

A photograph of a library aisle. On the left, there are tall metal bookshelves filled with books. On the right, a series of warm-toned incandescent light bulbs are suspended from the ceiling by thin black cords, creating a soft, ambient glow. The perspective is looking down the aisle, which recedes into the distance.

Hucknall National The Wider Curriculum

Contents

Introduction

Curriculum Vision

Religious Education

History

Geography

Science

Music

Art and Design

Physical Education

Computing

Design Technology

Languages

PSHE

Introduction

“Live as if you were to die tomorrow. Learn as if you were to live forever.” *Mahatma Gandhi*

Our curriculum has been created and personalised through staff knowledge of our children’s needs and experiences with a view to developing the values, knowledge and competencies that will enable them to live full and satisfying lives. Our expectation is to provide them with every opportunity to enable them to experience as much as they possibly can at primary school and to support children in becoming engaged with learning for life. Our vision is “Growing together in learning, love and faith”, where we support and nurture our student’s developments through Christian values. The entitlement of all Hucknall National children is a curriculum that...

- is broad and balanced – underpinned by the key skills and knowledge in English, Maths, Science and Computing as well as the foundation subjects.
- immerses children through both subject specific sessions and through thematic learning. This enables children to regularly and often develop their skills alongside a deeper learning over extended periods.
- is enriched with opportunities to ensure a sense of purpose and to make connections across their learning. The learning that takes place is inspiring and engaging. Opportunities are also provided to extend our children’s understanding of the wider world and their participation within it.
- allows for children to become risk assessors/risk takers in their learning and become independent and collaborative learners. We aim for them to be challenged and in turn to challenge their own thinking and the thinking of others.

Throughout the entire curriculum, they will be supported through modelling, scaffolding and facilitating, which will:

- ensure that there is a supportive environment for everyone in which they can make mistakes and try again.
- will be used flexibly to allow for children’s interests, children’s needs and world events. We will seize opportunities.
- will allow the development of problem solving skills – both imposed and self-generated. This will allow opportunities for children to hypothesize and extend their thinking.
- is rigorous and able to measure progress and impact.

Across the whole of the curriculum, we encourage children to “be the best they can be”.

In order for this to happen, we ask our children to be:

- H – Honourable
- E – Empowered
- R – Respectful
- O – Open-minded
- E – Enduring
- S – Self-motivated

These learning behaviours and attitudes will support our children to become Hucknall Heroes.



Curriculum Vision

Hucknall National C of E Primary School: Our Curriculum Quadrant

Curriculum Vision: Growing together in learning, love and faith.

We educate for wisdom and aspiration with the help of the church and the community through a culture of dignity and respect. We aim to cultivate the wellness, gifts, talents and ambitions of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness.

Christian Distinctiveness

Intent: to develop spirituality and faith

Specifically to provide opportunities to:

- be inspired by moments of awe and wonder
- think critically about beliefs and actions
- answer existential, or 'big' questions
- consider Christian perspectives on life
- respond to God through worship
- seek solace and support from faith
- respond creatively to their life experiences
- foster deep respect for others' beliefs

Academic Study

Intent: to develop intellectual knowledge, skills understanding and curiosity

Specifically to provide opportunities to:

- develop language and communication skills
- acquire fluency in mathematical concepts
- think critically, reason, evaluate and problem solve
- gain scientific knowledge; develop understanding about the uses and implications of science and technologies today and in the future
- be creative and perform for an audience
- cultivate digital literacy
- utilise fine and gross motor skills
- be curious about the human and physical world around us
- understand the significance of the past
- cultivate character, ambition and healthy competition



Wellbeing Provision

Intent: to develop physical, social and emotional health.

Specifically to provide support to:

- feel safe and cared for
- become resilient
- develop high self-esteem
- be physically and mentally healthy
- acquire an optimistic outlook
- build positive relationships with themselves and others; have the confidence to take risks
- to be able to collaborate with others effectively
- overcome barriers to good health, care and education
- develop empathy and contribute positively in society.
- act safely and responsibly.

Enrichment and Entitlement

Intent: to provide equal access to a range of opportunities and experiences to develop an understanding of themselves and the wider world.

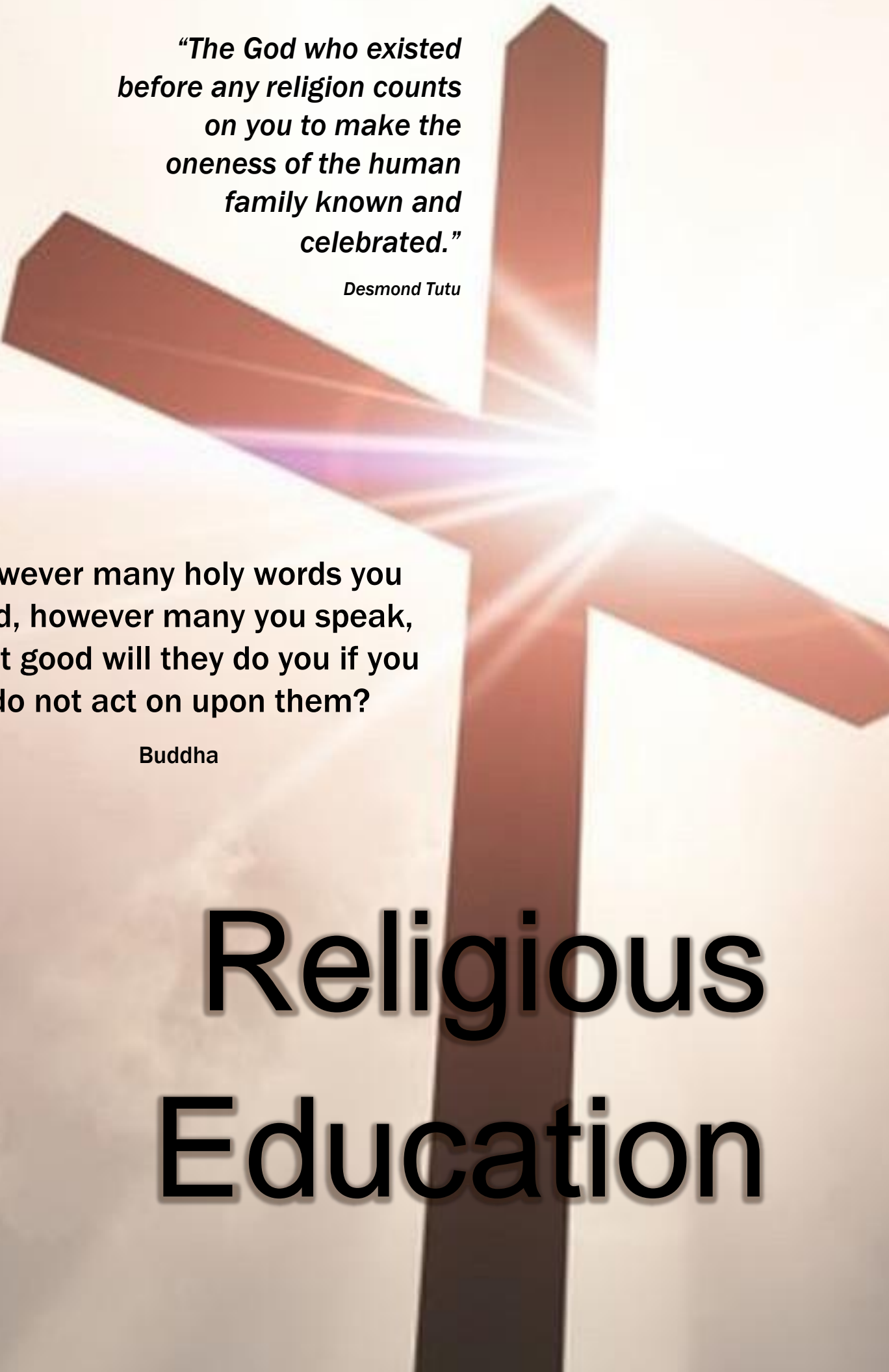
Specifically to provide opportunities to:

- attend a residential excursion
- perform in a drama production
- support charitable works
- attend the theatre
- attend a sporting event
- compete in a sporting event
- visit a place of worship
- volunteer in the local community
- visit a city
- learn a musical instrument
- contribute towards decisions made in school

This area is continually developing and ongoing.

Our Drivers

Honourable Empowered Respectful Open-minded Enduring Self-motivated



*“The God who existed
before any religion counts
on you to make the
oneness of the human
family known and
celebrated.”*

Desmond Tutu

However many holy words you
read, however many you speak,
what good will they do you if you
do not act on upon them?

Buddha

Religious Education

Concepts in RE

Key concepts: God, Creation and Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God

Progression

Concept	Keystage	What understanding and using that concept looks like
God Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit	EYFS	Know that God is a name
	KS1	Know that Christians believe in God, and that they find out about God in the Bible. Recognise that Christians believe God is loving, kind, fair, and also Lord and King. Remember that Christians worship God, and try to live in ways that please him.
	KS2	Understand why Christians believe God is omnipotent, omniscient and eternal Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving. Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love. Debate about what God is like
Creation & Fall The universe and human life are God's good creation. Humans are made in the image of God but they have a tendency to go their own way; this attitude is called sin.	EYFS	Understand that Christians believe that God is the creator of the universe Discuss how to look after the world that Christians believe God Made
	KS1	Recognise that Christians believe that the Earth and everything in it are important to God Ask questions about the relationship between God and human beings Illustrate how humans should care for the world because it belongs to God
	KS2	Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.
People of God people who will model a restored relationship with God, who will attract all other people back to God	EYFS	Listen to stories about the People of God
	KS1	Discuss stories about the People of God
	KS2	Trace the people of God throughout the Bible: Abraham, Jacob to David Explore stories from the Bible and analyse how Christians today apply these ideas to living today Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.
Incarnation	EYFS	Know that Christians believe that God came to Earth in human form as Jesus to show that all people are special
	KS1	Recount the story of Jesus' extraordinary birth in Bethlehem

Jesus is God's answer — the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again.		Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming.
	KS2	Understand that Jesus was Jewish. Discuss Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God. Contrast this belief with the Jewish faith which does not think Jesus is the Messiah Analyse why Christians see Jesus as their Saviour
Gospel Jesus' life, teaching and ministry which embodies what it is like to be one of the people of God.	EYFS	Know that Christians believe that God loves everyone
	KS1	Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. Talk about how Jesus is a friend to the poor and friendless. Consider Jesus' teachings about how to live the right way.
	KS2	Analyse how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world
Salvation Jesus' death and resurrection effect the rescue or salvation of humans	EYFS	Know that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
	KS1	Know that Easter is important in the 'big story' of the Bible. Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	KS2	Consider why Christians read the 'big story' of the Bible, including Gospels and the New Testament Discuss the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven). Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others
Kingdom of God The idea of the 'Kingdom of God' reflects God's ideal for human life.	EYFS	Listen to parables and stories from the Bible
	KS1	Know that parables often try to teach Christians lessons about how to live their life.
	KS2	Explore the parables about the Kingdom of God and consider what they mean. Consider why many Christians challenge unjust social structures in their locality and in the world.



History

*“Those who fail to learn
from history are
condemned to repeat it.”*

Winston Churchill. 1948.

*“Whether you like history or not, there’s no denying
the impact it leaves on us.”*

The Passage of Time

Concepts in History

Key concepts: chronology, significance, & evidence

Progression of Key Concepts

Concept	Key stage	What understanding and using that concept looks like
Significance The consequences of past events on the present.	EYFS	Ask questions to find out what happened
	KS1	Ask questions about how something happened or came to be. Describe key features of events. Describe similarities and differences between periods of time (e.g. comparing the past to today). Explain what happened after a historical event (cause and effect). Describe the importance of significant historical individuals and events.
	LKS2	Describe similarities and differences between different periods of time in detail and using historical language for British, local and world history. Explain how an event changed the future. Describe how the past has shaped our lives today.
	KS2	Compare two or more periods of time in detail. Describe changes over a range of time periods, including their own locality. Explain why an event changed the future and how it impacts on our lives today.
Chronology The order in which events happen	EYFS	Be able to correctly use the terms today, tomorrow and yesterday to talk about chronology.
	KS1	Be able to correctly use simple historical terms (old, new, long ago, before, after, then, past, present, now, week, month, year). Put 2-3 events or objects in order. Start to understand and talk about chronology and the concept of measures of time (e.g. Tudor times were before Victorian times). Describe changes in living memory and beyond. Create personal timelines for their lives. Remember stories and memories about the past.
	LKS2	Be able to correctly use historical terms, such as ancient and modern and terms relating specifically to the period they are studying. Understands a timeline can be divided into BC and AD. Divides recent history into present using 21 st century, and the past using 19 th and 20 th centuries. Increase understanding of chronology. Use dates and timelines to support discussions
	KS2	Be able to correctly use historical terms ancient, modern, AD, BC, century, decade, Tudors, Stuarts, Victorians, era, period. Secure understanding of chronology. Place the past into a chronological framework. Create and use timelines showing how different time periods relate to one another, sequencing local, national and international events. Describe the main changes in a period in history using words such as social, religious, political, technological and cultural.
Evidence An available body of facts or information indicating whether a belief is valid.	EYFS	Use primary sources to talk about what has happened or how something might have been used.
	KS1	Use primary and secondary sources to talk about the past. Use information to describe differences between then and now. Use evidence to explain reasons why people in the past acted as they did.
	LKS2	Use a range of sources to describe the past. Understand the difference between primary and secondary sources. Understand that not all sources are of evidence are reliable. Use evidence to describe changes over time. Look at two versions of events and give reasons why there may be different accounts of history.
	KS2	Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Select the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

Geography

*Geography is the
study of earth as
the home of
people*

Yi-Fu Tuan

*Geography
is an earthly
subject, but a
heavenly
science.*

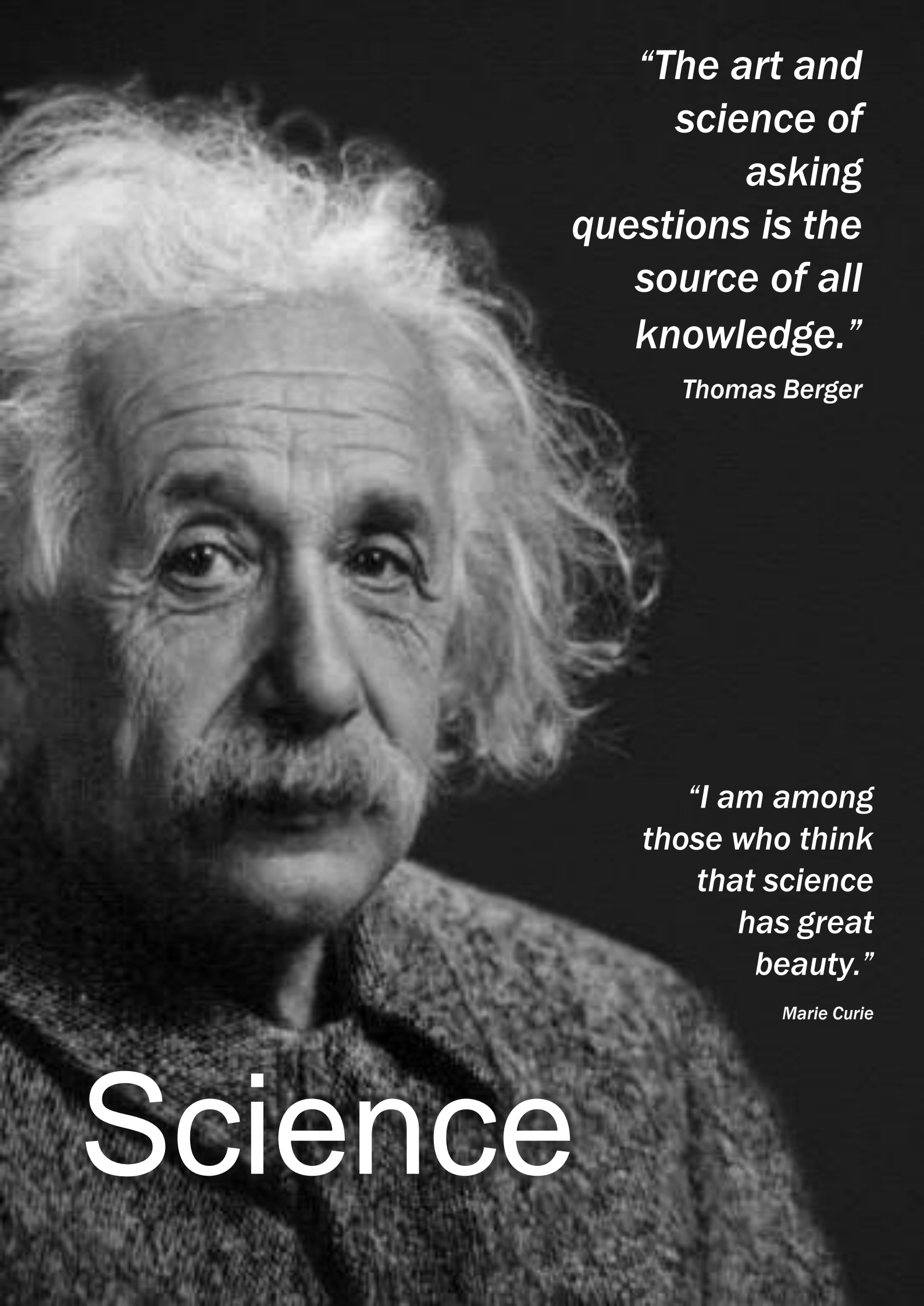
Edmund Burke

Concepts in Geography

Key concepts: place, space, sustainability, change

Progression of Key Concepts

Concept	Key stage	What understanding and using that concept looks like
Place A particular position, point, or area in space: a location	EYFS	Describe places which are important to them, i.e. home, classroom, school and local places.
	KS1	Name and locate continents and oceans. Name and locate countries and capital cities in the UK. Study an area of the UK and a contrasting area in another country. Use maps, atlases and globes. Use compass directions and directional language. Use aerial photographs. Devise a simple map and key. Simple fieldwork and observational skills in the school grounds and local area.
	LKS2	Locate world countries in Europe. Name and locate counties and cities in the UK. Identify position and significance of the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle. Use maps atlases and globes. Use 8 points of a compass. Use 4 figure grid references. Use map symbols and keys. Use fieldwork to observe, measure and record the human and physical features in the local area, using sketch maps, plans, graphs and digital technology.
	KS2	Locate countries in the world and describe their features. Name and locate geographical regions in the UK, including human and physical features. Identify position and the significance of longitude and latitude, the Tropics of Cancer and Capricorn, Prime/Greenwich Meridian and time zones. Use maps, atlases, globes and digital technology/maps. Use 8 points of a compass. Use 6 figure grid references. Use map symbols and keys. Use Ordnance survey maps.
Space The dimensions of height, depth, and width within which things exist and move.	EYFS	Identify large and small spaces in relation to their size, i.e. a small tunnel, a big playing field.
	KS1	Know about weather patterns in the UK. Know about hot and cold areas of the world. Describe the features of an environment (physical and human): beach, cliff, forest, sea, valley, city, town, farm, port.
	LKS2	Identify key topographical features in the UK (hills, coasts, rivers). Identify geographical similarities and differences between the UK, a European country and a region within North or South America. Describe the features of an environment (physical and human): climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle, settlements, land use, economy, trade, natural resources, energy, minerals, water.
	KS2	Explain how the features of an environment/space affect its use, i.e. people settle near natural resources. Identify geographical similarities and differences between the UK, a European country and a region within North or South America. Describe the features of an environment (physical and human): climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, the water cycle, settlements, land use, economy, trade, natural resources, energy, minerals, water.
Sustainability The capacity of earth to maintain life.	EYFS	Recognise that classroom/home resources must be taken care of in order for us to use them in the future.
	KS1	Describe how people take care of resources/spaces locally, i.e. building plastic bottle greenhouses, using water butts in the garden.
	KS2	Analyse the impact of human use of natural resources and determine if this can be maintained, i.e. exploring impact of plastic use on the world's oceans.
Change The way in which the world is transformed by physical and human processes.	EYFS	Identify physical and human changes in the local area, i.e. in weather, new building erected.
	KS1	Relate the link between physical features and human use, i.e. cold polar regions cannot be used for farming, towns are built near rivers and natural resources.
	KS2	Explain how human use of natural resources has impacted the Earth, i.e. impact of burning fossil fuels on world temperatures and its implications.



***“The art and
science of
asking
questions is the
source of all
knowledge.”***

Thomas Berger

***“I am among
those who think
that science
has great
beauty.”***

Marie Curie

Science

Concepts in Science

Key concepts: life, energy, matter, being scientific

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Life the condition that distinguishes animals and plants from inorganic matter	EYFS	Identify and describe common animals and plants.
	KS1	Recognise the differences and similarities between living things.
	KS2	Explore a range of plants, animals and microbes to develop an understanding of the characteristics of life.
Energy Power derived from the use of physical or chemical resources	EYFS	Identify and describe simple forces, including pushes and pulls
	KS1	Recognise and explain how energy supports life on earth.
	KS2	Explore and evaluate the characteristics of different forms of energy including movement, electricity, sound and light.
Matter Physical substance which occupies space and possesses rest mass	EYFS	Experience, explore and describe a range of common materials.
	KS1	Develop an understanding of a range of different materials, their properties and their uses.
	KS2	Compare and explain how the properties of different materials impacts the way that they respond to change.
Being scientific Investigating in a systematic and methodical way.	EYFS	Explore, describe and question the world around them.
	KS1	Ask questions and seek out answers through observation, exploration and testing .
	KS2	With increasing independence; hypothesise, experiment, record, report, compare, interpret, and draw conclusions by applying previous and new learning.

Music



The aim and final end of all music should be none other than the glory of God and the refreshment of the soul.

Johann Sebastian Bach

“Music is one of the most powerful things the world has to offer. No matter what race or religion or nationality or sexual orientation or gender that you are, it has the power to unite us.”

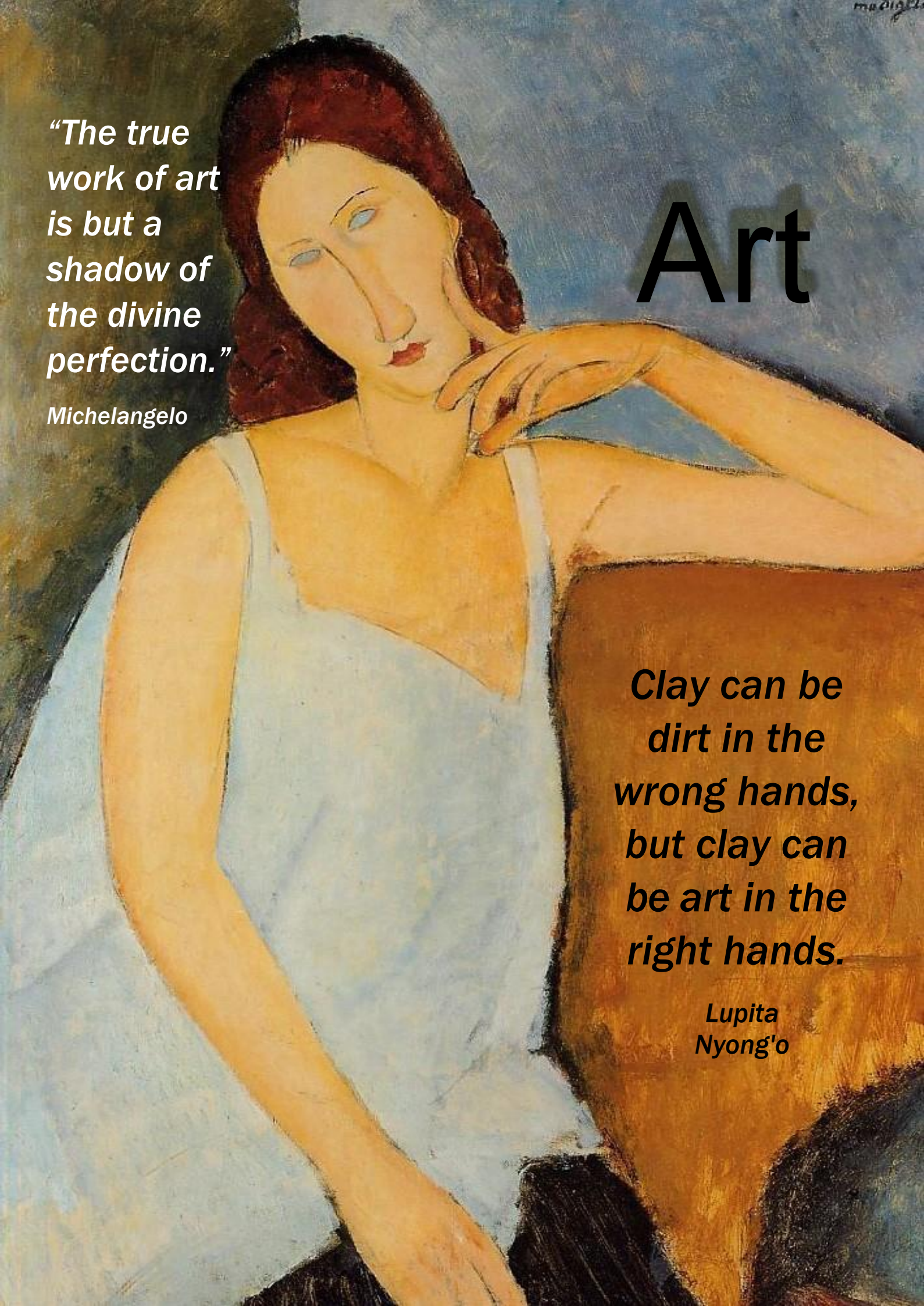
Lady Gaga

Concepts in Music

Key concepts: shape, communication, comprehension

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Shape Music can take on an endless array of shapes through manipulating the pitch, duration, dynamics, tempo, timbre, texture and structure.	EYFS	Hear elements of musical shape (i.e. high, low, loud, soft, long, short, fast, slow, steady beat)
	KS1	Identify and describe elements of musical shape using simple language (i.e. high, low, loud, soft, long, short, fast, slow) Identify simple time signatures (3/4 and 4/4) Interpret early musical notation and link it to the simple language of musical shape (crotchets, quavers, minims)
	KS2	Identify and describe elements of musical shape using technical language – pitch, duration, dynamics, tempo, timbre, structure & rhythm Interpret more complex musical notation on a staff (treble clef) and link it to the language of musical shape (uneven quavers, dotted crotchets and minims)
Communication Shaping music to represent something real or express an emotion, mood or message (Composer talk)	EYFS	Copy and keep a steady beat Compose and improvise music (including song), using their early knowledge of musical shape, using a variety of resources and instruments.
	KS1	Copy, keep and compose a rhythm Copy and keep a steady beat in given time signature (3/4 or 4/4) Compose and improvise music (including song), using their developing knowledge of musical shape and comprehension to express themselves.
	KS2	Compose music (including song and ensemble) deliberately and justify their choice of shape using their deeper knowledge of musical comprehension.
Comprehension Critically ascribe meaning to a piece of music is conveying (Listener talk)	EYFS	Say how a piece of music makes them feel
	KS1	Say how a piece of music makes them feel using simple musical shape language to give reasons why.
	KS2	Say how a piece of music makes them feel using more technical language of musical shape to justify their response. Talk about the way that peoples' experiences linked to time and culture affect the way a piece of music is comprehended (i.e. rap music).



***“The true
work of art
is but a
shadow of
the divine
perfection.”***

Michelangelo

Art

***Clay can be
dirt in the
wrong hands,
but clay can
be art in the
right hands.***

***Lupita
Nyong'o***

Concepts in Art

Key concepts: composition, communication and comprehension

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Composition Art can take on an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space.	EYFS	Name artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork (e.g. in their own work, or that of artists)
	KS1	Identify and describe artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) Recreate specific elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) of an artistic styles
	KS2	Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements. Recreate artists' work in a range of different artistic styles
Communication Creating art to represent something real or express an emotion, mood or message (Artist Talk)	EYFS	Experiment with artistic elements (e.g. colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
	KS1	Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.
	KS2	Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.
Comprehension Critically ascribe meaning to a piece of art (Critic Talk)	EYFS	Identify how a piece of art makes them feel
	KS1	Describe how a piece of art makes them feel using simple language linked to artistic elements to give reasons why. Analyse how artists' make deliberate choices about composition in order to have an effect on the audience.
	KS2	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response. Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experiences and values.

	Drawing eg; pencil, crayons, wax, chalk, ink, pen, brushes, charcoal, fine-line pens	Painting eg; ready mixed paints, watercolours, inks, fabric paint and dyes etc and tools to apply colour – brushes, sponges, straws	Collage/Textiles collage, weaving, threads, wools, fabrics, surfaces, wood, clay (link to DT where appropriate)	Printing fingers, hands, vegetables, card, string, Press-Print tiles, craft foam etc	3D play-dough, clay, modroc, papier mache, salt dough, natural and found materials (box modelling etc links to DT)
FS	Begin to use a variety of drawing tools, media Use drawings to tell a story Investigate different lines - thick, thin, wavy, straight. Explore different textures and experiment with mark making to illustrate these.	Experience and use different types of paint Experiment with mixing colours. Uses a range of tools to apply eg; sponges, brushes, fingers etc. Paint on different papers and surfaces	Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down. Sort, cut, stick, and weave a variety of fabrics and materials	Make a range of rubbings Produce simple pictures by printing with found objects, hands and feet, sponges, food, marbles etc Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.	Experience and explore malleable materials – rolling, squeezing etc Imprint and create textures Mould simple shapes to create desired effects. Experiment with creating 3d sculptures using junk materials
KS1	Experiment with a wide range of tools and different papers Experiment with shading pencils (HB – 4B) Develop mark making, smudging, dotting, shading, use of colour etc Draw from observation, encouraging use of detail.	Develop colour mixing skills (primary, secondary colours) Make tones by adding black and tints by adding white Select colours for a purpose/ theme Develop effective and appropriate use of brushes Experience using paint on a large scale, A3/A2 Use language to describe colour eg light/dark	Use various collage materials (natural and man-made) to make a specific picture with more detail. Develop skills of cutting, tearing, twisting, scrunching materials to create collages – investigating texture Start to explore stitching - binca, hessian, felt	Print with more than one colour. Print from objects (leaf, potato, etc) Negative printing by arranging objects on paper and applying paint (sponging) around edges before removing objects Try overlapping, using two contrasting colours etc	Use clay or salt dough to make models or a pot. Join 2 clay pots to create a hollow structure (using water technique) Further develop skill of combining materials to create 3d sculptures eg junk materials, natural materials, offcuts of wood etc
LKS2	Experiment further with shading pencils (HB – 4B) to show tone, texture, effect of light (shadows/reflection) Observation of objects. Develop scale and proportion. Accurate drawings of people – particularly faces, looking closely at proportion, facial expression, body language. Use sketchbooks to make initial sketches as a preparation for painting and other work.	Extend colour mixing. Paint from observation. Develop different paint techniques to show tone and shading, matching colours. Select suitable equipment for the task e.g. size of paintbrush or paper needed.	Create collages and use overlapping/layering techniques. Combine collage materials with other art media eg pastels, pencils, chalk etc to create different effects Develop use of stitching – joining fabric, adding decoration, applique	Be aware of the different forms printing takes: books, pictures, wallpaper, fabrics, etc. Use block printing processes Use Press-print tiles, block printing ink and rollers.	Roll clay slabs using wooden spacers and rolling pins – Make a clay tile – use tools to apply texture, shape, pattern, pictures etc Join clay effectively using water Use papier mache to create 3d structures (masks, planets – links to DT)
UKS2	Observe and use a variety of techniques to show the effect of light on objects, people and scenes e.g. rubbers to lighten, pencil to show tone, use tones of the same colour – create mood and feeling, light from different directions. Develop drawing skills and use a variety of techniques to show the texture of a surface e.g. mark making, cross hatching, Develop the use of perspective for 3D representation. Produce increasingly accurate drawings of people organizing line, tone, shape and colour. Independently select and use appropriate drawing materials and techniques to create a specific outcome. Continue to use sketchbooks and produce increasingly detailed sketches.	Paint from observation, (objects, photos, portraits, landscapes etc) mix colours effectively to show tone and shade Select suitable equipment for the task. Paint with other media eg inks, fabric paints, and use different materials eg fabric	Create mixed media work using a variety of techniques, including drawing, painting and printing on top of textural work. Aim to show perspective – e.g. Paul Nash war collages Use fabrics, wool and thread in different ways eg Batik, fabric painting, when designing and creating their own work but add stitches, beads etc to finish/ embellish their designs	Investigate stencils. Cut templates using tacky-back as a stencil material and apply ink, paint or fabric paint Use card blocks with craft foam stuck on Modify and adapt print as work progresses. Aim to use more than one colour Be aware of the different forms printing takes: books, pictures, wallpaper, fabrics, etc.	Use slip to join clay. Begin to create structures using clay slabs eg create cuboid/cylindrical shapes (pots, towers, castles, houses, canopic jars) Use Modroc/ papier mache to create a 3d structure/ sculpture

Physical Education



“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life.”

Billie Jean King

Concepts in PE

Key concepts:

Progression of Key Concepts

Concept	Keystage	What understanding and using that concept looks like
Resilience The capacity to recover quickly from difficulties and face the unfamiliar	EYFS	Willing to try new activities Identify when help is needed
	KS1	Adapt well to increasingly challenging situations and activities Apply performance-based feedback in order to improve
	KS2	Demonstrate improvement based on self-evaluation and performance-based feedback Perceive challenge as an opportunity rather than a threat
Skill The ability to do something well; expertise	EYFS	Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing) Show good control in smaller movements (e.g. throwing, catching and kicking)
	KS1	Refine basic large and small movements and apply in a range of activities
	KS2	Apply refined large and small movements in a range of competitive activities
Fitness The condition of being physically fit and healthy	EYFS	Recognise ways to be healthy Choose to take part in physical activities
	KS1	Know how nutrition and healthy lifestyles improve physical fitness Take part in strenuous activity
	KS2	Apply knowledge of nutrition and healthy lifestyles to improve physical fitness Take part in sustained, strenuous activity
Competition Striving to gain or win	EYFS	Understand and follow the rules of a team game Work as part of a group
	KS1	Develop simple tactics for attack, defence and performance in order to improve Explore different roles within team
	KS2	Analyse previous performance of themselves and others in order to improve Strategically deploy individual talents within a team

Computing

***“Those who can
imagine anything, can
create the
impossible.”***

Alan Turing

***“I think it's fair to say that personal
computers have become the most
empowering tool we've ever
created. They're tools of
communication, they're tools of
creativity, and they can be shaped
by their user.”***

Bill Gates

Concepts in Computing

Key Concepts: Safety, creation and coding

Progression in Key Concepts

Concept	Keystage	What understanding and using that concept look like
Safety the condition of being protected from or unlikely to cause danger or risk online	EYFS	Use online activities with the support and permission of adults. Ask adults before sharing information about themselves online
	KS1	Know that people sometimes behave differently online Understand the interconnected nature of the internet and how sharing information can be a good thing, but must be done so with boundaries to keep us safe.
	KS2	Understand their responsibilities as a digital citizen. Recognise risk by thinking critically about the information they read on line and the information they share with others (e.g. through social media, apps and games)
Creation Using technology to bringing something into existence	EYFS	Select and use technological devices to capture images, sounds and mark making.
	KS1	Combine media from multiple sources to create a new piece of work digitally.
	KS2	Select, manipulate, edit and create digital media from a wide range of sources to create a representation of a concept or data set.
Coding Computational thinking to compose a program which achieves a specific goal.	EYFS	Understand that technology plays a role in our lives. Understand cause and effect (Inputs and outputs)
	KS1	Compose a simple set of instructions to complete a task (Algorithm). Understand when these instructions need to be altered or changed. (Debug)
	KS2	Combine instructions and concepts (Loop, Selection, Logic) to complete more complex tasks. Use abstraction and prediction to understand how a program will behave and make changes to control this.

KS1		Computer Science			Information Technology	Digital Literacy	
Statement		Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise 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.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Y1	Outcome	Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. An algorithm written for a computer is called a program.	Work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm, An unexpected outcome is due to the code created and make logical attempts to fix the code.	When looking at a program, read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	Sort, collate, edit and store simple digital content and follow simple instructions to access online resources.	Understand what is meant by technology and can identify a variety of examples both in and out of school. Make a distinction between objects that use modern technology and those that do not.	Understand the importance of keeping information private and safe. Take ownership of their work and save this in their own private space.
Y2	Outcome	Explain that an algorithm is a set of instructions to complete a task. When designing simple programs, show an awareness of the need to be precise with algorithms so that they can be successfully converted into code.	Create a simple program that achieves a specific purpose. identify and correct some errors. Display a growing awareness of the need for logical, programmable steps.	Identify the parts of a program that respond to specific events and initiate specific actions.	Demonstrate an ability to organise data and retrieve specific data for conducting simple searches. Edit more complex digital data. Be confident when creating, naming, saving and retrieving content. Use a range of media in their digital content.	Retrieve relevant, purposeful digital content using a search engine. Apply their learning of effective searching beyond the classroom. Make links between technology they see around them, coding and multimedia work they do in school.	Know the implications of inappropriate online searches. Begin to understand how things are shared electronically. Develop an understanding of using email safely and know ways of reporting inappropriate behaviours and content to a trusted adult.

KS2		Computer Science			Information Technology		Digital Literacy	
Statement		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.	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 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 concern about content and contact.
Y3	Outcome	Turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Designs show thinking of the desired task and how this translates into code. Identify an error within their program that prevents it following the desired algorithm and then fix it.	Demonstrate the ability to design and code a program that follows a simple sequence. Experiment with timers to achieve repetition effects in their programs. Begin to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Understand how variables can be used to store information while a program is executing.	Designs for programs show thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. Make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. 'Read' programs with several steps and predict the outcome accurately.	List a range of ways that the internet can be used to provide different methods of communication. Use some of these methods of communication. Describe appropriate email conventions when communicating in this way.	Carry out simple searches to retrieve digital content. Understand that to do this, they are connecting to the internet and using a search engine.	Collect, analyse, evaluate and present data and information using a selection of software. Consider what software is most appropriate for a given task. Create purposeful content to attach to emails.	Demonstrate the importance of having a secure password and not sharing this with anyone else. Explain the negative implications of failure to keep passwords safe and secure. Understand the importance of staying safe and the importance of their conduct when using familiar communication tools. Know more than one way to report unacceptable content and contact.
Y4	Outcome	When turning a real-life situation into an algorithm, designs show that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Make more intuitive attempts to debug their own programs.	Use timers to achieve repetition effects, becoming more logical and are integrated into their program designs. Understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. Understand how variables can be used to store information while a program is executing. Use and manipulate the value of variables. Make use of user inputs and outputs.	Designs for programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. Trace code and use step-through methods to identify errors in code and make logical attempts to correct this. 'Read' programs with several steps and predict the outcome accurately.	Recognise the main component parts of hardware which allow computers to join and form a network. Improving understanding of the online safety implications associated with the ways the internet can be used to provide different methods of communication.	Understand the function, features and layout of a search engine. Appraise selected webpages for credibility and information at a basic level.	Make improvements to digital solutions based on feedback. Make informed software choices when presenting information and data. Create linked content using a range of software. Share digital content within their community.	Explore key concepts relating to online safety using concept mapping. Help others to understand the importance of online safety. Know a range of ways of reporting inappropriate content and contact.
Y5	Outcome	Attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Test and debug programs as they go and use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Translate algorithms that include sequence, selection and repetition into code with increasing ease. Designs show thinking of how to accomplish the set task in code utilising such structures. Combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	Beginning to think about code structure in terms of the ability to debug and interpret the code later.	Understand the value of computer networks but also aware of the main dangers. Recognise what personal information is and can explain how this can be kept safe. Select the most appropriate form of online communications contingent on audience and digital content.	Search with greater complexity for digital content when using a search engine. Explain in some detail how credible a webpage is and the information it contains.	Make appropriate improvements to digital solutions based on feedback received and confidently comment on the success of the solution. Objectively review solutions from others. Collaboratively create content and solutions using digital features within software. Use several ways of sharing digital content.	Secure knowledge of common online safety rules and apply this by demonstrating the safe and respectful use of a few different technologies and online services. Implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.
Y6	Outcome	Turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using knowledge of possible coding structures and applying skills from previous programs. Test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Translate algorithms that include sequence, selection and repetition into code and their own designs show thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	Interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Understand and explain in some depth the difference between the internet and the World Wide Web. Know what a WAN and LAN are and describe how they access the internet in school.	Readily apply filters when searching for digital content. Explain in detail how credible a webpage is and the information it contains. Compare a range of digital content sources and rate them in terms of content quality and accuracy. Use critical thinking skills in everyday use of online communication.	Make clear connections to the audience when designing and creating digital content. Design and create blogs to become a content creator on the internet. Use criteria to evaluate the quality of digital solutions and identify improvements, making some refinements.	Demonstrate the safe and respectful use of a range of different technologies and online services. Identify more discreet inappropriate behaviours through developing critical thinking. Recognise the value in preserving their privacy when online for their own and other people's safety.

“Technology, like art, is a soaring exercise of the human imagination.”

Daniel Bell

“There are three responses to a piece of design—yes, no and wow!”

Milton Glaser

“Design is intelligence made visible.”

Alina Wheeler

DT

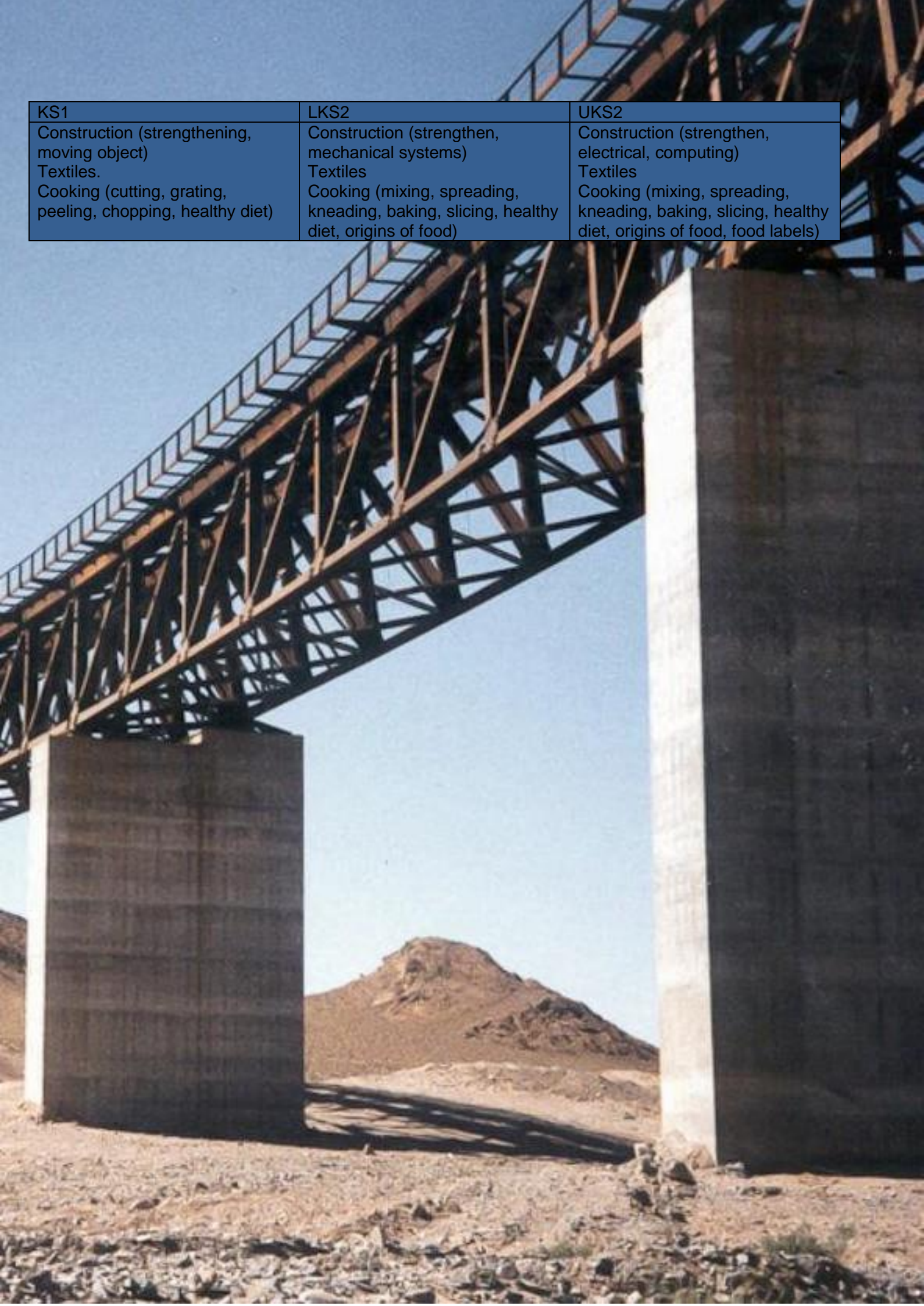
Concepts in Design Technology


Key concepts: user, implementation and innovation

Progression of Key Concepts

Concept	Key Stage	Progression of concepts
User audience, purpose	EYFS	Ask questions to find out who the product is for and how it can be used. Say what they like about the product.
	KS1	Identify who the product is for and why it is useful. Compare alternatives of the same product.
	LKS2	Design functional and appealing products. Study key events and individuals that have shaped the world. Understand how the needs of the user led to the creation of the product.
	UKS2	Design innovative, functional, appealing products that are fit for purpose and aimed at a specific audience. Study key events and individuals that have shaped the world. Recognise that some products meet the need of the user more appropriately.
Innovation design	EYFS	Explore imaginatively and create new products. Say why resources and techniques were chosen.
	KS1	Learn designing and making process. Design and innovate in different contexts (home, school, garden, playground). Use design criteria. Use discussion, drawings and templates to develop, model and communicate ideas.
	LKS2	Use the designing and making process. Follow a step-by-step plan. Design and innovate in different contexts (home, school, leisure, culture). Research design criteria to inform design. Use discussion, annotated sketches, cross sectional sketches and exploded diagrams to develop, model and communicate ideas.
	UKS2	Use the designing and making process independently. Produce a step-by-step plan, refining where needed. Design and innovate in different contexts (home, school, leisure, culture, enterprise, industry and the wider environment). Use discussion, prototypes and computer-aided design to develop, model and communicate ideas. Use research and develop design criteria based on the user's need.
Implementation skills/make	EYFS	Use construction kits and tools safely for cutting, shaping, joining and finishing to make own products. Say why techniques and resources were chosen.
	KS1	Select from a range of equipment materials and components to cut, shape join and finish. Use construction materials, textile and ingredients. Build structures and explore how to strengthen and stabilise. Explore and use mechanisms (levers, sliders, wheels and axles). Make a product which moves. Join materials and components in different ways.
	LKS2	Select from a wider range of tools for practical tasks (cutting, shaping, joining and finishing). Strengthen, stiffen and reinforce more complex structures. Use mechanical systems (gears, pulleys, cams, levers, linkages).
	UKS2	Select from a wider range of tools for practical tasks (cutting, shaping, joining and finishing). Produce high quality products that fulfil a need. Select materials and components according to their properties and aesthetic qualities. Use electrical systems in products (series circuits, switches, bulbs, buzzers, motors). Apply computing to program, monitor and control products. Work within a budget.
Evaluation	EYFS	Explore existing products
	KS1	Explore and evaluate existing products. Evaluate against design criteria.
	LKS2	Evaluate ideas against design criteria with increasing detail. Consider functionality, purpose and aesthetics. Explain how original design could be improved.
	UKS2	Evaluate ideas against design criteria. Consider the views of others to improve work. Test and evaluate the product.

KS1	LKS2	UKS2
Construction (strengthening, moving object) Textiles. Cooking (cutting, grating, peeling, chopping, healthy diet)	Construction (strengthen, mechanical systems) Textiles Cooking (mixing, spreading, kneading, baking, slicing, healthy diet, origins of food)	Construction (strengthen, electrical, computing) Textiles Cooking (mixing, spreading, kneading, baking, slicing, healthy diet, origins of food, food labels)



An aerial photograph of the Earth, showing the continents of North America, South America, and Africa. The oceans are a deep blue, and the landmasses are covered in green vegetation and brown terrain. The perspective is from a high altitude, looking down at the planet.

*“With
languages, you
are at home
anywhere.”*

Roger Bacon

*“To speak a language
is to take on a
world, a
culture.”*

Frantz Fanon

*“If you talk to a man
in a language he
understands, it goes
to his head. If you
talk to a man in his
language that goes
to his heart”*

Nelson Mandela

Languages

Concepts in Languages

Key concepts: communication, culture

Progression of Key Concepts

Concept	Key stage	What understanding and using that concept looks like
Communication Expression of ideas and thoughts using language and to understand and respond to other speakers	EYFS	Listen and respond to the spoken word in their home language Communicate with others in their home language using simple words, phrases and short sentences Explore the patterns and sounds of their home language to help develop accurate pronunciation and intonation Recognise and understand some familiar written words and phrases in their home language and show awareness of sound-spelling links
	KS1	Listen attentively in English and understand more complex phrases and sentences Use simple conjunctions to build more complex sentences when speaking in English and present information to others Read a variety of short simple texts in different formats and in different contexts, in English. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud Write short texts, in English, and use a dictionary to check the spelling of words.
	KS2	Listen attentively and understand phrases and sentences in a foreign language Use simple conjunctions to build more complex sentences when speaking and present information to others in a foreign language Read a variety of short simple texts in different formats and in different contexts in a foreign language. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud Write short texts in a foreign language and use a dictionary to check the spelling of words.
Culture The ideas, customs, and social behaviour of a particular people or society	EYFS	Recognise what's important in British Culture
	KS1	Study the culture of another country by exploring popular religious beliefs, customs, food and music.
	KS2	Explore cultural stereotypes and justify why they are flawed and inaccurate

A group of diverse young children are holding hands and running in a circle on a grassy field. The children are of various ethnicities and are smiling and laughing. The background is a bright, green field under a clear sky. The word "PSHE" is written in large, bold, black letters across the top of the image.

PSHE

“Do not judge me by my successes, judge me by how many times I fell down and got back up again.”

Nelson Mandela

Concepts in PSHE

Key concepts: relationships, health, identity, equality, safety

Progression of Key Concepts

Concept	Key Stage	Progression of concepts
Relationships	EYFS	Feelings and emotions: know what different feelings are and how they are expressed. Know special people in our lives. Healthy relationships: know about family and friends. Making friends and getting along with each other. Valuing difference: similarities and differences in the class and beyond.
	KS1	Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences
	LKS2	Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions
	UKS 2	Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice
Health and well-being	EYFS	Healthy lifestyles: healthy food choices, teeth care, personal hygiene. Growing and changing: body parts, life stages
	KS1	Healthy lifestyles: Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe
	LKS2	Healthy lifestyles: Making informed choices; balanced diet; hygiene Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe
	UKS 2	Healthy lifestyles: What influences our choices about health and wellbeing Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6) Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs
Living in the wider world	EYFS	Rights and responsibilities: following rules, the local community. Taking care of the environment: looking after the Foundation unit, taking care of the garden. Money matters: experience of money.
	KS1	Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups Taking care of the environment: improvements and harm to local environments; ways of looking after local environments Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices
	LKS2	Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise
	UKS 2	Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences Money matters: finance; earning money and deductions; enterprise
Identity the fact of being who or what a person is	EYFS	Talk about things that I like. Name people who are special to me and talk about what they like. Say at least three things that people like about me.
	KS1	Understand that I am unique and that people think differently to me Recognise my personal achievements (e.g. recognise increased confidence or resilience: recognise academic achievement)
	KS2	Identify my own beliefs and values; know how they fit into a diverse society. Express pride in my personality, appearance and accomplishments. Know the importance of avoiding stereotypes
Equality the state of being equal, especially in status, rights, or opportunities	EYFS	Talk about how we are the same and different: respect and celebrate each other's differences Use courtesy and manners with everyone
	KS1	Recognise that others' families sometimes look different from their own Treat everyone with respect, and expect respect from others in return Identify our rights and responsibilities
	KS2	Understand the term equality and explore the subtle differences in fairness and equality Challenge negative attitudes and stereotypes (race, gender, disability, religion or belief, sexual orientation, age) Explain how their actions affect themselves and others, and explore others' feelings and points of view.

