



# Curriculum Recovery

Strategic Plan

March 2021

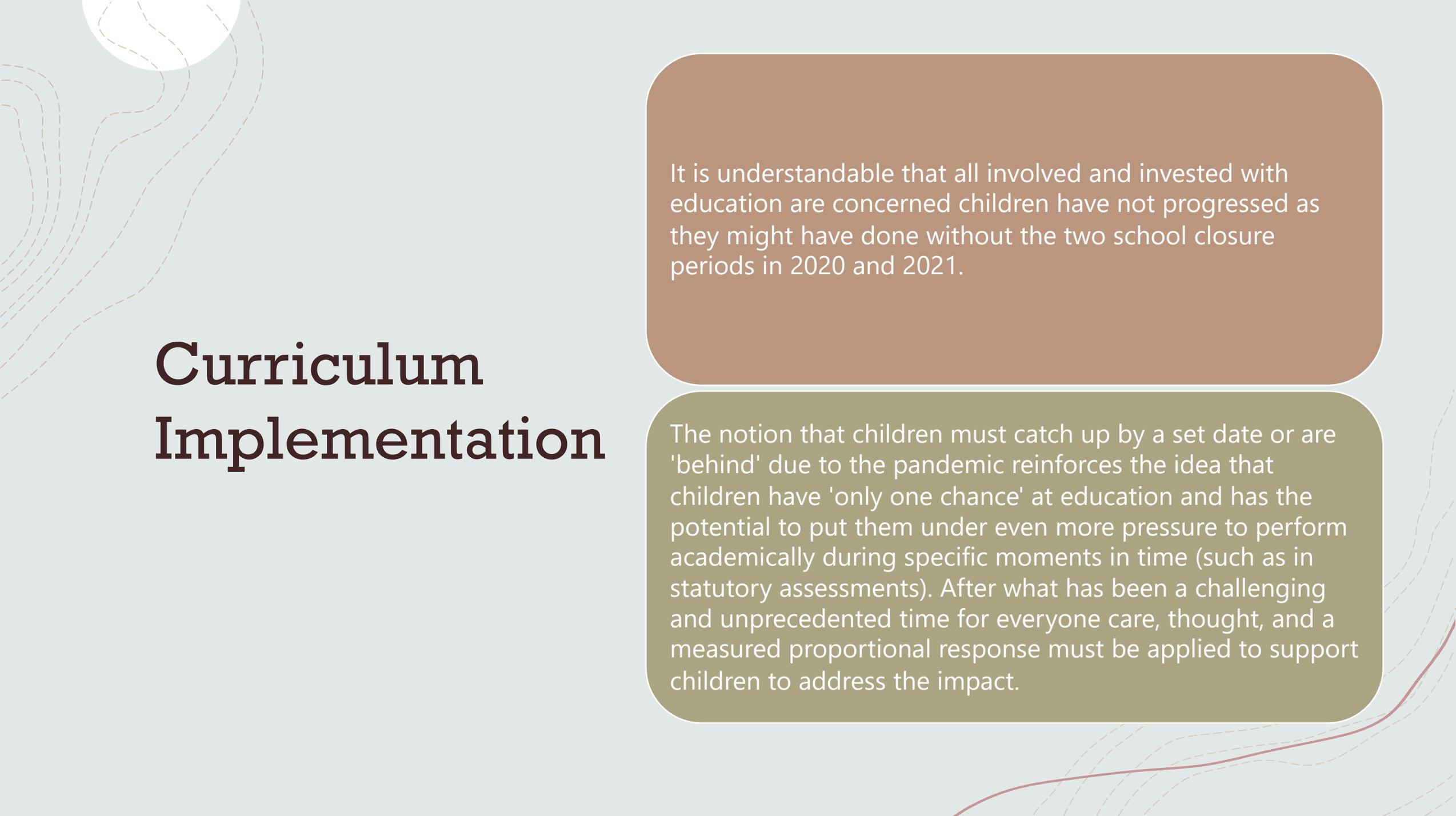
# Self Evaluation

## **Context:**

**Fountains CE Primary School and Grewelthorpe CE Primary School** are voluntary controlled schools serving the village of Grantley and Grewelthorpe and outlying farms. We also take pupils from other local villages and a small minority from Ripon. The number on roll is currently 94 in Fountains and 97(including Nursery) in Grewelthorpe. The Headteacher took up post in January 2019 following an interim Headteacher for 1 term in the Autumn 2018. This member of staff then took up the position of senior teacher in charge at Fountains. Subject leader responsibilities have been developed across the Federation. Fountains School was awarded a 'Good' judgement by Ofsted in December 2019.

At Fountains 98% are white British, 2% ethnically mixed. We have 8% of pupils with SEND which is lower than the National, we have 4% of pupils in receipt of free school meals which is also lower than the National figure and 5 children eligible for PP funding. At Grewelthorpe, we have 5% FSM, 9% SEND and 5% PP.

The schools have a caring family and Christian ethos. They are well supported by the local community and there is a strong partnership between the school and the church. Within the context of active Christian belief and practice, we promote a sense of personal responsibility and strongly encourage respect for others as well as developing a sense of spirituality within the individual. Each week a visitor takes Collective Worship which is currently in video format, this includes members of the clergy but also friends of the Church and Foundation Governors. The remaining Collective Worship is led by staff and children themselves. Collective Worship is planned in conjunction with pupils, staff, Foundation Governors and members of the PCC and reflects the Anglican traditions as well as global citizenship.



# Curriculum Implementation

It is understandable that all involved and invested with education are concerned children have not progressed as they might have done without the two school closure periods in 2020 and 2021.

The notion that children must catch up by a set date or are 'behind' due to the pandemic reinforces the idea that children have 'only one chance' at education and has the potential to put them under even more pressure to perform academically during specific moments in time (such as in statutory assessments). After what has been a challenging and unprecedented time for everyone care, thought, and a measured proportional response must be applied to support children to address the impact.

# Curriculum Improvement

During the last 18 months we have been implementing our new school curriculum. We have built our curriculum on the key principles identified by research findings from cognitive science that effectively supports pupils' learning of knowledge and skills. Our main focus has been establishing the systematic building of essential knowledge in each subject, including foundation subjects.

This systematic approach has included:

- Planned sequenced units of work with agreed key knowledge priorities for each age group in each subject.
- Deliberate practice to develop fluency and deepen learning.
- Spaced recalls and revisits utilising a wide range of assessments including low stake quizzes to help pupils embed knowledge in their long-term memory.
- Further developing our leaders, subject leaders and teachers monitoring and evaluative skills, during this year, by introducing a monitoring template that will support the monitoring and evaluation of the curriculum.
- Templates will support leaders and teachers monitoring and evaluation of planning, lessons and assessment providing evidence of the impact of the implementation of the curriculum on the quality of education.

During the autumn term supporting children's return to school after the pandemic was the main priority. We will focus on supporting pupils' mental health through that will include personal development and well-being strategies that will foster children's confidence in living with the virus and addressing pupils' learning loss from school closure.

Ensuring "catch up" in English and Maths has been the first priority in the autumn term. Our planned programmes of "catch up" support will be based on our agreed approaches to systematically build knowledge and support pupils to remember more essential knowledge and develop greater fluency in their work. We will return to embedding and deepening the implementation of foundation subjects in the summer term 2021 ensuring a quality education for all pupils in all areas.

# Background to recovering learning loss

The research about the impact on pupils' learning loss as a result of the closure has informed our strategic recovery curriculum.

## MAIN RESEARCH FINDINGS:

- There is stalling or learning loss in reading and maths, but learning loss is greater in maths.
- Research into learning loss of disadvantaged pupils during the 6 weeks summer break showed a decline in spelling and it was typically caught up in 7 weeks (Shinwell et al 2017).
- Pupils in KS2 make the most progress in learning maths, reading and writing during the summer term and least during the autumn term (DFE 2011).
- There is contradictory research evidence on the impact of closure on learning loss in relation to different subjects and age groups. However, main findings show the summer holidays have an impact on most pupils' learning progress. Pupils' from disadvantaged backgrounds are particularly affected. Although learning loss for different subjects has mixed results there does seem to be less loss in reading because it is easier for pupils to practice at home. There also seems to be greater learning loss for younger children.

# Remote Learning

Please see our Remote Learning Plan, Policy and Catch-Up Strategy which is saved on the school website:

[https://www.grantleyfountains.co.uk/MAP.aspx?pid=Learning\\_en-GB&aid=nn\\_318697695\\_259761068](https://www.grantleyfountains.co.uk/MAP.aspx?pid=Learning_en-GB&aid=nn_318697695_259761068)

[https://www.grewelthorpeschool.co.uk/MAP.aspx?pid=Learning\\_en-GB&aid=nn\\_318698302\\_259760947](https://www.grewelthorpeschool.co.uk/MAP.aspx?pid=Learning_en-GB&aid=nn_318698302_259760947)

Parent Survey Results:	Fountains	Grewelthorpe
Has the school provided daily remote learning for all children?	100%	96%
Has there been enough work set for 3-4 hours of work per day?	96%	88%
Has the teacher provided a Teams call daily for all children?	100%	100%
Has the school set work in a range of curriculum subjects?	100%	92%
Do you feel that the school has addressed any issues/concerns raised?	100%	92%
Have the daily Teams calls provided support for the children's well-being as well as academic support?	100%	88%
How useful have the Sporting Influence newsletters been?	Somewhat 33% Neutral 67%	Somewhat 38% Neutral 54% Not useful 7%
Has the school provided a daily act of collective worship?	100%	88%

# Returning to school

When children return to school our first priority is settling them into school, supporting their mental health and establishing routines and learning behaviours for face to face learning. We know emotional security and stability alongside the right attitude and behaviors are prerequisites to learning.

The key focus for us is to make sure children know and remember the important knowledge from this year's curriculum by the end of the school year. We will help our children build this knowledge systematically through carefully planned sequences. We will avoid overloading children's learning, or rushing too quickly through the curriculum. We will retain a broad and balanced approach that provides a positive learning experience helping our children to 'Believe, Learn and Flourish'. Focusing on the most important priority knowledge needed in each subject for each age group by the end of the school year is our key action.

Assessing knowledge retention from learning in the autumn term and from the most recent remote learning period all subjects through low stakes quizzes will inform planning for the remainder of the year.

A small number of children will benefit from more personalised and or specialist help and support during and beyond this academic year. Appropriate adults in school will work closely with children and families to make, monitor and evaluate this provision.

Wk Beginning	Pastoral focus/Behaviours for learning	Academic Focus
8 <sup>th</sup> March	<p>Welcome and settle. Routines and rhythm of each daily including COVID protocols. Behaviour for learning expectations – Federation agreement. Staff behaviour checklist.</p>	<p><b>Phonics (EY/KS1)</b> –Revisit and Recap week of expected journey from last 8 weeks while also starting individual assessments (Yr1 to do phonics sounds assessments of all phase 3 &amp; 5 sounds plus phonics screening from 2018). Look at individual programmes for those not kept up during 8 weeks remote learning</p> <p><b>English Read /Write</b> KS1 and LKS2 listen to all readers. Update phonics tracker. Daily short burst writing revisiting and recapping key knowledge from 8 week lockdown. Reading continue with themes covered remotely. Ensure tasks allow sufficient evidence to support teacher assessment for end of term. Build writing stamina focusing on fluency and accuracy of transcription – think, say, write, read.</p> <p><b>Maths</b> – Recall and revisiting of maths learning from the 8 week remote learning period. If needing to prioritise do so on basis of 6 Ready to progress strands of number and place value, number facts, calculation, fractions, geometry. If time allows recall and revisit any new year group knowledge taught at end of autumn that has not been revisited in the 8 week remote learning period.</p>
15 <sup>th</sup> March	<p>Ongoing reinforcement of behaviour for learning expectations. Individual support for any children with specific anxieties, concerns. Immediate follow up on non-attendance.</p>	<p>Hodder Assessments Yr1/2 likely to need ,multiple sessions due t delivering assessments I small groups. KS2 likely to just need 1 session per assessment and therefore likely to have time to continue with assessment as in weeks above. Staff identified to mark and input PIRA and PUMA scores to allow for question level analysis and intervention sequence identification</p>
22 <sup>nd</sup> March	<p>Ongoing reinforcement of behaviour for learning expectations. Individual support for any children with specific anxieties, concerns. Immediate follow up on non-attendance.</p>	<p>Foundation Subject quizzes from Autumn, Spring term to assess gaps in key knowledge priorities.</p>

## Summer term

### Fountains

Yr 1 & 2: 2.5 afternoons a week (5 hours). 35 hours per half term.

Yr 3 & 4: 2.5 afternoons a week (5 hours). 35 hours per half term.

Yr 5 & 6: 2.5 afternoons a week (5 hours). 35 hours per half term.

HA = History and Art

SD = Science and DT

### Summer 1

#### Grewelthorpe

Yr 1 & 2: 3 afternoons a week (6 hours). 42 hours this half term.

Yr 3 & 4: 2 afternoons a week (4 hours). 28 hours this half term.

Yr 5 & 6: 2.5 afternoons a week (5 hours). 35 hours this half term.

	<b>Week 1</b> <b>12.04.21</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b> <b>24.05.21</b>
<b>Fountains</b>	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : Comp <u>Yr 5&amp;6</u> : Comp
<b>Grewelthorpe</b>	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : HA <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : HA	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : HA <u>Yr 5&amp;6</u> : Comp

## Summer term

Subjects to combine together or block: **History, Geography, Art, DT, Science & Computing**

Weekly taught subjects: **PSHE, PE, RE, French & Music**

<b>Reception</b>	<b>Monday (GW)</b>	<b>Block</b>	
	<b>Tuesday (GW)</b>	<b>Block</b>	PE - AM
	<b>Wednesday (GW)</b>	<b>Block</b>	
	<b>Thursday (KP/RH)</b>	<b>PE / French</b>	GW - PPA
	<b>Friday (GW)</b>	<b>PSHE/ RE/ Music</b>	
<b>Year 1 &amp; 2</b>	<b>Monday (Forest Sch)</b>	Forest School	NM - PPA
	<b>Tuesday (NM)</b>	<b>Music / Block</b>	PE - AM
	<b>Wednesday (NM)</b>	<b>Block</b>	
	<b>Thursday (NM)</b>	<b>Block</b>	
	<b>Friday (TBD)</b>	<b>RE/ PSHE / PE</b>	
<b>Year 3 &amp; 4</b>	<b>Monday (TBD)</b>	<b>PE/ Music /PSHE</b>	
	<b>Tuesday (TBD)</b>	<b>French/ PE</b>	PE - PM
	<b>Wednesday (AL)</b>	<b>RE/ Block</b>	
	<b>Thursday (AL)</b>	<b>Block</b>	
	<b>Friday (AL)</b>	<b>Block</b>	
<b>Year 5 &amp; 6</b>	<b>Monday (KB)</b>	<b>Block</b>	
	<b>Tuesday (KB)</b>	<b>PE / PSHE/ Music</b>	PE - PM
	<b>Wednesday (KB)</b>	<b>RE/ Block</b>	
	<b>Thursday (RH/KP)</b>	<b>French / PE</b>	KB - PPA
	<b>Friday (KB)</b>	<b>Block</b>	

## Summer 2

### Grewelthorpe

Yr 1 & 2: 2 afternoons a week (4 hours). 28 hours this half term.

Yr 3 & 4: 3 afternoons a week (6 hours). 42 hours this term.

Yr 5 & 6: 2.5 afternoons a week (5 hours). 35 hours this half term.

	<b>Week 1 07.06.21</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7 19.07.21</b>
<b>Fountains</b>	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : Comp <u>Yr 5&amp;6</u> : Comp	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Comp <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Comp <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD
<b>Grewelthorpe</b>	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : Comp <u>Yr 5&amp;6</u> : Comp	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : Comp <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Sci <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Comp <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Comp <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Comp <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD	<u>Yr 1&amp;2</u> : Comp <u>Yr 3&amp;4</u> : SD <u>Yr 5&amp;6</u> : SD

**Summer term**

Subjects to combine together or block: **History, Geography, Art, DT, Science and Computing**

Weekly taught subjects: **PSHE, PE, RE, French & Music**



<b>Nursery &amp; Reception</b>		Follow their own plan.	
<b>Year 1 &amp; 2</b>	Monday (KH)	Block	
	Tuesday (NT)	PSHE / RE	PE – AM KH - PPA
	Wednesday (KH)	Block	
	Thursday (KH)	Block	
	Friday (KH)	French / Music / PE	
<b>Year 3 &amp; 4</b>	Monday (MG)	Block	
	Tuesday (Forest Sch)	Forest School	
	Wednesday (HB/WW)	RE / PE / PSHE	
	Thursday (MG)	Block	
	Friday (RH)	French / Music / PE	MG - PPA
<b>Year 5 &amp; 6</b>	Monday (AB)	Block	
	Tuesday (AB)	Block	
	Wednesday (WW/HB)	PE / RE	AB - PPA
	Thursday (AB)	PSHE/ Block	
	Friday (AB)	French / Music / PE	

# Key Knowledge Priorities for Summer Term....

History	
NC descriptors	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
Key Knowledge Priorities	<p>Captain Cook was alive 300 years ago                      He was born in Yorkshire and became a sailor                      He visited and mapped the coast of New Zealand and Australia                      He introduced rules on board his ships that kept sailors healthy</p> <p>Neil Armstrong was also an explorer.                      He was an astronaut.                      He was the first person to walk on the moon in 1969 .</p>

Art	
NC descriptors	Drawing - People and Portraits
Key Knowledge Priorities	<p>How to produce different lines/hash/shading/dots/wavy/vertical/horizontal</p> <p>Proportions of the face                      What a portrait is.                      Why portraits were important (Link to portraits of Captain Cook and natives of the islands)</p>

RE	
NC descriptors	(UC) 1.4 GOSPEL What is the Good news Jesus brings?
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>• Christians believe Jesus brings good news for all people.</li> <li>• For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>• Christians believe Jesus is a friend to the poor and friendless.</li> <li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>

KS1  
Summer1

Science	
NC descriptors	<p><b>Plants</b> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Seasonal Changes</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>• Know that all plants need light from the sun to grow well. Some plants need more light than other plants.</li> <li>• All plants need water to grow.</li> <li>• Plants make their own food in their leaves using sunlight.</li> <li>• Some plants like warmer temperatures, others like cooler temperatures.</li> <li>• Name and order the four seasons</li> <li>• Describe the weather in each of the seasons.</li> <li>• Know that the length of daylight is longer in Summer and shorter in Winter.</li> </ul>

Science	
NC descriptors	<p><b>Living things and their habitats</b> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things.</p> <p>Pupils might work scientifically <u>by</u>: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (<u>e.g.</u> grass, cow, human). They could describe the conditions in different habitats and micro-habitats</p>
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>• Life processes are the things that all living things do. They move, breathe, have senses, grow, make babies, get rid of waste and get their energy from food.</li> <li>• Living things have all the life processes.</li> <li>• Things that are dead were once living. They had all the life processes but don't now.</li> <li>• Things made from metal, plastic or rock were never living. They never had the life process.</li> <li>• A food source is the place a living thing gets its food from.</li> <li>• A food chain shows how each animal gets its food.</li> </ul>

RE	
NC descriptors	(NY) 1.7 How should we care for the world and for others, and why does it matter?
Key Knowledge Priorities	<p><u>Recognise</u> symbols of belonging from their own experience (A3) Recognize symbols of belonging for Christians (A3) Recognize symbols of belonging for Jews or Muslims (A3) Think about why symbols of belonging matter to believers (A3) Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1).</p>

# Weekly lessons...Key Knowledge Priorities

KS1

PSHE

Feeling special and safe; Being part of a class; Rights and responsibilities; Rewards and feeling proud; Consequences; Owning the Learning Charter  
Keeping myself healthy; Healthier lifestyle choices; Keeping clean; Being safe; Medicine safety/safety with household items; Road safety; Linking health and happiness

PE

Sporting Influence – athletics.  
Fielding & striking games.

ICT

- Unit 2.6 - Creating pictures

Music

Scheme: Charangha Music -Year1 Units Summer 1 and 2

Know that there are different styles of music

Sing a song by heart

Know that the pulse is the steady beat of the music

Play an instrument along to a song

Be able to listen and appraise a piece of music

Be able to find the pulse and move to the pulse

Clap a rhythm

MFL

Counting to 10, Colours, Face parts.

History	
NC descriptors	The achievements 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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>The Ancient Egyptian civilization lived 5000 years ago.</li> <li>For 3000 years they were ruled by Pharaohs.</li> <li>The last Pharaoh in Egypt before the Romans was Cleopatra.</li> <li>Tutankhamen was known as the boy king after his tomb was discovered in 1922</li> <li>Egyptians were one of the first civilizations to use writing</li> <li>They worshiped many Gods.</li> <li>They lived by the River Nile - which provided fertile land for growing crops.</li> </ul> <ul style="list-style-type: none"> <li>VOCAB</li> <li>Archaeologist</li> <li>Pharaohs</li> <li>Hieroglyphs</li> <li>Vizier (Powerful position)</li> <li>Scribe</li> <li>Sarcophagus</li> <li>Mummy</li> <li>Papyrus</li> <li>Scarab</li> </ul>

Art	
NC descriptors	Sketchbooks –People and portraits Contemporary art
Key Knowledge Priorities	<p>To improve mastery of drawing in the context of pencil drawings. I can draw details carefully. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. I can use my sketchbook.</p> <p>VOCAB Refine explore experiment media materials techniques Line, pattern, texture, form, eyelashes, nostrils, eyebrows, scars, freckles, piercings, hairs, wrinkles, blemishes, ears, creases, <u>self portrait</u>.</p>

RE	
NC descriptors	L2.4 UC Gospel What Kind of world did Jesus want?
Key Knowledge Priorities	<p>Identify gospels that teach about Jesus Link between the calling of the <u>first</u> disciples and how Christians today follow Jesus. Offer suggestions about what Jesus's actions towards the lepper may. <u>Christians</u> try to be like Jesus Christians believe Jesus shows them how to love and sets a standard for <u>Christians</u> to love by. Christians try to put his teachings into action.</p>

# LKS2 Sum 2

DT	
NC descriptors	Apply understanding of how to strengthen and reinforce structures Understand and use mechanical systems in their products
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>•use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>•generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>•Follow procedures for safety</li> <li>•Use a wider range of materials and components, including construction materials and kits, mechanical components</li> <li>•Measure, mark out, cut and shape materials and components with some accuracy</li> <li>•Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li> <li>•evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>•understand how key events and individuals in design and technology have helped shape the world</li> </ul>

Science	
NC descriptors	<p><b>Forces and magnets</b> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>- Forces are a push or pull.</li> <li>- Forces cause movement</li> <li>- Friction slows objects down</li> <li>- Magnets exert a force</li> <li>- the force exerted is a push or a pull and have names - attract and repel.</li> <li>- Magnets have two poles -like poles repel, opposite poles attract.</li> <li>- Some materials are attracted to magnets (magnetic) some are not.</li> </ul> <p>VOCAB: attract, repel, magnet, magnetic, push, pull, friction, pole,</p>

RE	
NC descriptors	L2.9 What can we learn from religions about deciding what is right and wrong?
Key Knowledge Priorities	<p><b>Big Questions:</b> How do we know what is right and wrong behavior? How does religion influence behavior? Why do people find it hard to be good? What is the golden rule? How can non-believers find guidance on being good?</p>

# Weekly lessons...Key Knowledge Priorities

## PSHE

Setting personal goals; Self-identity and worth; Positivity in challenges ;Rules, rights and responsibilities; Rewards and consequences ;Responsible choices; Seeing things from others' perspectives  
Exercise Fitness challenges; Food labelling and healthy swaps; Attitudes towards drugs ;Keeping safe and why it's important online and off line scenarios; Respect for myself and others; Healthy and safe choices

## PE

Fountains  
Sporting Influence – athletics  
Batting and fielding activities  
Grewelthorpe  
Sporting influence – Striking and fielding (Cricket with Mr Whitford)  
Athletics -• apply and try to improve existing running, throwing and jumping skills • show increasing control and co-ordination when running and performing a jump or throw • identify aspects of how a skill or technique has been performed and suggest ways to improve performance; • work effectively as part of a team.

## ICT

To recall the different parts that make up a computer

Vocab : Motherboard,, CPU, RAM, Graphics card, Network card, Monitor, Speakers, Keyboard, mouse.

## Music

Pulse and pitch

## MFL

Body parts, Jungle Animals, Days, Months, Sports.

History	
NC descriptors	<p>Britain's settlement by Anglo-Saxons and Scots  <b>Examples (non-statutory)</b>                      This could include:                      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 Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <b>Examples (non-statutory)</b>                      This could include:                      Viking raids and invasion                      resistance by Alfred the Great and Athelstan, first king of England                      further Viking invasions and Danegeld                      Anglo-Saxon laws and justice                      Edward the Confessor and his death in 1066</p>
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>-The Anglo-Saxons were made up of three tribes: The Angles, Saxons and the Jutes. They were a mix of tribes from Germany, Denmark and the Netherlands.</li> <li>-The Anglo-Saxons first tried invading in the 4th century, but the Roman army were quick to send them home again. Years later - around 450AD - the Ancient Romans left Britain, the Anglo-Saxons seized their chance and this time they were successful.</li> <li>-For a long time, England was not one country. Anglo-Saxon Kings ruled lots of small kingdoms across the land.</li> <li>-The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</li> <li>-The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</li> <li>-Many towns and villages still carry their Anglo-Saxon names today, including 'England' which comes from the Saxon word 'Angle-Land'.</li> <li>-The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed.</li> </ul> <p>-The Viking age in European history was from about AD700 to 1100. During this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.</p> <ul style="list-style-type: none"> <li>- In AD793 the Vikings famously attacked a monastery at Lindisfarne in Northumbria, north-east England. The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery.</li> <li>-The most important Viking British city was York, or Jorvik as it was known by the Vikings.</li> <li>-In the 9th century (800s), the English King Alfred the Great stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called Danelaw. The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully.</li> <li>-William (Duke of Normandy) was crowned King of England at Westminster Abbey on Christmas Day in 1066. This marked the end of the Anglo-Saxon rule.</li> </ul>

Art	
NC descriptors	<p>Sculpture                      Modernism</p>
Key Knowledge Priorities	<p>To draw details carefully. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. I can use my sketchbook.</p> <p><i>Use wires to create malleable forms</i>                      I can draw details carefully.</p> <p>To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. I can use my sketchbook.</p> <p>To investigate ways of creating 3D form, using clay and methods of attaching details.</p> <p><i>Build upon wire to create forms which can then be padded out</i>                      o improve mastery of art and design techniques, including sculpture in the context of modelling plants and flowers.</p>

RE	
NC descriptors	<p>UC U2.4 Christians and how to live: What would Jesus do?</p>
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>-Identify features of Gospel texts (for example, teachings, parable, narrative)</li> <li>-Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li> <li>- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>-Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</li> </ul>

DT	
NC descriptors	Apply understanding of how to strengthen and reinforce structures Understand and use mechanical systems in their products
Key Knowledge Priorities	<ul style="list-style-type: none"> <li>•use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at <b>particular individuals or groups</b></li> <li>•generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>•Follow procedures for safety</li> <li>•Use a wider range of materials and components, including construction materials and kits, mechanical components</li> <li>•Measure, mark out, cut and shape materials and components with some accuracy</li> <li>•Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li> <li>•evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>•understand how key events and individuals in design and technology have helped shape the world</li> </ul>

Science	
NC descriptors	<p><b>Forces</b> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Pupils should explore falling objects and raise questions about</p>
Key Knowledge Priorities	<p>-I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. -I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

RE	
NC descriptors	U2.7 What matters most to Humanists and Christians?
Key Knowledge Priorities	<p>-Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. -Describe some Christian and Humanist values simply. -Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. -Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>

# Weekly lessons...Key Knowledge Priorities

UKS2

PSHE

Planning the forthcoming year; Being a citizen; Rights and responsibilities; Rewards and consequences; How behaviour affects groups; Democracy, having a voice, participating  
Smoking, including vaping; Alcohol; Alcohol and anti-social behaviour; Emergency aid Body image; Relationships with food; Healthy choices; Motivation and behaviour

PE

Sporting Influence - athletics.  
Mr Powell - striking and fielding games (cricket and rounders)

ICT

Programming using Scratch- developing games.

Music

Pulse & rhythm

MFL

Monsters (face & body), Superheros, Weather and Clothes, Birthdays and Celebrations.