ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL
CURRICULUM POLICY

Rationale

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. These aims are achieved through our curriculum and enhanced by pastoral care which is reflected by our whole school ethos. Our curriculum provides opportunities for spiritual, moral, social, cultural physical and mental development for all.

Vision

To value each child as being unique and precious; recognising and encouraging the development of their personal gifts and talents through motivating and stimulating them in a quality Christian environment; so that they may become active and self-motivated citizens who are respectful of the diverse world in which we live.

The National Primary Curriculum in England 2014

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Aims:

- to nurture and develop well-rounded, capable and caring individuals;
- to give children the skills, knowledge and attitudes to lead a rich and fulfilling life;

In order to achieve our aims, we need to ensure children:

- have firm foundations of basic skills that they can use and apply;
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents;
- understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, eg. An artist or a historian;
- develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals;
- have access and opportunity for all individuals to achieve their potential;
- develop their thinking and questioning skills.

Procedures

Elvington Primary School uses the National Primary Curriculum (2014) to deliver the programmes of study. It is taught in termly blocks on a rolling 2 year cycle in Key Stage One and a four year rolling cycle in Key Stage Two. Children in the Foundation Stage follow the topics in Key Stage One, but their learning is adapted for the EYFS Framework 2014.

Key Stage One:

Cycle A Autumn: Goldilocks and the Three Bears	Spring: Going on safari	Summer: Super Swimmers
Cycle B Autumn: Super Heroes	Spring: Kings, Queens and Castles	Summer: Under The Stones/Jack and the Beanstalk

Key Stage Two:

Cycle A Autumn: Reach for the Stars	Spring: Extreme Earth	Summer: Chocolate
Cycle B Autumn :Along the Amazon	Spring: Buried Treasure	Summer: Lights, Camera, Action!
Cycle C Autumn : World at War	Spring: Go Green	Summer: Art Attack
Cycle D Autumn :Knowing me, knowing you	Spring: Rock and Roll	Summer: Going for gold

The school follows the National Curriculum to deliver maths and English, making use of cross curricular links where appropriate based upon the topic being taught during the term.

Whilst the majority of our teaching is cross curricular around our termly topic, discrete lessons are also taught in R.E., P.S.H.C.E. and P.E. The school follows the locally agreed York R.E. syllabus for Religious Education.

Sex Education is delivered as set out in our policy statement, allowing parents to withdraw their children if they so wish. The school explores the aspects of Personal, Social, Health and Citizenship Education (P.S.H.C.E.) during lesson and also through daily Collective Worship.

We aim to meet the needs of all learners within school. This may be achieved through a variety of methods. S.E.N.D support is provided through differentiation, targeted group work, adult support, 1:1 and paired working, interventions and resources to enhance learning. Support may be formalised through I.E.P.'s which is overseen by the S.E.N.C.o within school. Details of S.E.N.D support are set out in the termly S.E.N. Provision Map which is shared with staff and is met through differentiation in Quality Wave 1 teaching within the classroom and through challenging activities for A.G.T. pupils.

In teaching a varied and creative curriculum, we use a wide range of teaching styles, as set out in the Teaching and Learning Policy. We set challenging targets for our children and share them with parents termly. Assessment for Learning underpins our teaching and provides a clear pathway of progression for the children, ensuring that they have next steps provided to them through clear marking and feedback.

Topic overviews are shared with parents via class newsletters at the beginning of each term and we encourage parents to explore the termly topic at home with their child to enhance learning further.

Book Pledges

In order to maintain our high standards and consistency, children and staff have agreed on pledges for their maths and English books. The pledges set out how children will present their work, how feedback will be given and how they will respond to their next steps for learning.

Elvington CE Learning Book Pledge

In order to make my learning book the best it can possibly be, with work that I am proud of, I will set my work out in the following ways:

1. I will only write with a sharp pencil or a handwriting pen.
2. I will write the long date and learning intention (LI) at the top of every piece of work and underline it with a ruler.
3. If I make a mistake, I will cross it out with a single ruled line in pencil.
4. I will make sure I use every page in my book.
5. If I edit my work for improvement/make corrections, I will use a purple pen.
6. At the end of my work, I will assess how I have done by colouring a circle next to my LI:

- I understand the work
- I am beginning to understand but need to practise more
- I would like more help and practice on this

With the help of my teachers, I will set a target every term. This will be displayed in my planner.

My teachers will let me know how I am doing in my work by highlighting my strengths in pink and where I could improve in green. They will mark my work with one star and a step.

Elvington CE Maths Pledge

In order to make my maths book the best it can possibly be, with work that I am proud of, I will set my work out in the following ways:

1. I will only write with a sharp pencil.
2. I will write the dot date and learning intention (LI) at the top of every piece of work and underline it with a ruler.
3. I will space my work out neatly, using one digit per box.
4. If I make a mistake, I will cross it out with a single ruled line.
5. I will make sure I use every page in my book.
6. If I mark my own answers, I will mark them in a purple pen.
7. I will stick all sheets in neatly, making sure they do not hang out of my book.
8. At the end of my work, I will assess how I have done by colouring 1 box with a crayon.

- I understand the work
- I am beginning to understand but need more practice
- I would like more help and practice on this

My teachers will let me know how I am doing in maths by highlighting my strengths in pink and where I could improve in green. They will mark my work with one star and a step.

Elvington CE Marking and Feedback Pledge

All teachers are expected to follow this pledge when marking and giving feedback to children.

1. All marking should be up to date and linked to the learning objective and success criteria
2. Pink and green highlighters should be used to highlight evidence of children meeting the **learning intention** (tickled pink) and any corrections (growing green).
3. Pink and green pens should be used to comment on work. Pink pens are for the star and must link to the learning objective and success criteria. Green pens are for the next step.
4. There should be evidence of children responding to the next step (coloured pencil). This should be age and ability appropriate. There should not be more than two areas of development.
5. When verbal feedback is given work should be stamped to indicate this.
6. Children should have opportunities to correct the spelling of key words referring to spelling lists in the back of learning book and planners. This will be identified (sp) in the margin for children to correct.
7.  Please draw a pair of glasses in a child's book if you would like them to see you to discuss their feedback
8. Opportunities to respond to marking (corrections or up levelling) must be planned into the school day and the children respond in coloured pencil. This includes self/peer marking.
9. If a teacher or teaching assistant supports a child with their work they should indicate this with the adult assisted work stamp. Alternatively, an independent work stamp can be used.

Elvington CE Planning Pledge

All teachers are expected to follow this pledge when planning lessons:

1. All lessons should have clear learning intentions for each year group taught, taken from the National Curriculum. These may need to be shared in 'child speak' during the lesson.
2. Learning intentions should be in line with medium term planning.
3. Work should be differentiated at least three ways to ensure all children are challenged. This may be by outcome (must/should/could) or support through resources/scaffolding or teaching assistants.
4. Identify opportunities for plenaries/ assessment for learning.
5. Use AfL to record pupil progress and to amend future planning when necessary (this can be hand written or electronic).
6. Indicate on the plan how additional adults are being used to support a group or individual. Please note if children are working in a group, pair or independently.

English

English within School

The skills, knowledge and understanding that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and to express themselves in all areas of their work in school. Work is shared and celebrated regularly and children are encouraged to see themselves as readers and writers every day.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014. The children learn key skills in Reading, Writing and Spoken Language. Through learning a full range of skills, children will be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.

Reading: Reading is a vital life skill. We hope that by teaching the children at Elvington School to read at age appropriate levels they will be able:

- to enjoy books and other written media,
- to access information and to follow written instructions in all curriculum areas and the environment around them.

There are many and varied opportunities for the teaching of reading skills, both explicitly in English related sessions and across the full curriculum. These include:

- the teaching of Phonics (using the systematic, synthetic phonics framework 'Letters and Sounds' which is used until children are secure within Phase 5 of the programme);
- basic sight vocabulary;
- Whole class shared reading or guided reading for 30 minutes daily in Key Stages 1 and 2.
- teaching the children age appropriate skills to be able to read for both comprehension and inference;
- using opportunities in all subject areas to teach and apply Reading skills;
- hearing children read daily either 1:1, within discrete reading sessions or across the wider curriculum.
- Children take home a book daily, which they are encouraged to share with their parent/carers; either being read to or reading to the adult concerned. This practice begins in Foundation Stage and continues through KS1 and KS2. The teacher monitors this practice through the School's Planner and uses the information to help inform them out what skills children need to develop in order to progress through the levels and when to do so.
- The school has a variety of reading scheme books move progressively through the 18 number of levels within the guidelines until they become 'free readers'.

Writing: All children need to be able to communicate using a good standard of written English. We hope that by teaching the children at our school to write at, at least age appropriate levels they will have the skills to be able:

- to understand the importance and purpose of formal and informal written language;
- to communicate in standard written form;
- to express themselves creatively and encourage reflection about the content of their work;

- to organise their thoughts and ideas logically that are appropriate for their intended audience.

There are many and varied opportunities for the teaching of writing skills across our curriculum. These include:

- uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these;
- the teaching of spelling in line with the New English National Curriculum including the learning of weekly spellings (Years 1-6); understanding how to and being able to use a dictionary; the highlighting and use of subject specific language; and use of children's individual spelling journals;
- the teaching of grammar in line with the New English National Curriculum;
- the teaching of punctuation in line with the New English National Curriculum ensuring that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children;
- the daily modelling of handwriting and regular teaching of it in English related sessions and across the full curriculum). Children who are consistently using the cursive script appropriately are awarded with a handwriting pen;
- each teacher finding an appropriate stimulus for writing within the text based learning. Themes and individual lessons that are taught which will engage, motivate and provide the children with a real purpose and audience for their writing and ensure that the children have experiences of writing different genres;
- Shared Writing and Guided Writing within English sessions and other curriculum areas as appropriate;
- providing opportunities every two weeks, for the children to write at length independently which teachers assess against new National Standards and feed back to the children about what they did well and how they need to improve;
- teaching the children the difference between standard and non-standard forms of written English and when each of these can be appropriately used;

Spoken Language: The development of good Spoken Language skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum and the wider curriculum.

There are many and varied opportunities for the direct teaching of Spoken Language skills, both explicitly in English related sessions and across the full curriculum. These include:

- ensuring that each adult and other children provide good role models;
- teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
- teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the school.
- Half termly class sharing assemblies where children present to a wider audience

Maths

Maths within School

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. At Elvington we use the Mathletics website to provide enjoyable practice activities for class lessons and to set homework. We encourage children to participate in Mathletics activities every day for a few minutes at home to develop their maths skills. The children can collect certificates and gold certificates are celebrated in whole school assemblies.

Planning and Coverage

At Elvington we follow the National Curriculum for Mathematics and teach a daily mathematics lesson. Work is differentiated to suit the needs of every child in the class.

Foundation Stage:

In the Foundation Stage, staff use the Early Years Foundation Stage Curriculum to support their teaching of Mathematics in the Foundation Stage. The children have the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of vocabulary and mathematical skills. The children explore, enjoy, learn about, and use Mathematics in a range of personalised situations.

Mathematics is planned on a weekly basis and assessed using the criteria from the Early Learning Goals. Mathematics is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their mathematical skills in real life situations.

The National Curriculum for Mathematics (Programmes of Study)

Our KS1 and KS2 teachers use the National Curriculum to plan objectives termly (medium term plans) that feed into weekly plans. Teachers use a range of sources to support the teaching of the objectives for every programme of study.

Teaching and learning is differentiated to best match the needs of the class and the individuals within it, and where possible, it is set within the context of the topic that is being taught.

Extra Opportunities and Rewards:

At Elvington Primary School, we use Mathletics in help promote home-school learning. The children receive bronze, silver and gold certificates for their achievements; the latter being celebrated in wholes school sharing assemblies along with a trophy for the ‘Mathlete of the Week’.

Maths Afternoons take place, often alongside other subjects in order to enhance cross-curricular links. Children work in mixed groups of all ages on a mini-project that requires them to use their mathematical skills.

Upper Key Stage Two has solid links with Fulford School. Children in Year 6 are invited for booster sessions and also challenge groups for the most able. These sessions run both within the school day and as extra-curricular activities.

Science

Science within School

At Elvington Church of England Primary School a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, our pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. The world in 2030 will be very different to that of today. Major changes in population numbers, the environment and new technologies are likely. As we depend on science and technology more and more, our pupils will increasingly need a scientific understanding in order to take part in democratic decision-making and our shared culture. Our aim is to equip and inspire all our children to face the future with confidence and skill to lead happy, useful lives.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014. Using a cross - curricular approach, we focus our teaching and learning around the development of scientific skills. We want our children to be able to:

- Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.
- Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.
- Communicate and model in order to explain and develop ideas, share findings and conclusions.
- To continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Extra Opportunities

We give children the opportunity to visit sites of scientific interest and significance, encourage visitors to come into the school and talk about their knowledge and experience of scientific events and arrange workshop visits from outside specialists.

Art and Design

Art and Design within School

At Elvington Church of England Primary School we strive to maintain the high standards of this achievement throughout our curriculum. We believe that art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. We encourage our children to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Planning and Coverage

Pupils in each key stage cover the aims and subject content as set out in the National Curriculum 2014. We use our cross curricular planning to ensure children have the opportunity to develop key skills:

- Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.
- Create, design, devise, compose and choreograph individual and collective work.
- Improvise, rehearse and refine in order to improve their capability and the quality of their artworks.
- Present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses.
- Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

Extra Opportunities

We use cross curricular teaching to improve art and design experiences across the school. We develop creative work through workshop days for the children by local artists, focussing on exploring their ideas and recording their experiences. We hold an Arts Week each year which develops their knowledge about great artists, craft makers and designers whilst working in mixed aged groups across the school to create their own joint art work.

Computing

Computing within School

Through teaching computing we enhance learning and bring the world into the classroom by equipping children to participate in a technologically advancing world. Our core focus is computer science, focussing on the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way. Computing motivates and enthuses the children to learn new skills which are a major factor in enabling children to be confident, creative and independent learners.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014.

- Computer Science
- Data Handling
- Digital Literacy
- E-Safety
- Multimedia – combining text, data, graphics, video and sound
- Music and Sound
- Visual Media - creating and manipulating digital images, animation and video.

E-Safety is taught and revised at the beginning of every unit. For consistency and progression, each topic within Computing is taught in the same term across the whole school. This is part of the long term plan written by our Computing subject leader.

Extra Opportunities

We believe that computing equips children to use computational thinking and creativity to understand and change the world. To develop this further we provide an after school computing club to develop core elements of the computing curriculum further.

We provide the children the opportunity to visit sites of technological significance, and we encourage visitors to come into the school and talk about their knowledge and experience of working with technology.

Design and Technology

D.T. within School

D.T. is celebrated across the school within whole school topics and events. As part of our cross-curricular approach to teaching and learning, opportunities for D.T. are exploited. Pupils are encouraged to develop and plan ideas for making products, use tools and equipment to make products and to evaluate. Through their process of learning pupils begin to refine skills, techniques and knowledge.

Planning and Coverage

Pupils in each key stage cover the aims and subject content as set out in the National Curriculum 2014. Each term, D.T planning is linked directly to our topic and helps children develop the following abilities:

- Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.
- Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement
- Apply practical skills to design, make and improve products safely, taking account of users and purposes.
- Communicate and model in order to explain and develop ideas, share findings and conclusions.
- To continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Extra Opportunities

We believe that D.T. enriches the lives of people so we wish to involve as many children as possible in D.T. opportunities. These may include working alongside parents e.g. cooking, sewing, and weaving, or with an outside enterprise agency such as MiniBiz. Sometimes we hold competitions such as making a junk sculpture as part of Recycled week, an Easter Garden or designing a logo for the bike shed.

Geography

Geography within School

Geography is challenging, motivating, topical and fun. In our diverse society our children need, more than ever before, to understand other people and cultures. Geographical knowledge, concepts and skills are essential components of a broad and balanced curriculum. Geography makes a major contribution to children's physical, intellectual, social and emotional development. At Elvington Church of England Primary School a high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip our pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014. Using a cross-curricular approach we plan for the development of the following skills:

- Undertake investigations and enquiries, using various methods, media and sources.
- Compare, interpret and analyse different types of evidence from a range of sources.
- Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.
- Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Extra Opportunities

We give children the opportunity to visit sites of geographical significance, take part in field studies, encourage visitors to come into the school and talk about their knowledge and experience of geographical interest and arrange workshop visits from outside specialists.

History

History within School

At Elvington Church of England Primary School, we make history an enjoyable and thought-provoking learning experience which stimulates curiosity and fosters understanding. Teaching focuses on enabling children to think as historians and history plays a significant part on our cross-curricular creative curriculum. We place an emphasis on examining historical artefacts and primary sources. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'How do we know?' about information they are given.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014. Planning is cross-curricular and based around our termly topic. Teaching and learning is based around the development of the following skills:

- Undertake investigations and enquiries, using various methods, media and sources.
- Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.
- Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.
- Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Extra Opportunities

We give children the opportunity to visit sites of historical significance, encourage visitors to come into the school and talk about their knowledge and experience of events in the past and arrange workshop visits from outside specialists.

Languages

Languages within School

Our chosen language is Spanish, based on popularity of the language worldwide.. However, if the curriculum lends itself to learning another language, then teachers will introduce phrases and key words in order to enhance the learning of a particular topic. The skills, knowledge and understanding that children develop in Languages are linked to, and applied in, other subjects where appropriate. The children's skills in understanding, exploring and communicating in the wider world are enhanced whenever possible.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at K.S.3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Extra Opportunities

At Elvington Church of England Primary School, we want our children to understand their role as a global citizen in a multilingual society. Learning a foreign language provides an opening to other cultures.

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Music

Music within School

Music is celebrated across the school through whole school topics and performances. Alongside discreet lessons, pupils take part in singing and listening to music each day through Collective Worship. This ensures that they cover the key aspects of singing such as, using their voices creatively with accuracy, fluency, control and expression and also recalling sounds from aural memory. They listen and respond to a wide range of music from different traditions and from great composers and musicians, helping to improve their understanding of the different genres within music.

Planning and Coverage

Pupils in each Key Stage cover the aims and subject content as set out in the National Curriculum 2014. We plan using a cross- curricular approach in order to develop the following skills:

- investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.
- Create, design, devise, compose and choreograph individual and collective work.
- Improvise, rehearse and refine in order to improve their capability and the quality of their work.
- Present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses.
- Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's work.

Extra Opportunities

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities and performances. These might include whole school productions at Christmas or other times, Harvest Services in Church and Christmas Carol Services. The Year 5 and 6 children take part in Young Voices, a singing event with 5000 other children each year.

There are opportunities for the children to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by York Music Service and independent peripatetic teachers.

When available we are keen to take part in the Wider Opportunities music tuition service. Historically, Year 4 have had the chance to learn the ukulele throughout the year for one hour every two weeks, resulting in the children having the opportunity to play their instrument as part of an ensemble at the end of the school year to a large audience.

Physical Education

P.E. within School

P.E. is highly regarded across the school and we are members of the York School Sports Partnership. This enables the children to participate in a wide range of sporting opportunities and competitions. All pupils have access to two hours of high quality P.E. per week through carefully planned lessons. Once a year all children take part in Sports Week and Healthy Schools week. Coaches and outside agencies are invited in to school to promote sport and health. In addition we enhance our learning by planning P.E. events that support the wider curriculum. For example as part of our whole school Global topic we had an African dance day.

Year 5 and 6 also attend a residential outdoor and adventurous themed visit bi-annually. The school has a hall with gymnastic apparatus, a large playing field, playground and an adventure playground. Pupils also participate in P.E. at playtimes through the Playground Leaders' scheme.

Planning and Coverage

Pupils in each key stage cover the aims and subject content as set out in the National Curriculum 2014. We plan using the Key Skills Document for P.E., focussing on the key skills of:

Key Stage 1: Dance, Games, Gym

Key Stage 2: Dance, Games, Gym, Swimming & Water Safety, Athletics, Outdoor & Adventurous. Key Stage Two children have swimming lessons offered bi-annually in term three.

Extra Opportunities

We believe that P.E. is important for the health and wellbeing of all children in school. We seek to involve all children in physical activity. This may include access to sporting clubs held by staff or outside coaching agencies. Children, in all year groups, have the opportunity to take part in sports festivals and competitions against other York schools. These cover a wide range of sports; cross country running, netball, football, tri-golf, tag rugby, rounders, cricket and hockey.

Once a year all children take part in Sports Week and Healthy Schools week. Coaches and outside agencies are invited in to school to promote sport and health. In addition we enhance our learning by planning P.E. events that support the wider curriculum. E.g. As part of our whole school Global topic we had an African dance day.

Religious Education

R.E within School

R.E. lessons at Elvington aim to encourage and enable each child to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. R.E. will encourage children to share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and beliefs. Periods of reflection are regularly carried out during lessons enabling children to talk about their feelings and ideas in response to their experience of religious ceremonies, stories and beliefs.

A variety of approaches are used in the teaching of R.E. including discussion, storytelling, role play, research, the use of I.T., visits, visitors and the handling of artefacts. R.E. has many natural cross-curricular links and these are used to extend learning and creative opportunities, for example, the use of poetry and creative writing to explore spirituality or the study of religious paintings in art.

Our school is a Church of England Voluntary Controlled Primary School and we give the children opportunities to become familiar with a range of Anglican tradition and practice. We have good links with the local church. As part of our teaching, children write prayers for use in collective worship and at lunchtime.

Through a rich range of activities we provide all children with opportunities to reflect on big questions e.g. about love, identity, beliefs, encouraging them to respond with enthusiasm and eagerness to spiritual questions and ideas.

Planning and Coverage

We follow the locally agreed York R.E. syllabus. The religions studied are:

3-5 year olds	**Christianity** **Religions and beliefs represented in the local area**
5-7 year olds	**Christianity for approximately 2/3rds of study time and Judaism** Pupils may also learn from other religions and non-religious life stances in thematic units
7-11 year olds	**Christianity for approximately 2/3rds of study time and Islam and Sikhism (Years 3,4 and 5) Hinduism (Year 6)** Pupils may also learn from other religions and non-religious life stances in thematic units

Extra Opportunities

We believe that R.E. enriches the lives of people so we wish to involve as many children as possible in R.E. opportunities. These may include welcoming guests in to school who join us to talk about their faith, or visiting places of worship in England. We attend Church at least once a term to celebrate the Harvest, Christmas, Easter festivals which are led by the local vicar.

Personal, Social, Health and Citizenship Education

P.S.H.C.E within School

P.S.H.C.E. education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of P.S.H.C.E. education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

P.S.H.C.E. education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Planning and Coverage

We teach P.S.H.C.E using the Social and Emotional Aspect of Learning (S.E.A.L.) materials which are designed to provide a whole-school approach to promoting social, emotional and behavioural skills. The materials provide a range of resources that can be used across the whole primary school. The themes that are studied are:

Theme 1: New beginnings	Theme 2: Getting on and falling out	Theme 3: Say no to bullying
Theme 4: Going for goals!	Theme 5: Good to be me	Theme 6: Relationships
	Theme 7: Changes	

Extra Opportunities

At Elvington Church of England Primary School we believe P.S.H.C.E. education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. There are many extra-curricular opportunities that the children have which help to develop their experiences further such as:

- Year 5 Playground Leader training
- Peer Mediation Training for Year 5 and 6 children
- E.L.S.A. support groups for children identified as needing extra support to develop a particular skill.
- Year 6 Helping Hands

See attached for examples of the following planning:

- **Long term plans for KS1 and KS2**
- **Medium term planning for KS1 and KS2**
- **English medium term and weekly planning**
- **Maths medium term and weekly planning**
- **Science and Foundation Subject weekly planning**

Long term curriculum planning with suggestions for 'Super Starts', 'Fantastic Finishes' and trips per topic.

Elvington CE Primary School Long Term Curriculum Plan: Y1/2

Cycle A: (2016-17)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Goldilocks and the Three Bears	Term 2: Going on safari	Term 3: Super Swimmers
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. use technology safely and respectfully, 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. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SC1 observe changes across the four seasons distinguish between an object and the	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage name and locate the world's seven continents and five oceans events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 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. understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) SC1	use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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. to use a range of materials creatively to design and make products build structures, exploring how they can be made stronger, stiffer and more stable 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. use technology purposefully to create, organise, store, manipulate and retrieve digital content identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores SC1 describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their
material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock y2 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses listen with concentration and understanding to a range of high-quality live and recorded music use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns	Observe and describe weather associated with the seasons and how day length varies. Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air Experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns	simple physical properties. y2 notice that animals, including humans, have offspring which grow into adults use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns
Super Start	Teddy's Day at School	Animal Activities-	Watery animals activity day
Fantastic Finish	Teddy Bears Picnic	A journey around the World Day	Pirate Day
Opportunities for trips/ visitors	Toy museum/Castle Museum panto	Flamingo Land visit	Sea side visit

Elvington CE Primary School Long Term Curriculum Plan: Y1/2

Cycle B: (2017-2018)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Super Heroes	Term 2 Kings, Queens & Castles	Term 3: Under The Stones/Jack & the Beanstalk
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination design purposeful, functional, appealing products for themselves and other users based on design criteria 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. recognise common uses of information technology beyond school identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SC Y21 find out about and describe the basic needs of animals, including humans, for survival (water, food and air	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 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. create and debug simple programs use logical reasoning to predict the behaviour of simple programs identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock SC1 Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life to use a range of materials creatively to design and make products generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups & where appropriate, information & communication technology. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes 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. use technology purposefully to create, organise, store, manipulate and retrieve digital content identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivore identify and name a variety of
listen with concentration and understanding to a range of high-quality live and recorded music use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns	Experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns	common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees SC1 observe changes across the four seasons y2 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. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns
Super Start	Come dressed as a super hero	Come as a royal	Mini beast safari
Fantastic Finish	Role play a situation!	A royal banquet	Treasure Hunt
Opportunities for trips/ visitors	Firemen, police man, paramedics/panto	Visit to a Castle	Tropical world/ Sotherton Hall/Beningbrough Hall

Elvington CE Primary School Long Term Curriculum Plan: KS2

Cycle A: (2016-17)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Reach for the Stars	Term 2: Extreme Earth	Term 3: Chocolate
Britain's settlement by Anglo-Saxons and Scots Life on Mars making a good community use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Working scientifically identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. 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. describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 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	, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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) Working scientifically identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	a non-European society that provides contrasts with British history c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 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 understand and apply the principles of a healthy and varied diet DME (CHOC BAR) Working scientifically compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns Multimedia Technology in our lives	compare their performances with previous ones and demonstrate improvement to achieve their personal best. Programming Multimedia	Sculpture to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team Data handling Multimedia
Super Start	Cycle track planets	Climbing wall	Making Chocolate
Fantastic Finish	Space dome	University Lorna STEM	Charlie and the Chocolate Factory Play
Opportunities for trips/ visitors:	Space dome	Museum gardens - observatory	Choco fair/ Cadbury's World

Elvington CE Primary School Long Term Curriculum Plan: KS2

Cycle B (2017-2018)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Along the Amazon	Term 2: Buried Treasure	Term 3: Lights, Camera, Action
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Working scientifically recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns Multimedia Technology in our lives	the achievements of the earliest civilizations (Egypt) Working scientifically compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Programming Multimedia	Light and shadow School play Working scientifically recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.

			to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team Data handling Multimedia
Super Start	Making model rivers/ Visit river	Treasure hunt	Making costumes/ masks/ Dress a character
Fantastic Finish	Amazon art – whole class piece	Structures NYBEP	Theatre – school show
Opportunities for trips/ visitors:	Sotherton Hall Tropical World?	Big Dig	Bradford Film and TV Museum

Elvington CE Primary School Long Term Curriculum Plan: KS2

Cycle C: (2018- 2019)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: World at War	Term 2: Go Green	Term 3: Art Attack
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Working scientifically 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. 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. compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Working scientifically Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. Sculpture to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	Beach picture the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor Working scientifically Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. Learn about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team Data handling Multimedia
thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns Multimedia Technology in our lives	Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Programming Multimedia	

Super Start	WW2 day - school in 1940s	Junk modelling competition	Whole school art afternoon
Fantastic Finish	Street party	STEM	Art gallery/ Yorkshire sculpture park
Opportunities for trips/ visitors:	Eden Camp	St Nicholas Field Eco Centre	Whole school trip - Beach

Elvington CE Primary School Long Term Curriculum Plan: KS2

Cycle D: (2019- 2020)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Knowing me, knowing you	Term 2: Rock and Roll	Term 3: Going for gold
the Roman Empire and its impact on Britain a local history study use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United kingdom and the wider world use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Working scientifically recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns	Stone age changes in Britain from the Stone Age to the Iron Age Working scientifically compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Ancient Greece – a study of Greek life and achievements and their influence on the western world Working scientifically recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows changes. recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team

Super Start	Roman visitor	KS3 setting - use kiln/ pottery equipment	
Fantastic Finish	Roman battle/ shields and swords	Willow weaving- make own village	Sports Day/ Mini Olympics
Opportunities for trips/ visitors:	Eureka	Murton historic village	Opportunity to visit a stadium Northumberland

Medium Term Planning Template

Elvington CE Primary School Medium Term Planning: KS1 Autumn Term 1: Goldilocks and the Three Bears

N/C Objectives	History and Geography	Music	Art & D.T.	Computing
Wk1 Text:				
Wk2 Text:				
Wk3 Text:				
Wk4 Text:				
Wk5 Text:				
Wk6 Text:				

N/C Objectives	Science	PE	RE	SEAL
Wk1 Text:				
Wk2 Text:				
Wk3 Text:				
Wk4 Text:				
Wk5 Text:				
Wk6 Text:				

Elvington CE Primary School Medium Term Planning: KS2 Autumn Term 1: Reach for the Stars!

N/C Objectives	History and Geography	Music	Art & D.T.	Computing	
Wk1					
Wk2					
Wk3					
Wk4					
Wk5					
Wk6					

N/C Objectives	Science	PE	RE	SEAL	Languages
Wk1					
Wk2					
Wk3					
Wk4					
Wk5					
Wk6					

English and Maths Medium Term Planning Templates

Elvington CE Primary School Medium Term Planning: KS1 Autumn Term: ENGLISH
Class 2

Term: Autumn 1

N/C Objectives	Phonics	SPAG	Writing	Reading	Independent writing opportunities
Wk1 Text:					
Wk2 Text:					
Wk3 Text:					
Wk4 Text:					
Wk5 Text:					
Wk6 Text:					
Wk6 Text:					

Elvington CE Primary School Medium Term Planning: KS2 Autumn Term: ENGLISH
Class 4

Term: Autumn 1

N/C Objectives	SPAG	Writing	Reading	Independent writing opportunities
Wk1 Text:				
Wk2 Text:				
Wk3 Text:				
Wk4 Text:				
Wk5 Text:				
Wk6 Text:				
Wk6 Text:				

Elvington CE Primary School Medium Term Planning: MATHS
Class 2

Term: AUTUMN 1

	Topic	National Curriculum Objectives	Assessment
Wk1			
Wk2			
Wk3			
Wk4			
Wk5			
Wk6			
Wk6			

English and Maths Weekly Planning Templates

Elvington CE Primary School Weekly English Planning Class 5 4.1.16

English Planning:		SEN/LAPS:	LAPS:	MAPS:	MAPS/HAPS	HAPS:
Monday	SPAG:	Y5: Y6:				
	Main teaching	Y5 meeting	Y5 exceeding	Y6 meeting	Y6 exceeding	
	Plenary/AfL					
Tuesday	SPAG:	Y5: Y6:				
	Main teaching	Y5 meeting	Y5 exceeding	Y6 meeting	Y6 exceeding	
	Plenary/AfL					

Elvington CE Primary School Weekly Maths Planning Class 5 8.2.16

Maths Planning:		SEN/LAPS:	LAPS:	MAPS:	MAPS/HAPS	HAPS:
Monday	Counting/ Starter: Main teaching: .	Y5:				
		Y5 meeting	Y5 exceeding	Y6 meeting	Y6 exceeding	
	Plenary/ AfL –.					
Tuesday	Counting/ Starter: : Main teaching:	Y5:				
		Y5 meeting	Y5 exceeding	Y6 meeting	Y6 exceeding	
	Plenary/ AfL –.					

Monitoring and Review

The assessment co-ordinator is responsible for monitoring the implementation of this policy.

Summer Term 2016 **Headteacher**

Review Summer Term 2018 **Chair of Governors**