 4	Romans	How did the Roman Empire impact Britain?	<ol style="list-style-type: none"> How did the Roman Empire grow so quickly? At the Roman Empire's peak how did it affect Britain? What led to the fall of the Roman Empire in Britain? 	Martin Luther King Jr. - American Christian minister and activist who became the most visible spokesperson and leader in the Civil Rights Movement	Geography Local links – Ermine Street A15 Lincoln	English - Recount: A Day in the Life of... D.T. – Roman forts
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	What legacy did the Romans leave us with?	<ol style="list-style-type: none"> How did the Roman Empire's fall have a lasting impact on Britain? How has Roman culture influenced culture in the UK today? 			Maths - Roman numerals
Year 5	Anglo-Saxons and the Scots	How did England change during the settlement of the Anglo-Saxons?	<ol style="list-style-type: none"> What key events lead to England being unprotected in the 5th century? How was Anglo-Saxon England ruled after the settlement of the Angles, Jutes and Saxons? Who were the Picts and the Scotti? 	George Washington Carver – born as a slave in Missouri, America. He became an agricultural scientist and inventor.	Anglo Saxon settlements in Lincolnshire. Near Louth.	Art – research and recreate Anglo-Saxon art or Picts symbol stones Languages - learn some Gaelic phrases
	Ancient Greeks	What was the greatest achievement of the Ancient Greeks?	<ol style="list-style-type: none"> What lasting impact did the archaic period have on future traditions across the world? How did Greece have an impact on modern culture? (art, theatre, architecture etc.) 			English – Greek myths
Year 6	Anglo-Saxons vs Vikings	Who won the struggle for power?	<ol style="list-style-type: none"> How did Anglo Saxon life change after the arrival of the Vikings? How did Britain fight back? Why were the Vikings so successful in raiding and trading? 	Alice Coachman - was an African American athlete.	Local link to village names –by –Thorpe York - Jorvik	English - links to lexicology of words D.T./STEM – Viking longboat
	Ancient Maya	Who were the Mayans?	<ol style="list-style-type: none"> What was it like living in ancient Maya? How important was land and farming to the Mayan civilisation? What happened and what remains? 			R.E. - Mayan gods and beliefs

Note: Within each time period, children are expected to be taught and/or investigate what things would have been like for children during these times. This will create a running thread through the whole school and enrich the children's knowledge and understanding to gain cultural capital.

Note: All year groups are expected to cover the following annual events at the appropriate times of year, following the school calendar. This provides further opportunities for class assemblies, debates and discussions in line with PSHE and P4C.

1. Remembrance
2. Guy Fawkes
3. Women's History Month

4. Black History
5. Post 1066 study day

History Vocabulary			
Year Group	Time Period	Time Period Vocabulary	Chronology and Skills Vocabulary
FS1	What Has Happened?	Christmas, birthday, party, family, people	today, yesterday, now, day
FS2	Black History (Johnson Lee Iverson)	performer, ring master, circus, acrobat, entertainer, audience, unfair, not allowed	timeline, 'when I was little...', 'when my mum/dad was little...', month, day, changed
	How Things Change	seasons, celebrate, presents, clothing, fireworks, presents	
Year 1	Black History (Rosa Parks)	protest, equality, segregation, boycott, different	timeline, sequence, events, long ago, last, next, first, before, changed, source
	Great Fire of London	thatched, terrace, photograph, fire chain, Pudding Lane, London, bakery, city, diary	
	Toys Through Time	famous, create, inventor, remote control, electric	
Year 2	Black History (Mary Seacole)	creole, recognition, inequality, award, clinic, reporter	timeline, sequence, chronological order, present, years, date, earlier, at the same time, change, source
	Travel Through Time	propeller, aviation, engineer, achievement, pilot, transport, license	
	Significant Individuals	poverty, recognised, artefact, soldiers, medals, improvements, nurse	
Year 3	Black History (Nelson Mandela)	campaigner, racial, equality, protest, regime, president, unite, protest, election, apartheid	chronology, decade, ancient, century, timeline, period, evidence, similarities, differences, information finding skills, historical, during, while, age, change, process, originate, trace information, historian, sources
	Prehistory (Stone Age to Iron Age)	roundhouse, hillfort, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, A.D. (Anno Domini), B.C. (Before Christ), tribe, hunter gatherer	
	Ancient Civilisations	government, ancestors, dynasty, bamboo, terracotta, civilisations, diviner, oracle bones	
Year 4	Black History (Martin Luther King Jr.)	activism, assassination, boycott, divinity, degraded, segregation, hierarchy, civil rights, demonstration, diversity, equal rights, racism, slavery, power, speech, march, peace, freedom, faith	sequence of events, chronological, accurate, uncertain, cause, consequence, phase, abrupt, decline, trend, continuity, timeline, sources
	Roman Empire	auditorium, amphitheatre, centurion, colosseum, patricians, plebeians, senate, empire, Britannia, emperor, gladiator, legion, legionary, citizen, villa, slaves, peasants, mosaic, invasion, conquered, Latin.	
	Roman Legacy	government, law, language, impact, architecture, invasion, culture	
Year 5	Black History (George Washington Carver)	botanist, master, immigrant, slavery, inequality, racism, inventor, scientist, experimental	chronology, timeline, events, contemporary, epoch, inevitable, prior, subsequent, enduring, legacy, dominate, diminish, context, sources
	Britain's Settlement by Anglo-Saxons and Scots	invaders, raiders, Paganism, conversion, monastery, invade, settlement, artefact, tribe, monk, society, tapestry, conquer, celtic, gaelic, picti, raid	
	Ancient Greece	philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sparta, citizens, slave, tunic, stadium, temple, theatre, century	
Year 6	Black History (Alice Coachman)	scholarship, record breaking, inequality, compete, competitive, honour, victory, segregation, determination, racism	chronology, timeline, sequence, legacy, simultaneous, cumulative, cause, interpretations, sources, reliable
	Non-European Study (Ancient Maya)	ritual, codex, scribe, stela, bloodletting, dynasty, sacrifice, peasants, civilisation, drought	
	Anglo-Saxons and Vikings Struggle	jutes, mead, rune, thatch, sutton hoo, lindisfarne, monk, manuscript, long boat, long house, chieftain, berserker, chainmail, raid, trade, figure head	

Music

Key Stage	EYFS		KS1		KS2			
Year Group	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

National Curriculum	<p>In the Foundation Stage, children explore different ways of making music using resources within the environment and use the stage in the outdoor area to perform to each other.</p> <p>3-4 year olds:</p> <ul style="list-style-type: none"> -Listen with increased attention to sounds (EAD) - Respond to what they have heard, expressing their thoughts and feelings (EAD) -Remember and sing entire songs (EAD) -Sing the pitch of a tone sung by another person ('pitch match') (EAD) -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs -Create their own songs, or improvise a song around one they know (EAD) -Play instruments with increasing control to express their feelings and ideas (EAD) <p>Reception:</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses (EAD) Watch and talk about dance and performance art, expressing their feelings and responses (EAD) Sing in a group or on their own, increasingly matching the pitch and following the melody (EAD) Explore and engage in music making and dance, performing solo or in groups (EAD) <p>Early Learning Goal</p> <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Sing and play musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.
Skills and Knowledge Progression	<i>See 'Skills and Knowledge Progression at TGPS' table below.</i>		
Charanga and Composer Coverage	<i>See 'Composer and Charanga Coverage at TGPS' table below.</i>		

Music Skills and Knowledge							
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Listen	<ul style="list-style-type: none"> Listen with concentration to a short piece of music. Beginning to move rhythmically. Enjoys joining in with dancing and ring games. Imitate movement in response to music. 	<ul style="list-style-type: none"> Listen with concentration to a range of high-quality live and recorded music. Carefully listen to the lyrics. Learn to distinguish between groups of music instruments. 	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Listen to the meaning of the lyrics. Learn to hear an instrument played in a song or a piece of music. 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Listen with attention to detail and recall rhythm increasing aural memory. Distinguish between the sound of different instruments used in a piece of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Listen with attention to detail and recall rhythm and melody with increasing aural memory. Appreciate the variety of music instruments used in different styles of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> Listen with attention to detail and recall dynamics and texture with increasing aural memory. Distinguish and name the variety of music instruments used in different styles of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Perform	<ul style="list-style-type: none"> Building a bank of songs and nursery rhymes. Creating new combinations of movement and gesture in response to music. Sing in a group and individually. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody and rhythm. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> Take part in a whole class singing, accurately following the melody and rhythm. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Play notes on an instrument with care so that they are clear. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Perform with control and awareness of others, Contribute to a successful whole class performance by singing, dancing or playing an instrument. Apply different techniques to play instruments correctly. 	<ul style="list-style-type: none"> Sing and play from memory with confidence. Perform as part of an ensemble or as a soloist. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Sing or play from memory with confidence applying voice control techniques. Perform as part of an ensemble, duet, trio or as a soloist. Sing or play expressively and in tune. Hold a part within a round. Perform with controlled breathing (voice) and skilful playing (instrument).
Compose and Improvise	<ul style="list-style-type: none"> Begin to copy and clap rhythms. Experiment with different forms of music and give a preference. Create movement in response to music. Sing to self and make up simple songs. 	<ul style="list-style-type: none"> Clap short rhythms. Choose sounds to create an effect. Create short, rhythmic phrases. Improvise with an instrument along with piece of music 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Use note blocks to compose simple melodies. Compose short, repeating musical patterns. Improvise a response to a musical question using the voice or instrument. 	<ul style="list-style-type: none"> Compose simple rhythms. Create repeated patterns with a range of instruments. Improvise using different sets of notes 	<ul style="list-style-type: none"> Compose and perform simple melodic songs. Choose, order, combine and control sounds to create an effect. Compose using the known notes. Include a riff in improvisation. 	<ul style="list-style-type: none"> Create songs with verses and a chorus. Create rhythmic patterns with an awareness of dynamics and duration. Combine a variety of musical devices, including melody, rhythm and chords. Create compositions based on different styles of music. 	<ul style="list-style-type: none"> Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Convey the relationship between the lyrics and the melody.

						<ul style="list-style-type: none"> ● Include two riffs in an improvisation. 	<ul style="list-style-type: none"> ● Compose rap song using Alphabet technique ● Include clapping riffs in an improvisation.
Describe/Appraise	<ul style="list-style-type: none"> ● Explore and learn how sounds can be changed. ● Using everyday vocabulary to describe music including beat, repeat, melody, perform, lyrics.* 	<ul style="list-style-type: none"> ● Use basic musical vocabulary to describe a song or a melody including pulse/beat, improvise, compose, rhythm, perform, lyrics, verse, chorus, chime bar, live.* 	<ul style="list-style-type: none"> ● Build on the previous year's vocabulary and use musical language to talk about a piece of music including appraise, introduction, band, pause, dynamics, solo, orchestra.* ● Describe effect of the music on the mood of the atmosphere. 	<ul style="list-style-type: none"> ● Continue to embed the vocabulary/terminology from KS1 as well as start to use new terms: duration, balance, groove, Jazz, improvise, motif, Reggae, pitch* to describe music and how it is performed/created. ● Evaluate music using musical vocabulary to identify areas of likes and dislikes. ● Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> ● Use the enriched the vocabulary with the following new vocabulary: synthesizer, timbre, structure, conductor, allegro, by ear, note value* to describe music and how it is created. ● Evaluate music using musical vocabulary/terminology to identify areas of likes and dislikes. ● Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> ● Choose from a wide range of musical vocabulary (learnt in Y1-Y4) to accurately describe and appraise music including: Heavy Metal, chord, riff, hook, percussion, unison, minim, semibreve, dissonance.* ● Describe how lyrics often reflect the cultural context of music and have social meaning. 	<ul style="list-style-type: none"> ● Choose from a wide range of musical vocabulary (learnt in Y1-Y5) to accurately describe and appraise music as well as to talk about its composition including: treble clef, Neo Soul, Motown, Blues, texture, structure, harmony, balance, ballad, producer, timbre.* ● Describe how lyrics often reflect the cultural context of music and have social meaning.
Notation			<ul style="list-style-type: none"> ● Recognise that one picture represents a short sound, the other - a long sound, a third - could be a pause/rest. 	<ul style="list-style-type: none"> ● Recognise the notes EGBDF on the musical staff. ● Recognise the symbols for a minim, dotted minim and semibreve and say how many beats they represent. ● Recognise the symbol for a treble clef. 	<ul style="list-style-type: none"> ● Recognise the notes EGBDF and FACE on the musical staff. ● Recognise the symbols for a crotchet and quaver and say how many beats they represent. ● Recognise symbols for rests. 	<ul style="list-style-type: none"> ● Use the standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play. ● Read and write notes on the musical staff. ● Understand and explain the purpose of the treble and bass clefs. ● Understand the purpose of flat and sharp signs. 	<ul style="list-style-type: none"> ● Manipulate the standard musical notation to create a rhythm and a melody. ● Read and create notes on the musical staff as well as interpret the notation to talk about the piece of music. ● Understand and use the # (sharp) and ♭ (flat) symbols. ● Use and understand simple time signatures.
History of music			<ul style="list-style-type: none"> ● Developing understanding of different styles of music. 	<ul style="list-style-type: none"> ● Develop an understanding of different styles and of the history of music. 	<ul style="list-style-type: none"> ● Develop understanding of timeline and features of different music styles. 	<ul style="list-style-type: none"> ● Continue to obtain an understanding of the history of music and its development in the world. 	<ul style="list-style-type: none"> ● Develop a deeper understanding of the history of music around the world.

Note: At The Grange Primary School, Music is taught by following the Charanga Musical School scheme.

Please refer to the 'Interrelated Dimensions of Music' document (available on Charanga and the school website), which further demonstrates the progression of skills and understanding of the progression of skills through an interrelated approach from Years 1 to 6.

To support our pupils to develop the Music skills and knowledge (outlined above) whilst acquiring cultural knowledge, the table below maps out the Charanga units and key composers to be covered by each year group throughout the year. The units and composers have been chosen to reflect our school and British Values whilst ensuring flexibility to allow cross-curricular links to be made.

Charanga and Composer Coverage at TGPS							
Year Group	Autumn Term		Spring Term		Summer Term		
	Charanga Unit	Composer of the Month / Term	Charanga Unit	Composer of the Month / Term	Charanga Unit	Composer of the Month / Term	
FS2	<u>Autumn 1</u> Me		Our World		Big Bear Funk		
	<u>Autumn 2</u> Everyone!						
Year 1	<u>Autumn 1</u> Hey You!		<u>Autumn 1</u> Louis Armstrong		Round and Round		<u>Spring 1</u> Adele
	<u>Autumn 2</u> In the Groove	<u>Autumn 2</u> Andrew Lloyd Webber		<u>Spring 2</u> Buddy Holly		<u>Summer 2</u> Dolly Parton	
Year 2	<u>Autumn 1</u> Hands, Feet, Heart		Zootime		Friendship Song		
	<u>Autumn 2</u> I Wanna Play in a Band						
Year 3	<u>Autumn 1</u> Let Your Spirit Fly		<u>Autumn 1</u> Louis Armstrong		Three Little Birds		<u>Spring 1</u> Adele
	<u>Autumn 2</u> Glockenspiels stage 1	<u>Autumn 2</u> Andrew Lloyd Webber		<u>Spring 2</u> Buddy Holly		<u>Summer 2</u> Dolly Parton	
Year 4	<u>Autumn 1</u> <u>Lean on Me (Black History)</u>	<u>Autumn 1</u> Joseph Bologne (Black History)	Mamma Mia!	<u>Spring 1</u> Anna Meredith	Glockenspiel stage 2	<u>Summer 1</u> Johann Sebastian Bach	
	<u>Autumn 2</u> <u>Stop! (PSHE)</u>	<u>Autumn 2</u> Pyotr Tchaikovsky		<u>Spring 2</u> Antonio Vivaldi		<u>Summer 2</u> Ludwig van Beethoven	
Year 5	<u>Autumn 1</u> Young Voices		<u>Spring 1</u> Living on a Prayer		<u>Summer 1</u> The Fresh Prince of Bel-Air		
	<u>Autumn 2</u> Young Voices		<u>Spring 2</u> Make You feel My Love		<u>Summer 2</u> Blown Away recorder Book 1		
Year 6	<u>Autumn 1</u> Happy		A New Year Carol		Music and Me		
	<u>Autumn 2</u> You've Got a Friend						

Note: Teachers are expected to refer to the additional TGPS Music Medium Term Plan document for the implementation of Music at The Grange Primary School when creating their year group's medium term plans.

The Music medium term plan gives details of the specific objectives to be taught, further broken down into smaller steps for learning. The lessons are designed to motivate, captivate and interest children. Lessons are planned using the Charanga scheme of work and the BBC Ten Pieces overview of significant composers.

Music Vocabulary					
Year Group	General Vocabulary Progression	Structure	Notes and Notation	Music History	Instrumentation
EYFS	Use simple words relating to music.	lyrics, repeat	pulse, beat, rhythm, loud, soft, fast,slow	long ago, now, before, after	instrument, claves, chime bar, drums
Year 1	Use common words and phrases relating to music.	improvise, compose, verse, chorus, bridge, single, album, cover	beat, tune, rhythm, loud, soft, quiet, notes, pitch	long ago, then, when, last, next, before, after, first, second, older, newer	accompaniment, instrument, triangle, keyboard, shakers
Year 2	Use a wide range of everyday musical terms.	compose, improvise, dynamics, symphony, ensemble, solo, chorus, call and response, hook	rhythm, melody, harmony, unison, scale, pitch, rest	years, century, period, earlier, later, since, long after, long before, at the same time as, reggae, rap	orchestra, ensemble, choir, band, lead, backing vocal, guitar, keyboard, drum kit, percussion
Year 3	Use some specialist vocabulary in musical discussions.	introduction, tempo, timbre, riff, coda, motif, concerto, fast, slow, jam, groove, a capella, chord	dynamics, accent, octave, tone, semitone, chord, semibreve, minim, dotted minim, notation, stave, staff, treble clef	during, while, recently, chronological, fashion, origin, process, genre, culture, RnB, disco, jazz, rock and roll, classical	bass, riff, backbeat, orchestral sections, strings, woodwind, brass, percussion, conductor, soloist
Year 4	Use specialist music vocabulary, often appropriately.	timbre, structure, musical, loop, largo, allegro, tone, poem, cantata, chorale	piano, forte, crescendo, diminuendo, bar, notation, stop time, tag, by ear, flat, sharp, crotchet, quaver	uncertain, former, latter, phase, decline, trend, continuity, influence, school, patron, pop, hip hop	tone, timbre, texture, instrumentation, vibrato, alto, soprano, baritone, falsetto, piano, harpsichord, organ, guitar
Year 5	Use specialist music vocabulary appropriately.	dissonance, discordant, resolution, minuet, gavotte, interlude, trio	staccato, slur, pianissimo, fortissimo, sharp, flat, bass clef, syncopation	contemporary, prior, subsequent, enduring, legacy, dominate, context, atonal, soul, heavy metal, hard rock	violin, viola, cello, double bass, harp, oboe, flute, clarinet, saxophone, bassoon, French horn, trumpet, trombone, tuba, glockenspiel, xylophone
Year 6	Start to apply musical vocabulary in sophisticated ways, e.g. crescendo in non-musical context.	dissonance, discordant, resolution, minuet, gavotte, trio, phrase, balance	downbeat, upbeat, off-beat, swing	simultaneous, medieval, renaissance, baroque, classical, romantic, motown, urban gospel, bhangra, ballad, cultural context	bass, clarinet, contra-bassoon, piccolo, flute, cornet, recorder, viol, lute

Note: Some words may be repeated in more than one year group, but the contexts and depth in which the words are used will vary within each year group.

Physical Education

Key Stage	EYFS		KS1		KS2			
Year Group	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>In the Foundation Stage, children are taught basic skills such as balancing, traveling and negotiating spaces safely through PE sessions once a week and through our stimulating and well-resourced outdoor area that children have access to at all times. Children use the crates to balance on and our climbing frame and bridge encourage and give the children to practice these core skills Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement.</i></p>		<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 			
National Curriculum	<p><u>3 and 4 year old will:</u></p> <ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. 	<p><u>Reception children will:</u></p> <ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Combine different movements with ease and fluency. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop overall body-strength, balance, co-ordination and agility. -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. -Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Physical Development ELG:Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others; -Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 						
Sports Units Coverage	See 'Sports Units Coverage at TGPS' table below.							
Skills and Knowledge Progression	<u>Note: Teachers are expected to refer to the additional TGPS PE Medium Term Plans and athlete focus documents for the implementation of Physical Education at The Grange Primary School when creating their year group's medium term plans.</u>							

The PE medium term plans give details of the specific objectives to be taught, further broken down into smaller steps for learning. The lessons are designed to motivate, captivate and interest children. The athlete focus provides children with context of the sport they are learning about, whilst gaining cultural capital and an awareness of inspiring and significant individuals.

PE Overview 21-22

	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Awareness	Gymnastics	Gymnastics	Dance	Dance	Swimming (13th Sept - 10th Nov- last year catch up)	Gymnastics
Autumn 2	Awareness	Dance	Dance	Gymnastics	Gymnastics		Dance
Spring 1	Gymnastics	Hockey	Trolley Hockey	Attack and Defend	Hockey	Trolley Hockey	Hockey
Spring 2	Parachute	Agility, balance and coordination(ABC)	Attack and Defend	Tag Rugby	Netball	Football	Netball
Summer 1	Agility, balance and coordination(ABC)	Athletics <small>Running, relay, curling, jumping skills, throwing skills.</small>	Athletics <small>Running, javelin, relay and curling.</small>	Athletics <small>Running, relay, javelin and long jump.</small>	Swimming (18th May - 14th July)	Athletics <small>Running, relay, javelin, long jump.</small>	Athletics <small>Running, relay, javelin, shotput and discus ,hurdles.</small>
Summer 2	Sending and receiving	Sending and receiving	Cricket	Rounders		Rounders	Cricket

*OAA, Paralympics, teamwork skills, catch-up skills and extra KS1 units to be taught throughout the year, where appropriate for each year group. See Long term plans for each year group.

Premier Sport CPD

Swimming - North Lincs Council lessons

Class Teacher

Physical Education Vocabulary

Year Group	Key Transferable Skills*	Gymnastics	Dance	Athletics	Hockey/Trolley Hockey	Football	Rugby	Netball	Basketball	Cricket	Rounders	Swimming	Paralympics	OAA
EYFS	jump, hop, skip, run, balance, crawl, shape, fast, slow, race, forwards, backwards, sideways, under, over, goal, score, space	gymnastics, fast, slow, forwards, backwards, high, low, under, over, level, speed, travel, copy, crawl, wide, tall, land, roll, pencil shape, balance	N/A	race, run, jump, throw, catch, hop, skip, beanbag, egg and spoon, sack, quoit	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Year 1	height, speed, quickness, agility, position, small and big movements, control, safely, aim, dribble, pass, touch, still, steady	under, over, stretched body shape, spring, spin, tuck, straddle, pike, sideways roll, sequence, support, flight, control, direction, egg roll, teddy bear roll	dance, imagine, space, move freely, movement, practise, music, crouch, count of 8, marching, routine, tapping, perform	athletics, first place, second place, third place, lane, height, obstacle, safely, aim	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Year 2	jump, hop, skip, run, balance, crawl, shape, fast, slow, race, forwards, backwards, sideways, under, over, goal, score, space	weight, pushing, pulling, stretching, strength, tucking, tuck, sinking, interlock, bounce, bridge, points, patches, mirror balance, symmetrical	beat, imagination, rhythm, actions, mirror, direction, levels, twirl, flow, sequence, performance	relay, pass (baton), sprint, high knees, accuracy, force, coordination, curling, challenge, timing	safety, travelling, full turn, push pass, slap hit, shoot, puck, board,	pitch, net, goalkeeper, shoot, pass, tackle, score, goal, referee, striker, defender, corner kick, goal kick, goal line, substitute, foul, handball, throw in	N/A	N/A	N/A	wicket, weight, strike, batsman, bowl, protect, under arm throw, safety, danger, bowler, batter, fielder	N/A	N/A	N/A	N/A
Year 3	N/A	rhythmic gymnastics, beat, twirl, asymmetrical, body tension, control, wide balance, spiral, stationary, figure of eight, forward roll	opposite, mime, control, freeze, 2 sets of 4 count, pair, fluency, starting position, phrase	distance, fluency, technique, grip, stance, strike, power, accuracy, take off, landing, pace	passing, receiving, push pass, slap hit, dribble, communication, teamwork, power, accuracy	N/A	pass, tag, tagged, underarm, halfway point, stride, possession, push off, intercept, target, backwards pass, try, non-contact, W-grip	N/A	court, space, weight, shoot, height, fake turn, chest pass, shoulder pass, overhead pass, fair, referee, timekeeper, scorer	N/A	underarm, overarm, bowl, batting square, rounder, half rounder, posts, stump, bowler, backstop, striking, fielders, batters	N/A	N/A	orienteering, map, symbols, route, grid, lining up technique, compass points, birds eye view, scale, place, location, pinpoint, problem-solving
Year 4	N/A	pathway shape, outline, creativity, body control, controlled, soft landing, light	flamenco, castanet, stamping, clapping, duet, improvisation, dance style,	muscles, propel, long jump, bicep, triceps, calf, quadriceps, abdominals,	control, awareness, possession, appropriate speed, touches, defend, zig zag	N/A	N/A	catching, space, team, chest pass, shoulder pass, bounce pass, direction, control, shoot,	N/A	N/A	N/A	25 metres, pool, strokes, safety, front crawl, backstroke, breaststroke, safe rescue	paralympics, determination, dedication, courage, difference, respect, barrier,	N/A

		touches, flight, body tension, rock, flexibility	pose, expression, canon, patterning, link, exaggerated moves, motif	hamstrings, heart rate, exchange (baton), paralympics, range	dribble			score, aim, send, receive, communication, pivot, dodging, marking, goal attack, goal shooter, goal defence, goalkeeper, center, 'D'					mental and physical, barriers, disability, visually impaired, amputee, hearing impairment, braille	
Year 5	N/A	continuous flow, maintain, position, mirror spin, mirror roll, smooth transition, tight, rise, gradual, gymnastic ball, pivot	senses, portray, freeze frame, fluidity, fluency, stimuli, choreograph, repetition, variation, unison	tactics, stamina, accuracy, power, javelin, standing long jump, triple jump, evaluate, fluency, different tempos	intercept, tackle, defend, mark, rules, jab tackle, block tackle	N/A	suitable speed, release, communicate, receive, combination passes, fake turn, effective changes of speed, strategies, tactics, opposition	N/A	tactics, strategies, assist, spatial awareness, opportunity, pressure, dodge, rebound, possession, accuracy, double dribble rule, sharp movement, sportsmanship	N/A	deep fielding, blocking, obstruction, backward hit, innings, no ball, umpire, runs, marking, interception, penalty, spatial awareness	N/A	N/A	orientate, out of bounds, control points, thumbing, grid referencing, trail, scale drawings, fractions of distance, verbal, non-verbal communication, countryside code, survival
Year 6	N/A	precision, canon, counter tension, counter balance, synchronise, technique, element, cartwheel, collaboratively	ormation, spatial patterns, regal, gallop, salute, tempo, energy, charisma, dynamics	technique, aerobic capacity, high intensity, sustain, variation, adaptable, analyse, efficiency	pressure, opposition, tactic, constant contact, manoeuvre, sharp turn, strategies	small touch, linesman, quick turn, formation, weight of the ball, decision making, pressure, assist, possession, spatial awareness, accuracy, sportsmanship	N/A	possession, fast pass, accuracy, speed, support, mark, defend, attack, offside, pivot, footwork, replay, position, umpire, distance, intercept, jump	N/A	position, high pass, low pass, strategies, accuracy, target, speed, over arm bowl, fielding, sportsmanship, anticipate, compete, century, leg before wicket, no-ball, wicket keeper	N/A	N/A	empathy, excel, inclusive, diverse, discrimination, fulfilment	N/A

*Key Transferable Skills are taught through the following units:

- Agility, Balance and Coordination (EYFS and KS1)
- Awareness and Speed (EYFS and KS1)
- Sending and Receiving (EYFS only)
- Speed, Agility, Quickness (KS1 only)
- Attacking and Defending (KS1 only)

Personal, Social, Health and Economic Education

The aim of PSHE is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Within PSHE lessons, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw

Key Stage	National Curriculum		Jigsaw Unit	Cross-Curricular and TGPS Links <i>(Including, but not limited to)</i>	
	PSHE Area	Key Objectives			
EYFS	<i>In the Foundation Stage children are taught how to share, take turns, develop their independence, recognise feelings and tolerate others through a range of play activities and adult modeling. Children have many opportunities to develop and build on these skills through role play, circle times and team building activities.</i>				
	Personal Social and Emotional Development	<u>3 and 4 year olds will:</u>	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (PSED) -Develop their sense of responsibility and membership of a community (PSED) -Become more outgoing with unfamiliar people, in the safe context of their setting (PSED) -Show more confidence in new social situations (PSED) -Play with one or more other children, extending and elaborating play ideas (PSED) - Find solutions to conflicts and rivalries (PSED) -Increasingly follow rules, understanding why they are important (PSED) -Remember rules without needing an adult to remind them (PSED) -Develop appropriate ways of being assertive (PSED) -Talk with others to solve conflicts (PSED) -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED) -Understand gradually how others might be feeling (PSED) 	<ul style="list-style-type: none"> All aspects of the 3 and 4 year old statements are now covered continuously throughout the 6 units and are revisited in each Jigsaw session. 	<ul style="list-style-type: none"> Turn Taking Games Friendship Talk Anti-Bullying Week Transition Family Fun Days Bubble Time Class Assemblies Teambuilding P4C Discussions
		<u>Reception children will:</u>	<ul style="list-style-type: none"> -See themselves as a valuable individual (PSED) -Build constructive and respectful relationships (PSED) -Express their feelings and consider the feelings of others (PSED) -Show resilience and perseverance in the face of challenge (PSED) -Identify and moderate their own feelings socially and emotionally (PSED) -Think about the perspectives of others (PSED) -Manage their own needs (PSED) 	<ul style="list-style-type: none"> All aspects of the Reception statements are now covered continuously throughout the 6 units and are revisited in each Jigsaw session. 	
		Early Learning Goal Self-Regulation	<p><u>Children at the expected level of development will:</u></p> <ol style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	<ol style="list-style-type: none"> Unit 1 (piece 2), Unit 2 (piece 5) Unit 5 (pieces 4 & 5) Intrinsic throughout all units + specific focus: unit 3 Intrinsic throughout all units. 	<ul style="list-style-type: none"> Class Feelings Board Emotion Cards School Rules and Expectations - Class Charter Turn Taking Games Friendship Talk Anti-Bullying Week Transition Family Fun Days Bubble Time Class Assemblies Teambuilding P4C Discussions

	Early Learning Goal Managing Self	<p><u>Children at the expected level of development will:</u></p> <ol style="list-style-type: none"> 1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; 2. Explain the reasons for rules, know right from wrong and try to behave accordingly; 3. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>1. Unit 3</p> <p>2. Unit 1</p> <p>3. Unit 4</p>	<ul style="list-style-type: none"> • Class Feelings Board • Emotion Cards • School Rules and Expectations - Class Charter • Turn Taking Games • Friendship Talk • Anti-Bullying Week • Safer Internet Day • Transition • Family Fun Days • Bubble Time • Class Assemblies • Teambuilding • P4C Discussions
	Early Learning Goal Building Relationships	<p><u>Children at the expected level of development will:</u></p> <ol style="list-style-type: none"> 1. Work and play cooperatively and take turns with others; 2. Form positive attachments to adults and friendships with peers; 3. Show sensitivity to their own and to others' needs. 	<p>1. Skills embedded throughout + specific focus: unit 1 (piece 3), unit 3, piece 4</p> <p>2. Intrinsic throughout + unit 5 (pieces 2,3,4)</p> <p>3. Unit 1 (piece 2), uUnit 2, unit 5 (piece 3), unit 6 (piece 5)</p>	<ul style="list-style-type: none"> • Children's Rights – UNICEF • Fire Safety • Road Safety Week • Stranger Danger • Daily Access to the Outdoor Area • Toilet Time Routine • Bubble Time • Class Assemblies • P4C Discussions
KS1 and KS2	By the end of Year 6, pupils should know:			
	<u>Families and People Who Care For Me</u>			
	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. 	<ul style="list-style-type: none"> • Unit 2 (Year 3) • Unit 5 (Years 1-3) • Unit 6 (Years 1, 3-4 and 6) 	<ul style="list-style-type: none"> • Anti-Bullying Week • Black History Month • Children's Rights – UNICEF • Cultural Diversity Day • Refugee Week • Children in Need Day • World Countries and Religion day • Bubble Time • Trusted Adults • Class Assemblies • P4C Discussions 	
	<ul style="list-style-type: none"> • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	<ul style="list-style-type: none"> • Unit 2 (Year 3) • Unit 5 (Years 1-4) • Unit 6 (Years 3-4) 		
	<ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 	<ul style="list-style-type: none"> • Unit 2 (Years 3 and 6) • Unit 5 (Years 1-3) • Unit 6 (Years 3 and 4) 		
	<ul style="list-style-type: none"> • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	<ul style="list-style-type: none"> • Unit 2 (Year 3) • Unit 5 (Years 1-4) • Unit 6 (Years 3-4 and 6) 		
	<ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<ul style="list-style-type: none"> • Unit 2 (Years 3 and 5) • Unit 5 (Year 2) 		
	<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> • Unit 1 (Year 6) • Unit 2 (Year 3) • Unit 4 (Year 6) • Unit 5 (Years 2 and 4) 		

		<ul style="list-style-type: none"> Unit 6 (Years 1 and 6) 	
<u>Caring Friendships</u>			
<ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. 	<ul style="list-style-type: none"> Unit 1 (Years 1, 3-4 and 6) Unit 2 (Years 1-3) Unit 4 (Years 4 and 6) Unit 5 (Years 1-4) Unit 6 (Year 6) 	<ul style="list-style-type: none"> Anti-Bullying Week Safer Internet Day Children's Rights – UNICEF World Countries and Religion Day 	
<ul style="list-style-type: none"> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<ul style="list-style-type: none"> Unit 1 (Years 3-4) Unit 2 (Years 1-2) Unit 4 (Year 4) Unit 5 (Years 1-4 and 6) Unit 6 (Year 6) 	<ul style="list-style-type: none"> Refugee Week Cultural Diversity Day Transition Bubble Time Restorative Practice 	
<ul style="list-style-type: none"> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<ul style="list-style-type: none"> Unit 1 (Years 1, 3 and 4) Unit 2 (Years 1-3 and 5) Unit 4 (Year 4) Unit 5 (Years 1-4 and 6) Unit 6 (Year 6) 	<ul style="list-style-type: none"> Class Assemblies Teambuilding Kagan Structures/ Collaborative Learning P4C Discussions 	
<ul style="list-style-type: none"> That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<ul style="list-style-type: none"> Unit 2 (Years 1-3 and 5) Unit 4 (Year 4) Unit 5 (Years 1-4 and 6) 	<ul style="list-style-type: none"> Buddies Playleaders 	
<ul style="list-style-type: none"> How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> Unit 1 (Year 4) Unit 2 (Years 1-4 and 6) Unit 4 (Years 4 and 6) Unit 5 (Years 1-6) 		
<u>Respectful Relationships</u>			
<ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<ul style="list-style-type: none"> Unit 1 (Years 1-6) Unit 2 (Years 1-6) Unit 3 (Years 1-6) Unit 4 (Years 4-5) Unit 5 (Years 1-5) 	<ul style="list-style-type: none"> Anti-Bullying Week Safer Internet Day Children's Rights – UNICEF Transition 	
<ul style="list-style-type: none"> Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<ul style="list-style-type: none"> Unit 1 (Years 2-6) Unit 2 (Years 1-6) Unit 3 (Years 2-3 and 6) Unit 5 (Years 1-6) Unit 6 (Year 6) 	<ul style="list-style-type: none"> Fairtrade Fortnight World Countries and Religion Day Refugee Week Cultural Diversity Day Bubble Time 	
<ul style="list-style-type: none"> The conventions of courtesy and manners. 	<ul style="list-style-type: none"> Unit 1 (Years 1-6) Unit 2 (Years 2-3) Unit 3 (Years 2-4) Unit 4 (Year 4) Unit 5 (Years 1, 4 and 5) 	<ul style="list-style-type: none"> Restorative Practice Trusted Adults Class Assemblies Teambuilding Kagan Structures/ Collaborative Learning 	
<ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness. 	<ul style="list-style-type: none"> Unit 1 (Years 2 and 5) Unit 2 (Year 3-6) Unit 3 (Year 2-3 and 5-6) Unit 4 (Years 1 and 3-6) Unit 5 (Years 1 and 5-6) Unit 6 (Years 1-2 and 5-6) 	<ul style="list-style-type: none"> P4C Discussions Buddies Playleaders House Captains School Council 	
<ul style="list-style-type: none"> That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	<ul style="list-style-type: none"> Unit 1 (Years 1-5) Unit 2 (Years 1-6) Unit 3 (Years 1-2 and 4-6) Unit 4 (Years 4-6) 		

	<ul style="list-style-type: none"> Unit 5 (Years 1-5) Unit 6 (Year 6) 	
<ul style="list-style-type: none"> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> Unit 1 (Year 4) Unit 2 (Years 1-6) Unit 5 (Years 3-6) 	
<ul style="list-style-type: none"> What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<ul style="list-style-type: none"> Unit 2 (Year 2-3 and 5-6) Unit 4 (Year 5) Unit 5 (Year 3) Unit 6 (Year 3) 	
<ul style="list-style-type: none"> The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<ul style="list-style-type: none"> Unit 1 (Years 2-4) Unit 2 (Years 1-2 and 6) Unit 3 (Year 2) Unit 4 (Years 4 and 6) Unit 5 (Years 1-6) Unit 6 (Years 1-2 and 6) 	
<u>Online Relationships</u>		
<ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. 	<ul style="list-style-type: none"> Unit 2 (Years 2-4) Unit 4 (Years 2-4) Unit 5 (Years 3 and 5-6) 	<ul style="list-style-type: none"> Purple MashOnline Safety Unit (Per Year Group) Anti-Bullying Week Safer Internet Day Children's Rights – UNICEF Bubble Time Trusted Adults Class Assemblies P4C Discussions
<ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<ul style="list-style-type: none"> Unit 1 (Year 3) Unit 2 (Years 2-6) Unit 4 (Years 3-4) Unit 5 (Year 3 and 5-6) 	
<ul style="list-style-type: none"> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<ul style="list-style-type: none"> Unit 2 (Years 2 and 4) Unit 4 (Years 2-4) Unit 5 (Years 3 and 5-6) 	
<ul style="list-style-type: none"> How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> Unit 2 (Year 3) Unit 4 (Year 3) Unit 5 (Year 3 and 5-6) 	
<ul style="list-style-type: none"> How information and data is shared and used online. 	<ul style="list-style-type: none"> Unit 4 (Year 3) Unit 5 (Years 3 and 5-6) 	
<u>Being Safe</u>		
<ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<ul style="list-style-type: none"> Unit 1 (Years 2-4 and 6) Unit 2 (Year 1-4 and 6) Unit 4 (Years 3-6) Unit 5 (Year 1-6) Unit 6 (Year 1-2 and 5) 	<ul style="list-style-type: none"> Anti-Bullying Week Children in Need Day Road Safety Week Safer Internet Day Children's Rights – UNICEF Transition Bubble Time Restorative Practice Trusted Adults Class Assemblies P4C Discussions
<ul style="list-style-type: none"> About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 	<ul style="list-style-type: none"> Unit 4 (Years 3 and 6) Unit 5 (Years 1-3 and 5-6) Unit 6 (Years 1-2 and 4-5) 	
<ul style="list-style-type: none"> That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> Unit 4 (Years 5-6) Unit 5 (Years 1-2 and 6) Unit 6 (Years 1-6) 	
<ul style="list-style-type: none"> How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> Unit 4 (Year 3) Unit 5 (Year 1-2 and 6) 	
<ul style="list-style-type: none"> How to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> Unit 2 (Years 1 and 5) Unit 4 (Years 3-4) 	

		<ul style="list-style-type: none"> Unit 5 (Years 2 and 5-6) Unit 6 (Years 1-2) 	
<ul style="list-style-type: none"> How to ask for advice or help for themselves or others, and to keep trying until they are heard. 		<ul style="list-style-type: none"> Unit 2 (Years 2-6) Unit 3 (Years 1-2) Unit 4 (Years 3-6) Unit 5 (Years 1-2 and 5-6) Unit 6 (Years 2 and 6) 	
<ul style="list-style-type: none"> How to report concerns or abuse, and the vocabulary and confidence needed to do so. 		<ul style="list-style-type: none"> Unit 2 (Years 1-6) Unit 4 (Year 3-6) Unit 5 (Years 2 and 5-6) Unit 6 (Year 2) 	
<ul style="list-style-type: none"> Where to get advice e.g. family, school and/or other sources. 		<ul style="list-style-type: none"> Unit 1 (Years 2-3) Unit 2 (Years 1-6) Unit 4 (Years 3-6) Unit 5 (Years 1-6) Unit 6 (Years 1-2 and 6) 	
Mental Wellbeing			
<ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health. 		<ul style="list-style-type: none"> Unit 4 (Years 1-6) Unit 5 (Years 5-6) Unit 6 (Years 5-6) 	<ul style="list-style-type: none"> Anti-Bullying Week Safer Internet Day Children in Need Day Children's Rights – UNICEF World Countries and Religion Day Soccer Aid Sports Relief Transition Bubble Time Trusted Adults Class Assemblies Teambuilding Kagan Structures/ Collaborative Learning P4C Discussions Buddies Playleaders Golden Mile Go Noodle
<ul style="list-style-type: none"> That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 		<ul style="list-style-type: none"> Unit 1 (Years 1-6) Unit 2 (Years 1-6) Unit 3 (Years 1-6) Unit 4 (Years 1-6) Unit 5 (Years 1-6) Unit 6 (Years 1-6) 	
<ul style="list-style-type: none"> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 		<ul style="list-style-type: none"> Unit 1 (Years 1-6) Unit 2 (Years 1-6) Unit 3 (Years 1-6) Unit 4 (Years 1-6) Unit 5 (Years 1-6) Unit 6 (Years 1-6) 	
<ul style="list-style-type: none"> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 		<ul style="list-style-type: none"> Unit 1 (Years 1 and 6) Unit 2 (Years 2-6) Unit 3 (Years 1-3 and 6) Unit 4 (Years 4-6) Unit 5 (Years 4-6) Unit 6 (Years 1 and 4-6) 	
<ul style="list-style-type: none"> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 		<ul style="list-style-type: none"> Unit 4 (Years 1-3 and 5-6) Unit 5 (Years 5-6) Unit 6 (Year 5) 	
<ul style="list-style-type: none"> Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 		<ul style="list-style-type: none"> Unit 4 (Years 1-3 and 5-6) Unit 5 (Years 1 and 6) Unit 6 (Years 5-6) 	
<ul style="list-style-type: none"> Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 		<ul style="list-style-type: none"> Unit 1 (Years 1 and 5) Unit 2 (Years 1-6) Unit 3 (Year 6) Unit 4 (Year 6) Unit 5 (Years 4-6) Unit 6 (Year 6) 	

<ul style="list-style-type: none"> That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<ul style="list-style-type: none"> Unit 2 (Years 1-6) Unit 4 (Year 6) Unit 5 (Years 5-6) 	
<ul style="list-style-type: none"> Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	<ul style="list-style-type: none"> Unit 2 (Years 1-5) Unit 4 (Years 3 and 5-6) Unit 5 (Years 1, 3-4 and 5-6) Unit 6 (Year 6) 	
<ul style="list-style-type: none"> It is common for people to experience ill mental health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> Unit 2 (Year 6) Unit 4 (Years 5-6) Unit 5 (Years 4-6) Unit 6 (Years 5-6) 	
Internet Safety and Harms		
<ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits. 	<ul style="list-style-type: none"> Unit 4 (Year 3) Unit 5 (Years 3 and 5-6) 	<ul style="list-style-type: none"> Purple MashOnline Safety Unit (Per Year Group) Anti-Bullying Week Safer Internet Day Children's Rights – UNICEF Bubble Time Trusted Adults Class Assemblies P4C Discussions
<ul style="list-style-type: none"> About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	<ul style="list-style-type: none"> Unit 4 (Years 2 and 6) Unit 5 (Years 3 and 5-6) 	
<ul style="list-style-type: none"> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<ul style="list-style-type: none"> Unit 2 (Years 2-4 and 6) Unit 5 (Years 3 and 5-6) 	
<ul style="list-style-type: none"> Why social media, some computer games and online gaming, for example, are age restricted. 	<ul style="list-style-type: none"> Unit 5 (Years 3 and 5-6) 	
<ul style="list-style-type: none"> That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	<ul style="list-style-type: none"> Unit 2 (Years 2-3) Unit 5 (Years 2-3 and 5-6) 	
<ul style="list-style-type: none"> How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<ul style="list-style-type: none"> Unit 5 (Years 3 and 5-6) 	
<ul style="list-style-type: none"> Where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> Unit 2 (Years 2 and 6) Unit 4 (Years 3 and 6) Unit 5 (Years 3 and 5-6) 	
Physical Health and Fitness		
<ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. 	<ul style="list-style-type: none"> Unit 4 (Years 1-3 and 5-6) Unit 5 (Year 6) Unit 6 (Year 5) 	<ul style="list-style-type: none"> Children's Rights – UNICEF PE session per week Soccer Aid Sports Relief Bubble Time Trusted Adults Class Assemblies Teambuilding P4C Discussions Buddies Playleaders Golden Mile Go Noodle
<ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	<ul style="list-style-type: none"> Unit 4 (Years 1-3 and 5-6) 	
<ul style="list-style-type: none"> The risks associated with an inactive lifestyle (including obesity). 	<ul style="list-style-type: none"> Unit 4 (Years 2-3 and 5-6) 	
<ul style="list-style-type: none"> How and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> Unit 4 (Years 1-6) Unit 5 (Year 6) 	
Healthy Eating		
<ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content). 	<ul style="list-style-type: none"> Unit 4 (Years 1-3) 	<ul style="list-style-type: none"> Macmillan Coffee Morning Harvest Festival
<ul style="list-style-type: none"> The principles of planning and preparing a range of healthy meals. 	<ul style="list-style-type: none"> Unit 4 (Years 1-3) 	

<ul style="list-style-type: none"> The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<ul style="list-style-type: none"> Unit 4 (Years 1-6) 	<ul style="list-style-type: none"> Children's Rights – UNICEF Fairtrade Fortnight P4C Discussions Healthy Pack Up Policy Healthy School Dinners
<u>Drugs, Alcohol and Tobacco</u>		
<ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> Unit 4 (Years 1-6) 	<ul style="list-style-type: none"> Children's Rights – UNICEF Class Assemblies P4C Discussions
<u>Health and Prevention</u>		
<ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 	<ul style="list-style-type: none"> Unit 4 (Year 4) 	<ul style="list-style-type: none"> Children's Rights – UNICEF Class Assemblies P4C Discussions
<ul style="list-style-type: none"> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> Unit 4 (Years 1-6) 	
<ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<ul style="list-style-type: none"> Unit 4 (Years 1-3 and 6) Unit 5 (Year 4) 	
<ul style="list-style-type: none"> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<ul style="list-style-type: none"> Unit 4 (Year 5) 	
<ul style="list-style-type: none"> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	<ul style="list-style-type: none"> Unit 4 (Year 1) 	
<ul style="list-style-type: none"> The facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> Unit 4 (Year 6) 	
<u>Basic First Aid</u>		
<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> Unit 4 (Years 3 and 5) 	<ul style="list-style-type: none"> Class Assemblies P4C Discussions
<ul style="list-style-type: none"> Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> Unit 4 (Year 5) 	
<u>Changing Adolescent Body</u>		
<ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<ul style="list-style-type: none"> Unit 6 (Years 1-6) 	<ul style="list-style-type: none"> Trusted Adults Period Poverty Proofing Class Assemblies P4C Discussions

Jigsaw Sequence of Teaching at TGPS

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals (see Appendix 1)

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

Unit	Unit 1 - Being Me in My World	Unit 2 - Celebrating Difference	Unit 3 - Dreams and Goals	Unit 4 - Healthy Me	Unit 5 - Relationships	Unit 6 - Changing Me
	Includes understanding my place in the class, school and global community as well as devising Learning Charters	Includes anti-bullying (cyber and homophobic bullying included) and diversity work	Includes goal-setting, aspirations, working together to design and organise fund-raising events	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education	Includes Relationships and Sex Education in the context of looking at change

Note: Additional documents available to support with the teaching of PSHE using the Jigsaw scheme of work on the shared drive and/or website include:

- British Values mapping document which shows how the Jigsaw materials fully cover the Fundamental British Values as part of the school's SMSC provision.
- SMSC mapping document which provides a quick visual reference and summary of where Spiritual, Moral, Social and Cultural (SMSC) and Emotional Literacy development opportunities exist within Jigsaw.
- 'Calm Me Time' audio clip of the chime used during mindfulness

Personal, Social and Health Education Vocabulary						
Year Group	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	kind, friend, angry, sad, happy, sharing, take turns	different, special, proud, same, frightened, family	dream, goal, challenge, job	healthy, exercise, sleep, clean, stranger, scared, trust	lonely, argue, fall-out, upset, calm me, breathing	grown-up, adult, change, worry, excited, memories
1	safe, calm, disappointed, belong, rights	bullying, on purpose, unfair, included, bully, celebrations, unique	success, achieve, learning, stepping-stones, team work	healthy, unhealthy, balances, choices, safe medicines	caring, touch, like, dislike, help, confident, skills	life cycles, male, female, vagina, penis, testicles, anus, anxious, cope, changes
2	hope, solve, problem, reward, praise, rights, choices	boys, girls, similarities, shield, differences, diversity, value, special	realistic, strength, persevere, difficult, easy, partner, product	healthy choices, lifestyle, motivation, relax, tense, dangerous, balanced diet/portion, nutritious	physical contact acceptable, unacceptable, secret (good/worry), honesty, compliments	respect, appearance, independent, freedom, public, private, comfortable, uncomfortable, penis, vulva
3	worries, rights, fears, problem solving, reward, consequence	loving, connected, resolve, witness, bystander, gay, hurtful	future, cooperation, enthusiastic, efficient, review, evaluate	oxygen, fitness, labels, sugar, saturated fat, drugs, advice, harmful, risk	unisex, social media, gaming, private messaging (PM), direct messaging, exploitation, justice, equality, deprivation	birth, animals, uterus, womb, survive, love, affection, puberty, sperm, ovaries, egg, ovum/ova
4	include, exclude, vote, contribute, observe, decide, democracy, rights of a child	character, judgement, influence, opinion, attitude, cyber bullying, troll, impression	determination, resilience, disappointment, hurts, cope, commitment, positive, self belief	leader, follower, assertive, smoking, pressure, peers, guilt, advise, alcohol, believe	jealousy, loss, shock, disbelief, numb, denial, despair, souvenir, negotiate, compromise, loyal, betrayal	characteristics, sex, sexual intercourse, fertilise, conception, menstruation
5	opportunity, vision, wealth, poverty, prejudice, legal, illegal, laws, rights, wants, needs, rewards, consequences	culture, racism, colour, race, discrimination, rumour, racist, homophobic, direct, indirect, happiness	money, career, profession, salary, contribution, society, country, sponsorship, aspiration	informed decision, emergency, recovery position, body image, eating problem, eating disorder, debate, respect, self respect	self-esteem, grooming, gambling, screen time, physical health, mental health, peer pressure, privacy, unique	self-image, personality, cervix, breasts, hips, Adam's apple, genitals, semen, erection, ejaculation, wet dream, facial hair, pubic hair, hormones, foreskin, fertilised, unfertilised, embryo, umbilical cord, IVF, foetus, contraception, pregnancy
6	empathy, comparison, collective, decision, rights and responsibilities, rights of child	disability, medication, transgender, gender diversity, courage, harassment, accolade, admiration	realistic, unrealistic, criteria, global issue, suffering, concern, hardship, admire, recognition, achieved	unrestricted, restricted, volatile substances, legal highs, vulnerable, reputation, symptoms	ashamed, stigma, self-harm, bereavement, coping strategies, abuse, support, emotions	negative body-talk, body image, midwife, labour, attraction, sexting, transition, secondary, sanitary products

Note: Some words may be repeated in more than one year group, but the contexts and depth in which the words are used will vary within each year group.

Religious Education

The Grange Primary School the Lincolnshire Agreed Syllabus. For further information, please see the documents available on the shared drive and at the following website: <https://www.lincolndioceseeducation.com/>

Key Stage	Year Group	Autumn Term	Spring Term	Summer Term
		Christmas Activity	Easter Activity	
EYFS	FS1 FS2	<p><i>In the Foundation Stage, children are taught and are able to explore the similarities and differences between each other, and that other children are not always the same. Dolls, puppets and books from different cultures are within the environment for the children to explore. We explore celebrations and festivals and children explore a number of traditions, Diwali, Chinese New Year, Easter and Christmas.</i></p> <p><u>3 and 4 year old will:</u> -Continue developing positive attitudes about the differences between people (KUW)</p> <p><u>Reception children will:</u> -Talk about members of their immediate family and community (KUW) -Understand that some places are special to members of their community (KUW) -Recognise that people have different beliefs and celebrate special times in different ways (KUW)</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>		
KS1	Year 1	<p>God:What do people believe about God? (Christianity) Believing</p> <p>Community: How do people express their religion and beliefs? (Christianity) Living</p> <p>Church Visit</p>	<p>God: What do people believe about God? (Islam) Believing</p> <p>Community: How do people express their religion and beliefs? (Islam) Living</p>	Additional unit- Places of worship
	Year 2	<p>Being Human: How does faith and belief affect the way people live their lives? (Islam) Believing</p> <p>Life Journey: How do people mark important events in life? (Islam) Living</p>	<p>Being Human: How does faith and belief affect the way people live their lives? (Christianity) Believing</p> <p>Life Journey: How do people mark important events in life? (Christianity) Living</p>	Additional unit- Thankfulness
KS2	Year 3	<p>God: What do people believe about God? (Hinduism) Believing</p> <p>God: What do people believe about God? (Islam) Believing</p> <p>Mosque Visit</p>	<p>God: What do people believe about God? (Christianity) Believing</p>	Additional unit- Big Questions-What does it mean to live a good life?
	Year 4	<p>Community, worship and celebration: How do people express their religion and beliefs? (Hinduism)</p>	<p>Community, worship and celebration: How do people express their religion and beliefs? (Christianity)</p>	Additional unit- Pilgrimage

	<p>Living</p> <p>Community, worship and celebration: How do people express their religion and beliefs? (Islam) Living</p>	Living	
Year 5	<p>Being human: How does faith and belief affect the way people live their lives? (Hinduism) Believing</p> <p>Being human: How does faith and belief affect the way people live their lives? (Islam) Believing</p> <p>Mandir Visit</p>	<p>Being human: How does faith and belief affect the way people live their lives? (Christianity) Believing</p>	Additional unit - Big Questions- Why do we celebrate?
Year 6	<p>Life journey, rites of passage: How do people mark important events in life? (Hinduism) Living</p> <p>Life journey, rites of passage: How do people mark important events in life? (Islam) Living</p>	<p>Life journey, rites of passage: How do people mark important events in life? (Christianity) Living</p>	Additional unit - Forgiveness

*Visits are in bold and underlined

Note: Please refer to the additional TGPS RE Curriculum document for the implementation of Religious Education at The Grange Primary School.

For vocabulary relating to the current Lincolnshire Agreed Syllabus, teachers are expected to use their year group's language as identified on the shared drive. *