



CURRICULUM POLICY STATEMENT 2016

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	10.06.2016
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	10.06.2016
Details and dates of minor amendments:	10.06.2016 Appendix 1 Long Term Curriculum Plan added 05.07.2019 Reviewed without amends.
Date next full review is due:	Autumn 2019

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.



“The curriculum is effective in supporting pupils’ personal development, as well as their academic achievement. Displays around the school highlight the wide range of experiences provided for pupils to enrich their learning and improve their progress.”

OFSTED 2011

At Kelvin Grove we aim to provide a broad and balanced curriculum for all our children including the most able and those with special educational needs. We strive to make learning opportunities real and relevant to engage our children through exciting enquiry-based topics.

The primary objective of our curriculum at Kelvin Grove is to provide rich and memorable learning experiences where children connect with important values for life where each child can grow and flourish enabled to reach his or her full potential, thereby enriching society as a whole.

They:

- can ask questions and conduct research using technology and more traditional methods to find answers, to communicate and help others learn;
- can collaborate and co-operate together;
- are motivated to challenge themselves to learn more, and use the FAIL approach to learning (A FAIL is simply a First Attempt In Learning).

We aim to do this by:

- Recognising the strong Spiritual, Moral, Social and Cultural base for all learning in the school.
- Consciously planning effective learning within a framework of Bloom’s Taxonomy:
 - affective (personal, social, emotional wellbeing)
 - cognitive (planning for Critical Thinking and academic challenge and wellbeing)
 - psycho-motor (physical fitness and health)
- Making investigations and enquiry our foremost approach, alongside in Y1 to Y6 that English, Mathematics and Science are taught as separate subjects as well as intentionally across all areas of learning.
- The National Curriculum delivered in creative, relevant ways.
- Having aspirational expectations in all areas of school life that lead to “achieve success together”.
- Teachers and other adults delivering Outstanding Learning every day – ensuring all pupils make good and accelerated progress.
- Delivering an inspiring and demanding curriculum that embeds core skills, allowing for individual talents to be drawn out and grow, and that it is exciting to learn.



Our curriculum design acknowledges:

- The core values, vision and ethos of the school.
- That children need to be taught to be social and have a good idea of what it is to grow up healthily including a healthy understanding of the environment and sustainability.
- That children need to be taught the knowledge, skills and understanding they need to be successful life-long learners.
- That the pace of change is accelerating and children need to be taught to deal with change successfully through reflection and awareness of self, others and making responsible choices.
- The world that children are being prepared for and the skills they will need as adults are changing, so children are taught to be flexible, sometimes to be able to lead a team and at other times to be part of a team.
- The importance of pedagogy and research in learning. For example the theories of growth mindsets, multiple intelligences, learning styles and emotional intelligence are shaping our approach to learning. We aim to draw out individual children's talents and enable every child to be successful and confident.
- That for children to achieve, they need to enjoy their learning and have a range of experiences that are memorable, exciting and challenging.
- The need for adaptability so that all children can follow inspirations and excel in pursuing their interests.

Curriculum Delivery:

- To enable children to enjoy, achieve and experience a broad and balanced curriculum, and ensure all statutory requirements are fully implemented, learning is organised, planned and delivered through:
- Planning that ensures effective and progressive learning in the basic skills of communication, mathematics, science and computing.
- A curriculum topic or theme, that may draw together different elements of school life to embed connections in thinking and to give meaning and purpose to learning.
- Opportunities for first hand learning including a range of school visits, outdoor learning, research opportunities and extra-curricular activities.
- Offering access to a range of services and activities that supports and motivates children to achieve their full potential.
- Themed weeks to link areas of learning together eg DT, E-safety, History, Enterprise Week, International Week.
- In line with the school ethos, effective Assessment for Learning practice within each lesson



- Effective subject leadership that empowers as well as supports.
- A policy of inclusion and equality of opportunity including effective provision for all groups e.g. identified underachieving ethnic groups, SEN, EAL and ABL and G&T children.
- A programme for MFL in KS2 focusing on French is taught in Key Stage 1 & Key Stage 2.
- Long, medium and short term planning ensuring the progression of subject specific skills and knowledge.
- Appropriate and rigorous differentiation linked to the main learning objective and success criteria.

Early Years Curriculum

We follow the Early Years Statutory Framework for the Early Years Foundation Stage, alongside Development Matters, that is a non-statutory guidance which supports all those working in early childhood education settings to implement the requirements of the Statutory Framework for the EYFS. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through positive relationships.

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.

Children develop and learn in different ways and at different rates.



Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-led, adult-directed and child-initiated.
- Have a weekly key person approach to develop close relationships with individual children during our Plan-Do-Review sessions.
- Provide a secure and safe learning environment indoors and out.
- Free Flow Play is an important part of the weekly timetable.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.

Our pupils are encouraged to read for pleasure and to read widely. We use the Oxford Reading Tree Scheme and Read Write Inc. phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. All children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. An Accelerated reading computing programme is used to enhance learning and assessment. Parents are given clear expectations about reading at home. Classes make regular use of the school library and the local library.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published



and read by real audiences. We also encourage the use of digital literacy to record and present writing.

We follow the National Curriculum to give a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. English sessions are well suited to the practical development of this knowledge through the sentence level and word level work provided in the teaching sequences, based on the Primary Framework.

Handwriting and spelling sessions are taught discretely throughout the week. We follow the Shakespeare Spelling programme and children are assessed every fortnight. Parents are given clear expectations of spelling home learning with the strategies learned in class to be rehearsed.

A range of extra activities are used to promote literacy within the school including an annual author or book focus week, able writer workshops and author visits.

National Curriculum English Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

FULL ENGLISH POLICY AVAILABLE ON REQUEST

Mathematics

Mathematical skills are taught every day. Discrete mental maths sessions, focusing on understanding number, are carried out daily across key stage 1 and 2. Children can also achieve Bronze, Silver, Gold and Platinum times tables' badges that are presented in assembly. These awards raise the profile of maths across the school and cement the core skills of mental maths.

In Key stage 1 and 2, our mathematics curriculum is enquiry led and follows the Numicon approach. This incorporates three key areas:

- Communicating mathematically
- Generalising
- Exploring relationships

Children routinely use concrete resources to ensure depth of understanding in the process of moving to the abstract. Through this approach, every child is given the breadth of skills and the opportunity to be challenged to achieve mastery.

There are extra activities throughout the year to promote mathematical skills and thinking including participation in *More Able Maths days*.

To enrich our enquiry based provision, children are given opportunities to apply their mathematical skills in other relevant subjects (e.g. science, ICT)



In EYFS, pupils follow the Little Big Maths programme, a systematic, structured approach to getting children numerate. This covers the basic number skills of maths and is divided into 5 key areas:

- Amounts
- Counting
- Learn Its
- It's Nothing New
- Calculation

National Curriculum Mathematics Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

FULL MATHEMATICS POLICY AVAILABLE ON REQUEST

Science

Science is taught as a separate lesson and teachers plan and deliver high-quality and engaging lessons incorporating topic work where possible. At Kelvin Grove we believe that the best science teaching fosters and develops pupils' curiosity in the subject whilst also helping them to fulfil their potential.

In Early Years we start to develop and use scientific words and concepts alongside understanding the world around them. In Key stage 1 and 2 teachers plan science lessons using the dual objective approach teaching content and skills alongside each other. Our aim is to ensure children develop skills such as questioning, predicating, observing, measuring and interpreting skills through a variety of ways throughout lessons. Lessons include plants, animals, human body and seasons. Where possible, children are able to learn about science using the outdoor learning environment. Visits by specialists include The Bug Man, Science Museum Education and Mad Science which enhance teaching and learning.

In Early Years the teachers assess science against the 'Development Matters' statements in the 'Understanding of the World' area of the Early Years Curriculum, throughout the school year. In Key Stage 1 and 2, teachers assess pupil's progress against the progress descriptors in the TIPPS grid which are linked to the Program of Study for Science.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>



Art & Design

Art has a very important place in our curriculum and is woven into our half termly (EY/KS1) and termly (KS2) topics. We firmly believe that Art and Design is a way of stimulating children's creativity and imagination through visual, tactile and sensory experiences. The curriculum includes opportunities for all children to learn through a wide range of school based work, working with artists and arts organisations, educational visits and links with the community and other schools.

It develops the full range of skills needed by the children and it promotes breadth and balance in their work. We are confident that our approach enthuses the children and leads to exciting art, craft and design work within the overall topic based approach.

We currently have the Arts Mark bronze award and continue to strive towards achieving the Arts Mark gold award.

Our Design and Technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Computing

We do have discreet timetable time for the development of computing skills but our approach is to integrate ICT into all lessons: the use of I pads, and laptops are as much a part of our learning tools as pencils and pens. Subject specific software, such as Accelerated Reader and My Maths, and digital literacy apps support teaching and learning and intervention across all years. Teachers use a bespoke long term plan, to plan daily computing lessons, with relative links to topics across the year. The children develop their skills, starting in reception with mouse and touch control, keyboard and touch screen skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding.

Pupils use technology safely, learning and revisiting online safety every term. We promote online safety in school assemblies and have cyber bullying workshops led



by our Family support worker. Children at Kelvin Grove can identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf

Modern Foreign Language

From Year 1 to Year 6 we teach French to all children. Our approach is to make learning a new language fun and engaging! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. Repetition and practice are essential in learning a new language so songs and games will be regularly used within lessons. We have discreet lessons on the timetable and this will be taught weekly.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

At Kelvin Grove we use the Charanga music programme to teach music across Key Stage 1 and Key Stage 2. Charanga provides step by step lessons with accompanying plans which allow for the varying musical abilities of the teaching staff and to facilitate the teaching of music to children of all ages. Each half term focuses on one key song to study which is broken down into a clear six week progression, ranging from listening and appraising the music to breaking down the structure of the song itself. By utilising games and exercises, children are able to explore pitch, timbre, rhythm and melody, while learning to accompany their singing with a variety of instruments.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study-5>

Physical Education (PE)

At Kelvin Grove we aim to deliver two hours of PE a week to every class from year 1 through to Year 6. Reception also takes part in a weekly PE lesson.

We believe that PE, experienced in a safe and supportive environment is a vital contributor to a pupil's development and self-esteem.



Our PE lessons cover a variety of activities including Dance, Gym, Athletics and Games. The activities within lessons are rotated on a half termly basis following the PE LTP. Our LTP is adjusted on a termly basis where needed, to co-inside with other sporting activities which may be taking place within that term.

We have the use of the main hall, the community room and the playground. The halls are timetabled for use to enable each class specific areas/equipment to cover lessons. The playground does not get timetabled due to weather conditions and use is dependent upon teacher/lesson and weather.

As we are part of the School Sports Partnership we are involved in a varied and extensive programme of events throughout the year to which we encourage as many children to participate as possible.

Swimming – Our children take swimming lessons when they reach Year 5 and attend Gateshead Leisure Centre for the full Year. They receive a 45 minute swimming lesson with a qualified swimming coach. As we are part of the ASA swimming charter, this enables the assessment of children's progress using swimming passports. Our Year 6 children attend swimming for the last half of the Summer Term following SATs.

Sports Clubs – We run an extensive selection of sporting clubs within school, these take place either on lunchtime or after school. They are run either by coaches or staff members.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

Personal, social, health education (PSHE) is a vital part of our children's education. Our children obtain the skills and understanding they need to make good choices in their lives. We think it is important that this involves all people involved in that child's life: teachers, family and their peers. We promote British democratic values, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We consider this a strength of Kelvin Grove due to our rich multicultural make up. Many aspects of the PSHE curriculum are taught through our Religious Education lessons where we celebrate our diverse range of beliefs.

We challenge our pupils to consider big issues such as 'Why should rainforests be important to us?' and 'Is renewable the answer to energy in the 21st century?' through termly topics where children debate matter that are important to them.



There is a dedicated PSHE/ British Values session each week which follows The PSHE Association scheme of work.

We have a dedicated Family Support Worker who delivers a *Kidsafe* anti-bullying program. This is designed to equip children with the skills needed to protect themselves and speak out if they feel exposed to abuse, online bullying or adult digital content. The Family Support Worker also delivers a nurture group programme. Children are highlighted as vulnerable, e.g. self-esteem, friendship issues or behavioural needs.

At lunchtimes we have trained Year 6 Peer Mediators to support in issues of conflict and friendship.

Kelvin Grove Provides a dedicated School Counselling service which offers a drop in service and small group sessions.

We promote a healthy and active lifestyle in collaboration with cycling charity Sustrans. Children take part in a varied diet of activities on bikes and scooters developing their proficiency in riding, learning cycle maintenance skills and taking part in cycling competitions. Children are always encouraged to take their safety seriously and cycling helmets are provided to all children taking part in activities.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Gateshead. Religious Education (RE) is taught to all children except those who are withdrawn by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>



Humanities

We use topics or themes to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each unit is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Each topic is framed by an enquiry question which the children work together to explore, for example Year 3 local history study, “Who was to blame for the Bensham Tram Crash?”

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Trips and Visits

We are very lucky to live in the North East of England, which is an area rich in history with a wealth of locations and venues that have specific links to many of our history and geography topics. A number of trips are organised throughout the year for each year group from Reception to Year 6 to support and extend the learning in Foundation Subject topics. Visits to Segedunum, Bede’s World, Bamburgh and Beamish are arranged to give pupils the experience of living in Roman, Anglo Saxon and Victorian times, whilst our local area of Bensham, Saltwell Park and NewcastleGateshead Quayside enhance the learning in topics such as the Bensham Tram Crash, the Victorians, Habitats and Rivers. There are also visits to the coast, country parks and botanic gardens to enable pupils to explore habitats, coastlines and topics such as Robin Hood and The Rainforest. We also visit many of the local museums and art galleries (such as the Great North Museum, Laing Art Gallery, Shipley Art Gallery, The North East Aircraft Museum, The Grace Darling Museum) to observe and take part in workshops to enhance learning in art, history, science and topic work.

There is also a yearly 3-day residential trip for Year 6 pupils to Duke’s House Wood or Ford Castle, where they take part in outward bound and teambuilding activities.



KELVIN GROVE PRIMARY SCHOOL

Long Term Curriculum Plan

Key Stage 1 Year 1

Theme	THEMES					
	Autumn		Spring		Summer	
Theme	How can we keep the Little Pigs safe?	Is the iPad more fun than Grandma and Grandad's old toys	Why can't a meerkat live in the North Pole?	Why are Florence Nightingale and Edith Cavell famous?	Let's build a flying machine!	School Twinning: What's it like where you live?
History		<ul style="list-style-type: none"> Changes within living memory. 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	
Geography			<ul style="list-style-type: none"> World Maps People who live in hot and cold countries How the seasons and weather effects people Features of hot and cold places 	<ul style="list-style-type: none"> Seasonal and daily weather patterns in the UK (Science Link) 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries 	<ul style="list-style-type: none"> UK Map Local study: our school, grounds and the key human and physical features of its surrounding environment Compass directions, locational language & Map work

Science	Everyday Materials	Light (shadows)	Animals including Humans	Seasonal Changes	Plants	Forces 'Push' and 'Pull'
Computing	Block: 1 Explore Computing: Algorithms E-Safety: Physical aspects of safety	Block: 5 Search Computing: What Is the internet? E-Safety: Internet – Good and bad.	Block:3 Communicate Computing: Simple graphics – images and shapes E-Safety: Logging in	Block:2 Control Computing: Controlling a device E-Safety: Avatars	Block:4 Share Computing: Operating systems E-Safety: Respecting work	Block:6 Game Computing: Simple simulations E-Safety: Game ratings
Art	Weaving (textiles) Rubbing of building materials (colour)	RE Rangoli Patterns (Drawing) Fire Work display (Chalk pastels) Snowman (Clay)	Colour mixing Hot and Cold Colours (Painting) Leaf Rubbings (Autumnal colour)	?? (Painting) ?? (wax crayons)	Model Making (2D and 3D images)	
Design & Technology						
Music	In the Groove (Blues, Latin, Folk, Baroque, Bhangra)	Little Angel gets her Wings (General Christmas)	Hey You! (Old School Hip Hop)	Rhythm in the way we walk. Banana Rap (Reggae, Hip Hop)	Round and round (Latin Bossa Nova, big Band Jazz, Mash-Up, Latin)	Reflect, rewind and replay (Western Classical Music)
PE/ Dance	Dance Gym	Games Gym	Dance Gym	Games Gym	Games Dance	Games Dance
RE	What is life like in a Christian family? Christianity	What is special about light? Judaism/Hinduism/Christianity	What makes us special?	Why is Jesus special? Christianity	What can we learn from special stories? Christianity/Hindu	Why do people go to Church? Christianity
PSHE&C	Going for Goals	Say no to Bullying (National anti-bullying week)	New beginnings Getting on and falling out	Good to be me	Relationships	Changes
MfL	Colours	Introduction	Introduction	Colours	Transport	Transport

		Numbers to 10	Numbers to 10			
Visits/ Visitors	<i>Visitor to school Community Police Or Tent building in Saltwell Park Seven Stories</i>	Cenotaph Local Church	St Mary's Lighthouse	Thornley Woods	Sunderland Air Museum	Penshaw Monument

Key Stage 1 Year 2

	THEMES					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Which inventions could we not live without?	How can pirates find their treasure?	Where would you prefer to live: England or China?	What was it like when the Queen came to the throne in 1953?	Why was Grace Darling awarded a medal?	Why do we love to be beside the seaside?
History	<ul style="list-style-type: none"> Significant historical events in own locality 			<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. 	

Geography		<ul style="list-style-type: none"> Compass directions, locational language & Map work Devise a simple map using basic symbols in a key Geog vocab - rural 	<ul style="list-style-type: none"> Contrasting UK with a non-European country. Physical and human features World Maps 	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 		<ul style="list-style-type: none"> Compass directions, locational language and routes on a map Aerial photos to identify basic physical and human features on a map Geog vocab – coast and towns
Science	Circuits	Uses of Everyday Materials	Animals including Humans	Living Things	Habitats	Plants
Computing	Block:3 Control Computing: Combine and publish E-Safety: Fake users	Block:5 Search Computing: Search engine E-Safety: Fake internet	Block: 1 Explore Computing: Bee-bots E-Safety: Physical safety	Block: 4 Share Computing: Algorithms – Review and debug E-Safety: Ownership and Copyright	Block:2 Control Computing: Logical reasoning E-Safety:	Block:6 Game Computing: Multimedia work E-Safety: Email purpose
Art	Watercolour silhouette, (Painting) Collage-fire, colour, wool wrappings (Collage)	Portraits (Drawing)	Chinese Art (Painting) Lucky money wallets (Textiles)		Grace Darling Backgrounds for film set (Printing & Collage)	
Design & Technology						
Music	Hands, Feet, Heart (South African)	Little Angel gets her Wings (Christmas)	Glockenspiel Stage 1 (Basic Instrumental Skills)	I Wanna Play in a Band (Rock)	Zootime (Reggae)	Reflect, Rewind and Replay (Western Classical)

	Styles)					Music)
PE/ Dance	Dance Gym	Games Gym	Dance Gym	Games Gym	Games Dance	Games Dance
RE	Why is God important? Judaism/ Hinduism/ Christianity/ Islam	How do we celebrate special times? Hinduism/ Islam/ Judaism/ Christianity	Who is our role model? Judaism/ Christianity/ Islam	What is life like in a Jewish family? Judaism	Why is Joseph special? Judaism	How can I help people around me? Christianity/ Judaism
PSHE&C	New beginnings Getting on and falling out	Say no to Bullying (National anti-bullying week)	Going for Goals	Good to be me	Relationships	Changes
MfL	French geography Revision of Year 1 material	Christmas (language and traditions)	Family	Family	The beach	The beach
Visits/ Visitors	Gateshead	Rising Sun	China Town	Warkworth Castle		

Key Stage 2 Year 3

	THEMES			
	Autumn	Spring		Summer
Theme	Stone Age to Iron Age Who first lived in Britain?	Ancient Greece Why has Greece always been in the news?		Water Why is the Tyne so important to Newcastle/Gateshead?
History	Changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, eg Skara Brae Bronze Age religion, technology and travel, eg Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	Ancient Greece – a study of Greek life and achievements and their influence on the western world		
Geography		<ul style="list-style-type: none"> Locational Knowledge Key features & characteristics Human & Physical Geog Geographical Skills 		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 Rivers – local study of Tyne. Re-development trade links

					aspects have changed over time.	
Science	Rocks	Animals including humans	Forces	Magnets	Light	Plants
Computing	Block:3 Communicate Computing: Digital Canvas E-Safety: Online communication	Block:4 Share Computing: Audio manipulation E-Safety: Copyright	Block:1 Explore Computing: Bee-bot mazes E-Safety: Powerful passwords	Block: Control 2 Computing: Execute and Debug E-Safety: Netiquette - email	Block:5 Search Computing: Searches to sort E-Safety: Purposeful research	Block:6 Computing: Logical reasoning E-Safety: Age ratings
Art	DT??	Prints on fabrics				
Design & Technology		Food				
Music	Three Little Birds (Reggae)	Ho Ho Ho (Christmas, Big Band, Motown, Elvis)	Glockenspiel Stage 2 (Basic Instrumental Skills)	Benjamin Britten – There was a Monkey (Reggae, R&B, Western Classical Music)	Let Your Spirit Fly (R&B, Western Classical, Michael Jackson, Motown, Soul)	Reflect, Rewind and Replay (Western Classical Music)
PE/ Dance	Gym Swimming	Games Swimming	Dance Gym	Games Gym	Athletics Dance	Athletics Outdoor and adventurous
RE	Who made the world? Christianity/Islam/Hinduism/ Judaism	What signs and symbols are important? Judaism/ Islam/Hinduism/ Christianity	What do Hindus believe about God? Hinduism	How did Jesus change the lives of people he met? Christianity	Why are promises important? Judaism/ Christianity	Which stories are important to Muslims? Islam
PSHE&C	New beginnings	Say no to Bullying (National anti-	Going for Goals	Good to be me	Relationships	Changes

	Getting on and falling out	bullying week)				
MfL	Animals	Animals French buildings and places	Classroom instructions Numbers to 30	Time Weather	Months	Birthdays
Visits/ Visitors				Newcastle/ Gateshead Quayside		

Key Stage 2 Year 4

2016/17 3H 3/4M 4H

	THEMES		
	Autumn	Spring	Summer
Theme	Romans Why were the Romans so powerful and what did we learn from them?	Volcanoes, earthquakes & Tsunamis What makes the Earth angry?	Local History Who was to blame for the Bensham tram crash?
History	The Roman Empire and its impact on Britain This could include: <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance e.g. Boudicca "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, 		A local history study (Romans) For example: <ul style="list-style-type: none"> A depth study linked to one of the British areas of study listed above A study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Bensham tram crash

	including early Christianity					
Geography			<ul style="list-style-type: none"> 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) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earth quakes, and the water cycle 		Map skills UK <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe feature studied. 	
Science	Electricity	Sound	States of Matter	Animals including Humans	Living Things	Habitats
Computing	Block:5 Search Computing: Use Digital content E-Safety: Search engines	Block: 3 Communicate Computing: Make Digital content E-Safety:	Block: 1 Explore Computing: Inputs and outputs E-Safety: Usernames and passwords	Block: Game 6 Computing: Create a game E-Safety: Acceptable use policy	Block:4 Share Computing: Blogging E-Safety: Copyright images	Block:2 Control Computing: Sensors E-Safety: Netiquette - text
Art	Roman Art Mosaic (sculpture/ 3D materials)	Design and make a Roman Shield (Painting/ experimentation)	Painting on fabric (Textiles)	Overlapping and layering (Collage)	Collect photos on a theme, develop awareness of mood, emotions, feelings (Photography)	Local environment images (Printing)
Design & Technology	Armour		Mechanisms, cams and pulleys		Models of tram crash	
Music	Mamma Mia	Five Gold Rings	Glockenspiel Stage	Benjamin Britten –	Lean on Me	Reflect, Rewind and

	(ABBA)	(Christmas)	3 (Basic Instrumental Skills)	Cuckoo (Western Classical Music, Folk, Big Band Jazz)	(Gospel)	Replay (western Classical Music)
PE/ Dance	Gym Games	Games Dance	Dance Gym	Games Gym	Athletics Swimming	Athletics Swimming
RE	Which celebrations are important to Hindus? Hinduism	What special journeys do people make? Christianity/ Islam/ Hinduism	Why is Prophet Muhammad (PBUH) special? Islam	Why is Easter important to Christians? Christianity	Which books have special meaning for people? Christianity/ Islam/ Judaism	How do the beliefs of a Christian affect their life? Christianity
PSHE&C	New beginnings Getting on and falling out	Say no to Bullying (National anti-bullying week)	Going for Goals	Good to be me	Relationships	Changes
MfL	Places	Places French celebrations	Numbers and time French celebrations	Numbers and time	School subjects	School subjects
Visits/ Visitors						

Key Stage 2 Year 5

	THEMES		
	Autumn	Spring	Summer
Theme	Anglo Saxons (Smashing Saxons) Were the Anglo-Saxons really smashing?	Brazil/Rainforests Why is Brazil in the news again? Why should rainforests be important to us?	Ancient Egypt What was the wonder of Ancient Egypt?
History	Britain's settlement by Anglo-Saxons and Scots This could include: <ul style="list-style-type: none"> • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne. 		The achievement of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt; the Shang Dynasty of Ancient China.
Geography		<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. • Types of settlement and land use, economic activity including trade 	

			links, and the distribution of natural resources including energy, food, minerals and water.			
Science	Animals including humans	All Living Things	Forces	Properties of Materials	Changes in Materials	Earth & Space
Computing	Block:4 Share Computing: Combine and create E-Safety: Extended copyright	Block:3 Communicate Computing: Film E-Safety: Posting Politely	Block: Game 6 Computing: Develop an application E-Safety: Right to be protected	Block:1 Computing: Modelling E-Safety: User names	Block:2 Control Computing: Data logger E-Safety: Message abbreviations	Block:5 Search Computing: Evaluate websites E-Safety: Accurate information
Art			Landscapes (Painting)	Animals (Collage)	Making Death Masks (Drawing) Clay Cartouche	? (Sculpture)
Design & Technology	Cooking/fire	Water collection product	Water collection product?		Pyramids Irrigation (water channels)	
Music	Don't Stop Believin' (Rock)	Five Gold Rings` (Christmas)	Classroom Jazz 1 (Jazz)	Benjamin Britten – Tragic Story (Western Classical Music, Blues, Trad Jazz)	Stop! (Grime, Classical, Bhangra, Tango, Latin Fusion)	Reflect, Rewind and Replay (Western Classical Music)
PE/ Dance	Games Gym	Gym Dance	Dance Swimming	Games Swimming	Athletics Outdoor and adventurous	Athletics Games
RE	How is Harvest celebrated in our community and around the world? Hinduism/Judaism/Chr	What is life like in a Hindu family? Hinduism	What does it mean to belong? Judaism/Islam/Christianity/Hinduism	What do people in our community believe? Christianity/ Islam. Hinduism/ Judaism	What is life like in a Muslim family? Islam	Why are some Churches in Gateshead different to others?



	Christianity					Christianity
PSHE&C	New beginnings Getting on and falling out	Say no to Bullying (National anti-bullying week)	Going for Goals	Good to be me	Relationships	Changes
MfL	Food and drink	Food and drink	Parts of the body French geography	Parts of the body French geography	Sport	Sport Traditional French products and symbols
Visits/ Visitors	Holy Island/ Bede's world		Sunderland Winter Gardens		Great North Museum	

Key Stage 2 Year 6

2016/17 5D 5/6W 6H

	THEMES					
	Autumn		Spring		Summer 1	Summer 2
Theme	Vikings Were the Vikings always vicious and victorious?		Energy Is renewable the answer to energy in the 21st century?		Leisure and Entertainment	
History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					British History Beyond1066 Leisure and entertainment in the 20 th Century
Geography			Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Science	Light	Animals including Humans	Electricity	Living Things and Habitats	Evolution	Inheritance
Computing	Block:5 Search Computing: Sophisticated searches E-Safety: Inappropriate searches	Block:3 Communicate Computing: Presentation E-Safety: Positive posts	Block: Program 1 Computing: Control a system E-Safety: Online profile and portfolio	Block:2 Control Computing: Writing programs E-Safety:	Block:4 Share Computing: Databases E-Safety: Validating websites	Block:6 Game Computing: 3D Games E-Safety: Online presence
Art	(Drawing)	(Sculpture, 2D & 3D images)	Exploring images (Printing)	Recycled Art (Collage)	Design shapes, tie-dyes, batiks)	(Painting) Or photography

					(Textiles)	project??
Design & Technology			Weaving		Weaving	
Music	Livin' on a Prayer (Rock)	Benjamin Britten – New Year Carol (Bhangra, Gospel, Western Classical Music)	Classroom Jazz 2 (Jazz, Latin, Blues)	Fresh Prince of Bel Air (Hip Hop)	Make you Feel my Love (Pop Ballads)	Reflect, Rewind and Replay (Western Classical Music)
PE/ Dance	Games Swimming Outdoor and adventurous (residential)	Gym Swimming	Dance Gym	Games Dance	Athletics	Athletics Swimming
RE	What can we learn about the Jewish community in Gateshead? Judaism	Which celebrations are important to Muslims? Islam	What does it mean to forgive? Christianity	Which celebrations are important to Christians? Christianity	Why are places of worship important? Christianity/ Islam. Hinduism/ Judaism	What is my role in the world around me? Christianity
PSHE&C	New beginnings Getting on and falling out	Say no to Bullying (National anti-bullying week)	Going for Goals	Good to be me	Relationships	Changes
MfL	Clothing	Clothing	The home	The home	In the town	In the town
Visits/ Visitors	Ouseburn – City Farm					