

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Painting Colour mixing Collage Christmas cards Explore, use and refine a variety of artistic effects to express their ideas and feelings. Talk about the changes and effects that occur when exploring colour mixing. Understand the process of how to use a paintbrush and mix paints. Create collaboratively, sharing ideas, resources and skills. Develop their own ideas and then decide which materials to use to express them.	Spoon puppets Junk modelling Painting Clay modelling Weaving Collaging Printing Mothers Day cards Explore, use and refine a variety of artistic effects to express their ideas and feelings. Understand the process of how to use a paintbrush and mix paints. Begin to explore artists and talk about their ideas and feelings relating to a particular piece of art. Return to and build on their previous learning, refining ideas and developing the ability to represent them. Create collaboratively, sharing ideas,resources and skills. Develop their own ideas and then decide which materials to use to express them.	Colour mixing Paper plate art Modelling Sketching Fathers Day cards Talk about the changes and effects that occur when exploring colour mixing. Understand the process of how to use a paintbrush and mix paints. Return to and build on their previous learning, refining ideas and developing the ability to represent them. Create collaboratively, sharing ideas,resources and skills. Develop their own ideas and then decide which materials to use to express them.	Painting and colour mixing Respond to ideas and starting points. Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. Use some of the ideas of artists studied to create pieces	Sum Term 1 Textiles and collage Respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and materials as ideas develop. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Describe the work of notable artists. Use some of the ideas of artists studied to create pieces.	Sum Term 2 Print-making and observational drawings Respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and materials as ideas develop. Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. Use repeating or overlapping shapes. Mimic print from the environment. Use objects to create prints. Press, roll, rub and stamp to make prints.	Painting and colour mixing Respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Batik and sewing Respond to ideas and starting points. Explore ideas and collect visual information Explore different methods and materials as ideas develop. Join materials using a stitch. Use dip dye techniques	Sculpture Use a combination of shapes. Include lines and textures. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.

Alvey Outcomes

We have an art section on our website where you can see some of the art the children have produced.

The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
 The ability to communicate fluently in visual and tactile form.
 The ability to draw confidently and adventurously from observation, memory and imagination.
 The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
 An impressive knowledge and understanding of other artists, craft makers and designers.

ART

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Collage	Aut Term 2	Abstract Art	Symbolism	Relationships	Textiles	Art Nouveau	Wire Sculpting	Architecture	Digital Art	Political Art	Fashion project
Develop ideas from starting points throughout the curriculum.	Mouldable Materials	Collect information, sketches and resources.	Adapt and refine ideas as they progress.	Develop ideas from starting points throughout the curriculum.	Shape and stitch materials.	Develop and imaginatively extend ideas from starting points throughout the curriculum.	show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.	Develop and imaginatively extend ideas from starting points throughout the curriculum.	Develop and imaginatively extend ideas from starting points throughout the curriculum.	Imaginatively extend ideas from starting points throughout the curriculum.	Collect information, sketches and resources and present ideas imaginatively in a sketch book.
Collect information, sketches and resources.	Develop ideas from starting points throughout the curriculum.	Adapt and refine ideas as they progress.	Explore ideas in a variety of ways.	Collect information, sketches and resources.	Use basic cross stitch and back stitch.	Collect information, sketches and resources and present ideas imaginatively in a sketch book.	Use tools to add shapes, texture and pattern.	Collect information, sketches and resources and present ideas imaginatively in a sketch book.	Collect information, sketches and resources and present ideas imaginatively in a sketch book.	Use the qualities of materials to enhance ideas.	Use the qualities of materials to enhance ideas.
Adapt and refine ideas as they progress.	Collect information, sketches and resources.	Explore ideas in a variety of ways.	Comment on artwork using visual language.	Adapt and refine ideas as they progress.	Colour fabric.	Use the qualities of materials to enhance ideas.	Combine visual and tactile qualities	Use the qualities of materials to enhance ideas.	Comment on artworks with a fluent grasp of visual language.	Comment on artworks with a fluent grasp of visual language.	Spot the potential in unexpected results as work progresses.
Explore ideas in a variety of ways.	Adapt and refine ideas as they progress.	Comment on artworks using visual language.	Replicate some of the techniques used by notable artists, artisans and designers.	Explore ideas in a variety of ways.	Create weavings.	Spot the potential in unexpected results as work progresses.	Use frameworks (such as wire) to provide stability and form.	Spot the potential in unexpected results as work progresses.	Build up layers of colours.	Sketch (lightly) before painting to combine line and colour.	Comment on artworks with a fluent grasp of visual language.
Comment on artworks using visual language.	Comment on artworks using visual language.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.	Use a number of brush techniques, using thick and thin brushes to produce shapes, textures, patterns and lines.	Comment on artworks using visual language.	Quilt, pad and gather fabric.	Comment on artworks with a fluent grasp of visual language.		Comment on artworks with a fluent grasp of visual language.	Create an accurate pattern, showing fine detail.	Create a colour palette based upon colours observed in the natural or built world.	Create a colour palette based upon colours observed in the natural or built world.
Create original pieces that are influenced by the studies of others.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets).	Mix colours effectively.	Experiment with creating mood with colour.	Use different hardnesses of pencils to show line, tone & texture.		Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).		Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	Use a range of visual elements to reflect the purpose of the work.	Use the qualities of watercolour and acrylic paints to create visually interesting pieces.	Create a colour palette based upon colours observed in the natural or built world.
Select and arrange materials for a striking effect.	Use clay and other mouldable materials.	experiment with creating mood with colour.	Create images and explain why they were created.	Annotate sketches to explain and elaborate ideas.		Use a choice of techniques to depict movement, perspective, shadows and reflection.		Use a choice of techniques to depict movement, perspective, shadows and reflection.	Enhance digital media by editing (including sound, video, animation, still images and installation).	Combine colours, tones and tints to enhance the mood of a piece.	Create original pieces that show a range of influences and styles.
Ensure work is precise.	Add materials to provide interesting detail.	Create images and explain why they were created.	Experiment with creating mood with colour.	Sketch lightly (no need to use a rubber to correct mistakes).		Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).		Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).	Show how the work of those studied was influential in both society and to other artists.	Use brush techniques and the qualities of paint to create texture.	Create original pieces that show a range of influences and styles.
Use coiling, overlapping, tessellation, mosaic and montage.	Create original pieces that are influenced by studies of others.	Replicate some of the techniques used by notable artists, artisans and designers.	Use layers of two or more colours.	Use shading to show light and shadow.		Choose a style of drawing suitable for the work (e.g. realistic or impression-istic).		Choose a style of drawing suitable for the work (e.g. realistic or impression-istic).	Create original pieces that show a range of influences and styles.	Develop a personal style of painting drawing upon ideas from other artists.	
Create original pieces that are influenced by studies of others.		Create original pieces that are influenced by studies of others.	Make printing blocks.	Use hatching and cross hatching to show tone and texture.		Use lines to represent movement.		Use lines to represent movement.		Show how the work of those studies was influential in both society and to other artists.	
			Make precise repeating patterns.	Create images and explain why they were created.		Give details (including own sketches) about the style of some notable artists, artisans and designers.		Give details (including own sketches) about the style of some notable artists, artisans and designers.		Create original pieces that show a range of influences and styles.	
			Create images, video and sound recordings and explain why they were created.	Replicate some of the techniques used by notable artists, artisans and designers.		Show how the work of those studies was influential in both society and to other artists.		Show how the work of those studies was influential in both society and to other artists.			
				Create original pieces that are influenced by studies of others.		Create original pieces that show a range of influences and styles.		Create original pieces that show a range of influences and styles.			

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ART

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Provision opportunities to learn how to use a range of tools. Skills such as cutting, rolling pins (playdough),pastry cutters. Design and make a clay Diva lamp. Baking Gingerbread Men. Create collaboratively, sharing ideas, resources and skills. Develop their own ideas and then decide which materials to use to express them.	Spoon Puppets Junk modelling: houses, boats and bridges Baking bread Create collaboratively, sharing ideas, resources and skills. Develop their own ideas and then decide which materials to use to express them. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Construct with a purpose in mind Join materials in free flow play. Use language to join, build and shape modelled by adults during provision Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Design and make a birdfeeder. Make a flapjack. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Cut, peel and grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble and cook ingredients. Explore objects and designs to identify likes and dislikes. Suggest improvements to existing designs. Explore how products have been created. Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses.	Make a shield for a knight Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques. Demonstrate a range of joining techniques. Practise drilling, screwing, gluing and nailing materials to make and strengthen products. Explore objects and designs to identify likes and dislikes Suggest improvements to existing designs. Explore how products have been created Design products that have a clear purpose and an intended user Make products, refining the design as work progresses		Wheeled vehicles – Design and make a fire engine Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as cutting and folding) Demonstrate a range of joining techniques (such as gluing or combining materials to strengthen.) Create products using wheels. Explore objects and designs to identify likes and dislikes and suggest improvements Explore how products have been created Design products that have a clear purpose and an intended user Make products, refining the design as work progresses. Use software to design.	Structures Design and make a model of something you would find in a garden Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen). Practise gluing materials to make and strengthen products. Create products using levers, wheels and winding mechanism Explore objects and designs to identify likes and dislikes Suggest improvements to existing designs Explore how products have been created	Structures (continued) Design products that have a clear purpose and an intended user Make products, refining the design as work progresses

Alvey Outcomes

We encourage the children to find a reason to make something, then design, build and evaluate their work.

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up to date technological innovation in materials, products and systems.

DT

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	Shell Structures – Design and Make a Desk Tidy Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques Choose suitable techniques to construct products or to repair items Strengthen materials using suitable techniques Improve upon existing designs, giving reasons for choices Design with purpose by identifying opportunities to design Make products by working efficiently (such as by carefully selecting materials). Use apps to design and represent product designs	Lever and Linkages – Viking moving picture Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Select appropriate joining techniques. Choose suitable techniques to construct products or to repair items . Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product Improve upon existing designs, giving reasons for choices Disassemble products to understand how they work Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design	Exploring bridges Measure and mark out to the nearest millimetre. Select appropriate joining techniques Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices Design with purpose by identifying opportunities to design Refine work and techniques as work progresses, continually evaluating the product design Use apps to design and represent product designs	Making dips Prepare ingredients hygienically using appropriate utensils Measure ingredients accurately to the nearest gram Follow a recipe Assemble and cook ingredients (controlling the temperature of the hob, if cooking). Improve upon existing designs, giving reasons for choices Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials Refine work and techniques as work progresses, continually evaluating the product design Use apps to design and represent product designs.		Making bread Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe Demonstrate a range of baking and cooking techniques Create and refine recipes, including ingredients, methods, cooking times and temperatures Create innovative designs that improve upon existing products Evaluate the design of products so as to suggest improvements to the user experience Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Use prototypes, cross-sectional diagrams and computer-aided designs to represent designs	Cams. Making and designing a cam toy. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or using a more precise scissor cut after roughly cutting out a shape). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Convert rotary motion to linear using cams. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.		To create a frame structure – kites. Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or using a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials in order to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper). Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience Design with the user in mind, motivated by the service a product will offer	Program, monitor and control a product. Cut materials with precision and refine the finish with appropriate tools. Show an understanding of the qualities of materials in order to choose appropriate tools to cut and shape (e.g. the nature of fabric may require sharper scissors than would be used to cut paper). Create products using electronics kits that employ a number of components Write code to control and monitor models or products Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience Design with the user in mind, motivated by the service a product will offer Make products through stages of prototypes, making continual refinements Ensure products have a high-quality finish, using art skills where appropriate Use prototypes, cross-sectional diagrams and computer-aided designs to represent designs	

Alvey Outcomes

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- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up to date technological innovation in materials, products and systems.



RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Recognise and talk about some similarities and differences between life in this country and other countries. Talk about their immediate environment, e.g. when on a walk. Recognise simple features when looking at simple maps. Draw a simple map to re-tell a journey or story. Talk about the natural world around them. Discuss how we need to care for the natural world around us. Talk about the weather and seasonal changes. Begin to recognise features that are the same and different in places other than Sleaford and the wider world.	Recognise and talk about some similarities and differences between life in this country and other countries. Recognise simple features when looking at simple maps. Discuss how we need to care for the natural world around us. Talk about the weather and seasonal changes. Begin to recognise features that are the same and different in places other than Sleaford and the wider world.	Recognise simple features when looking at simple maps. Discuss how we need to care for the natural world around us. Talk about the weather and seasonal changes. Begin to recognise features that are the same and different in places other than Sleaford and the wider world.	There's no such thing as... Name and locate the world's continents. 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. Use basic geographical vocab to refer to physical features. Use compass directions (N, S, E, W) and locational language to describe the location of features and routes on a map. Pirates Ask and answer geographical questions. Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocab to refer to physical features and human features. Ask and answer geographical questions. Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocab to refer to physical features and human features. Use compass directions (N, S, E, W) and locational language to describe the location of features and routes on a map. Devise a simple map, use and construct basic symbols in a key and use simple grid references.	Castles Ask and answer geographical questions. Identify the key features of a location to identify if it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork to study the geography of the school and the human and physical features of its surrounding area. Use aerial images to recognise landmarks and basic physical features. Name, locate and identify the four countries and capital cities of the UK and its surrounding seas. Use basic geographical vocab to refer to physical features and human features. Use compass directions (N, S, E, W) and locational language to describe the location of features and routes on a map. Me on a Map Identify the key features of a location to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork to study the geography of the school and its surrounding environment. Use aerial images to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. Understand geographical similarities and differences of a small area of the United Kingdom and of a contrasting non-European country. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. Use basic geographical vocab to refer to physical and human features. Use compass directions.	Rumble in the jungle Ask and answer geographical questions. Use world maps, atlases and globes. Name and locate the world's continents and oceans. Identify the location of hot and cold places in relation to the Equator. Use basic geographical vocab to refer to physical features. Use compass directions (N, S, E, W). Potty about plants Ask and answer geographical questions. Use world maps, atlases and globes to identify the United Kingdom and its countries. Identify land use around the school.	Journey Ask and answer geographical questions. Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name and locate the world's continents and oceans. Identify the location of hot and cold places in relation to the Equator and the North and South Poles. Use basic geographical vocab to refer to physical features. Use compass directions (N, S, E, W) and locational language to describe the location of features and routes on a map. London's Burning Use world maps, atlases and globes to identify the UK and its countries. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify the four countries and capital cities of the UK.	India Ask and answer geographical questions. Identify the key features of a location to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Identify land use around the school. Use basic geographical vocabulary to refer to key physical features and human features. Use compass directions (north, south, east and west) and locational language (eg near and far) to describe the location of features and routes on a map. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school. Use basic geographical vocabulary to refer to key physical features and human features. Use compass directions (north, south, east and west) and locational language (eg near and far) to describe the location of features and routes on a map. Use simple grid references.	Location, Location, Location. Ask and answer geographical questions. Identify the key features of a location to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Identify land use around the school. Use basic geographical vocabulary to refer to key physical features and human features. Use compass directions (north, south, east and west) and locational language (eg near and far) to describe the location of features and routes on a map. Use simple grid references.

Alvey Outcomes

We are interested in finding out about the physical features, people and culture of countries around the world and comparing them with our own locality.

An excellent knowledge of where places are and what they are like.

An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

An extensive base of geographical knowledge and vocabulary.

Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

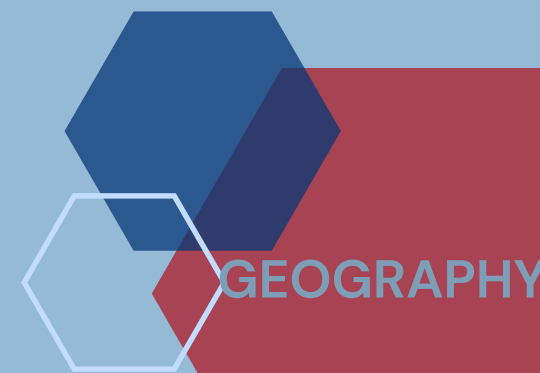
The ability to reach clear conclusions and develop a reasoned argument to explain findings.

Significant levels of originality, imagination or creatively as shown in interpretations and representations of the subject matter.

Highly developed and frequently utilised fieldwork and other geographical skills and techniques.

A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there

The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.



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Rivers, Rocks and Rumbles Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. Describe key aspects of physical and human geography.	This is Me Use maps, atlases, globes and digital mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. Describe key aspects of human geography, including: settlements and land use. Use the eight points of a compass four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.	Rivers Maps and mapping Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the United Kingdom. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe how the locality of the school has changed over time. Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. Describe key aspects of human geography, including settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Developing our local area	Rivers Maps and mapping Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe how the locality of the school has changed over time. Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. Describe key aspects of human geography, including settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Developing our local area	Ancient Greece Use maps, atlases, globes and digital mapping to locate countries and describe features. South American countries Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use a range of resources to identify the key physical and human features of a location. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe how the locality of the school has changed over time. Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. Describe key aspects of human geography, including settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Developing our local area			Map SkillsCollect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Identify and describe the geographical significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe and understand key aspects of human geography. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Coasts and Environmental Units Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Identify and describe the geographical significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe and understand key aspects of human geography. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Stone Age-Iron Age Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (e.g. aerial images compared with maps and topological maps). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including how some of these aspects have changed over time. Describe how locations around the world are changing. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols). Create maps of locations identifying patterns (land use).	WW2 Use a range of geographical resources to give detailed descriptions of a location. Analyse and give views on the effectiveness of different geographical representations of a location (e.g. aerial images compared with maps and topological maps). Name and locate countries and cities of the world and identify their human and physical characteristics and understand how these have changed over time. Describe how countries and geographical regions are interconnected and interdependent. Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	AmericanTrailblazers Name and locate some of the countries and cities of the world and identify their human and physical characteristics. Name and locate the countries of North and South America and identify their human and physical characteristics. Identify and describe the geographical significance of latitude, longitude etc. Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe and understand key aspects of human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. Create maps of locations identifying patterns (land use, climate zones).

Alvey Outcomes

We are interested in finding out about the physical features, people and culture of countries around the world and comparing them with our own locality.

An excellent knowledge of where places are and what they are like.

An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

An extensive base of geographical knowledge and vocabulary.

Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

The ability to reach clear conclusions and develop a reasoned argument to explain findings.

Significant levels of originality, imagination or creatively as shown in interpretations and representations of the subject matter.

Highly developed and frequently utilised fieldwork and other geographical skills and techniques.

A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.

GEOGRAPHY

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Developing logical reasoning and the cycle of prediction and explaining. Recognise what is the same and what is different to begin to develop an understanding of pattern. Develop the skill of abstraction, being able to ignore what is not important.	Barefoot Computing – Delivery Day Begin to understand algorithms by planning a sequence of instructions. Develop the skill of decomposition by breaking the task down into small steps. Develop their collaboration skills, taking turns and extending and elaborating ideas. iPads – Garage Band Explore and engage in music making and dance, performing solo or in groups. Show resilience and perseverance in the face of challenge Summer time – Seaside Tanagrams Develop the concept of tinkering – trying out different approaches to see what happens. Develop the concept of creating – experiment with arranging in different ways, checking and fixing continually. Develop the concept of debugging – the process of finding and fixing errors or mistakes in our work. Develop the concept of persevering – swapping and testing their approaches until they achieve the desired outcome.	BeeBots – Barefoot Computing Developing our understanding of algorithms. Develop the concept of debugging – the process of finding and fixing errors or mistakes in our work. Develop the concept of persevering – swapping and testing their approaches until they achieve the desired outcome. Develop computational thinking and problem-solving skills. (creating and following an algorithm.) Develop collaboration skills, taking turns and extending and elaborating ideas. Develop perseverance and resilience in the face of challenge.	Information technology around us Identifying technology Identifying a computer and its main parts Using a mouse in different ways Using a keyboard to type and edit text To create rules for using technology responsibly Robots	Creating media: digital painting Describe what different freehand tools do Use shape and line tools Make careful choices when painting a digital picture To explain choices for tools used Use computers independently to create a picture Compare painting pictures on a computer or on paper Grouping Data Labelling data Identify that objects can be counted Describe objects in different ways Count objects with the same properties Compare groups of objects Answer questions about groups of objects Digital Literacy: How adults can help	Digital writing Use a computer to write To add or remove text To change the look of the text on a computer Make careful changes when changing the look of text Explain why I used tools that I chose Compare typing on a computer to writing on paper Programming Animations Choose a command for a given purpose Show that a series of commands can be joined together Identify the effect of changing a value Explain that each sprite has its own instructions Design parts of a project Use an algorithm to create a program	Information technology around us Recognise the uses and features of information technology Identify the uses of technology in school Identify information technology beyond school Explain how information technology helps us Explain how to use information technology safely Recognise that choices are made when using information technology Digital photography Use a digital device to take a photo To make choices when taking a photo To describe what takes a good photograph Decide how photographs can be improved Use tools to change an image Recognise that photos can be changed Digital Literacy: Snakes and Ladders by Barefoot computing	Robot algorithms Describing a series of instructions as a sequence Explain what happens when we change the order of instructions Use logical reasoning to predict the outcome of a program Explain that programming projects can have code and artwork Design an algorithm Create and debug a program that I have written Pictograms Recognise that we can count and compare objects using tally charts Recognise that objects can be represented as pictures Create a pictogram Select objects by attribute and make comparisons Recognise that people can be described by attributes Explain that we can present information using a computer Digital Literacy: Who does this belong to? by Barefoot computing	Digital music Say how music can make us feel Identify that there are patterns in music Experiment with sound using a computer Use a computer to create a musical pattern Create music for a purpose Review and refine our computer work Programming quizzes Explain that a sequence of commands has a start Explain that a sequence of commands has an outcome Create a program using a given design Create a program using my own design Decide how my project can be improved

Alvey Outcomes

We teach specific skills with an emphasis on programming through the National Centre for Computing Education. However, we also use to help in all other curriculum areas.

Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.

The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

An understanding of the connecte4d nature of devices.

The ability to communicate ideas well by using applications and devices throughout the curriculum.

The ability to collect, organise and manipulate data effectively.

COMPUTING

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Connecting computers Explain how digital devices function Identify input and output devices Recognise how digital devices can change the way that we work Explain how a computer network can be used to share information Explore how digital devices can be connected Recognise the physical components of a network Stop-frame animations Explain that animation is a sequence of drawings or photographs Relate animated movement with a sequence of images Plan an animation Identify the need to work consistently and carefully Review and improve an animation Evaluate the impact of adding other media to an animation Digital Literacy: Let's chatterbox by Barefoot computing	Sequencing sounds Explore a new programming environment Identify that commands have an outcome Explain that a program has a start Recognise that a sequence of commands can have an order Change the appearance of my project Create a project from a task description Branching databases Digital Literacy: Be Cyber smart by Barefoot computing	Desktop publishing Events and actions in programs	The Internet Describe how networks physically connect to other networks Recognise how networked devices make up the internet Outline how websites can be shared via the World Wide Web (WWW) Describe how content can be added and accessed on the World Wide Web (WWW) Recognise how the content of the WWW is created by people Evaluate the consequences of unreliable content Audio productions Identify that sound can be recorded Explain that audio recordings can be edited Recognise the different parts of creating a podcast project Apply audio editing skills independently Combine audio to enhance my podcast project Evaluate the effective use of audio Digital Literacy: Know or Know of By Barefoot Computing	Repetition in shapes Identify that accuracy in programming is important Create a program in a text-based language Explain what 'repeat' means Modify a count-controlled loop to produce a given outcome Decompose a task into small steps Create a program that uses count-controlled loops to produce a given outcome Data Logging Explain that data gathered over time can be used to answer questions. Use a digital device to collect data automatically Explain that a data logger collects 'data points' from sensors over time Recognise how a computer can help us analyse data Identify the data needed to answer questions Use data from sensors to answer questions Digital Literacy: Introduction to personal information online	Repetition in games Develop the use of count-controlled loops in a different programming environment Explain that in programming there are infinite loops and count-controlled loops Develop a design that includes two or more loops Modify an infinite loop in a given program Design a project that includes repetition Create a project that includes repetition Digital Literacy: You're the jury by Barefoot computing	Systems and searching Explain that computers can be connected together to form systems Recognise the role of computer systems in our lives Identify how to use a search engine Describe how search engines select results Explain how search results are ranked Recognise why the order of results is important, and to whom Video productions Explain what makes a video effective Use a digital device to record video Capture video using a range of techniques Create a storyboard Identify that video can be improved through reshooting and editing Consider the impact of the choices made when making and sharing a video Digital Literacy: Stop, Think, Do I Consent by Barefoot Computing	Flat-file databases Use a form to record information Compare paper and computer-based databases Outline how you can answer questions by grouping and then sorting data Explain that tools can be used to select specific Explain that computer programs can be used to compare data visually Use a real-world database to answer questions Selection in quizzes Explain how selection is used in computer programs Relate that a conditional statement connects a condition to an outcome Explain how selection directs the flow of a program Design a program that uses selection Create a program that uses selection Evaluate my program Digital Literacy: The Phisherman by Barefoot computing	Vector drawing Identify that drawing tools can be used to produce different outcomes Create a vector drawing by combining shapes Use tools to achieve a desired effect Recognise that vector drawings consist of layers Group objects to make them easier to work with Apply what I have learned about vector drawings Selection in physical computing Digital Literacy: Introduction to sharing online	Communication and collaboration Explain the importance of internet addresses Recognise how data is transferred across the internet Explain how sharing information online can help people to work together Evaluate different ways of working together online Recognise how we communicate using technology Evaluate different methods of online communication Webpage creation Review an existing website and consider its structure Plan the features of a web page Consider the ownership and use of images (copyright) Recognise the need to preview pages Outline the need for a navigation path Recognise the implications of linking to content owned by other people Digital Literacy: Screen time and healthy balance	Variable in games Define a 'variable' as something that is changeable Explain why a variable is used in a program Choose how to improve a game by using variables Design a project that builds on a given example Use my design to create a project Evaluate my project Introduction to spreadsheets Create a data set in a spreadsheet Build a data set in a spreadsheet Explain that formulas can be used to produce calculated data Apply formulas to data Create a spreadsheet to plan an event Choose suitable ways to present data Digital Literacy: Watching and sharing videos online	3d moving Recognise that you can work in three dimensions on a computer Identify that digital 3D objects can be modified Recognise that objects can be combined in a 3D model Create a 3D model Plan and create my own 3D model Sensing movement Create a program to run on a controllable device Explain that selection can control the flow of a program Update a variable with a user input Use a conditional statement to compare a variable to a value Design a project that uses inputs and outputs on a controllable device Develop a program to use inputs and outputs on a controllable device Transition Project Understand how variables, inputs and algorithms can be used on the micro:bit to create a sports counter Create and evaluate a countdown timer on the micro:bit using variables Digital Literacy: Childnet: Moving On LIP

Alvey Outcomes

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An understanding of the connect4d nature of devices.

The ability to communicate ideas well by using applications and devices throughout the curriculum.

The ability to collect, organise and manipulate data effectively.

COMPUTING

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
My Family Bonfire Night Guy Fawkes Talk about members of their immediate family and community. Talk about who lives with them in their homes Talk about a family photo. Answer questions about their families. Talk about the name of their school Recognise differences and similarities within families. Talk about which people are special to them and why. Comment about differences and similarities when using pictures, stories, artefacts and accounts form the past.		Planets and space travel Sorting dinosaurs Why did dinosaurs become extinct? Fossil Workshop Comment about differences and similarities when using pictures, stories, artefacts and accounts form the past, e.g homes, transport.	Pirates and Galleons Famous Pirates – Blackbeard, Mary Reid and Anne Bonny, Calico Jack Ask questions such as: what was it like for people? What happened? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Recognise that there are reasons why people in the past acted as they did Describe significant people from the past	Castles and Medieval Life Observe or handle evidence. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Sleaford local study William Alvey – history of our school.	Spring 2 Describing significant people from our school Observe or handle evidence. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	Christopher Columbus Matthew Flinders Grace Darling Amy Johnson Observe or handle evidence. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time	Term 2 Guy Fawkes The Great Plague The Great Fire of London Observe or handle evidence. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Jethro Tull and farming Observe or handle evidence. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Place events and artefacts in order on a time line. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Alvey Outcomes

Developing the skills of historical enquiry is an important part of the curriculum. Understanding British history within a global context is also a key part of our history curriculum.

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

HISTORY

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Life in Ancient Egypt Use evidence to ask questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding. Suggest causes and consequences of some of the main events and changes in history. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Place events and artefacts and historical figures on a time line using dates Understand the concept of change over time, representing this on a time line Use dates and terms to describe events	Autumn (cont) Use appropriate historical vocabulary to communicate including: Dates Time period Era Change Chronology Use literacy, numeracy and computing skills to a good standard in order to communicate about the past. Understand the concept of change over time, representing this, along with evidence, on a time line. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Viking settlers Use evidence to ask questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate including: Dates Time period Era Change Chronology Understand the concept of change over time, representing this, along with evidence, on a time line. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Victorians – Rich vs Poor Use evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Place events and artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline Use dates and terms to describe events. Use appropriate historical vocabulary to communicate including: Dates Time period Era Change Chronology	AUTUMN: Victorian Sleaford Use evidence to ask questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history. Describe changes that have happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Place events and artefacts and historical figures on a time line using dates Understand the concept of change over time, representing this, along with evidence, on a timeline Use dates and terms to describe events	SPRING: Ancient Greece and its impact on the modern world. Place events and artefacts and historical figures on a time line using dates Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe the social, ethnic, cultural or religious diversity of past society. Understand the concept of change over time, representing this, along with evidence, on a time line. Use literacy, skills to a good standard in order to communicate information about the past.	The Roman Empire and its impact on Britain– Boudicca revolt. Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of evidence to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda. Understand that no single source of evidence gives the full answer to questions about the past. Describe the social, ethnic, cultural or religious diversity of past society. Understand the concepts of continuity and change over time, representing them on a time line Use dates and terms accurately in describing events Use appropriate historical vocabulary to communicate including: Dates, Time Period, Era, Chronology, Continuity, Change, Century, Decade, Legacy.	Britain's settlement by the Anglo-Saxons Same skills as Romans, plus: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.	History of Space Travel Use sources of evidence to deduce information. Select suitable sources of evidence, giving reasons for choices. Use sources of evidence to form testable hypotheses about the past Show an awareness of the concept of propaganda. Understand that no single source of evidence gives the full answer. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past. Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline. Describe the main changes in a period of history. Identify periods of rapid change in history and contrast them with times of relatively little change Use dates and terms accurately in describing events Use original ways to present information and ideas. Use appropriate historical vocabulary to communicate.	Stone Age to the Iron Age Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of evidence to form testable hypotheses about the past Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Identify continuity and change in the history of the locality of the school Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change Use historical vocabulary to communicate Use original ways to present information and ideas	WW2 and its impact on our school and local area. Independent study. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence Show an awareness of the concept of propaganda Understand that no single source of evidence gives the full answer Identify continuity and change in the history of the locality of the school Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including experiences of men, women and children Describe the main changes in a period of history. Identify periods of rapid change in history and contrast them with times of relatively little change Use historical vocabulary to communicate Use original ways to present information and ideas	

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HISTORY

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
This is Me! Unit 1 focus: Using a range of comprehension skills to construct meaning from image Window by Jeannie Baker Belonging by Jeannie Baker Tomb Raiders Unit 2 focus: Using retrieval and vocabulary knowledge to understand character. Core: vocabulary, retrieval and inferences Charlotte's Web by E.B.White Unit 3 focus: Gain knowledge Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion NF – Spider Anthology of Intriguing Animals	Rivers, Rocks and Rumbles Unit 1 focus: Understanding how the author's choice of words and sentence patterns, including figurative language, supports the story; explaining how this makes us feel. Core: vocabulary, retrieval and inferences The Firework Maker's Daughter by Phillip Pullman Unit 2 focus: Gain knowledge; think critically Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Plot The Curriculum Companion: History by Bone and Quigley Unit 3 focus: Understanding the use of words to create a picture in a poem. Core: vocabulary, retrieval and inferences Fireworks by James Reeves	Let Battle Commence Unit 1 focus: Understanding how the author develops characters and events and helps us to imagine what a character looks like, how they behave and what was happening in key events. Core: vocabulary, retrieval and inferences The Witches by Roald Dahl Unit 2 focus: Gain knowledge; think critically Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Witches by Colin Hawkins Unit 3 focus: Understanding how the author uses imagery to help us understand and enter into the story. Core: vocabulary, retrieval and inferences The Mousehole Cat by Antonia Barber Unit 4 focus: Understanding the use of words to create a picture in a poem. Core: vocabulary, retrieval and inferences The Kraken by Alfred Lord Tennyson	Rags to Riches Unit 1 focus: Using a range of comprehension skills to construct understanding of character from image alongside words Voices in the Park by Anthony Browne Hansel and Gretel by Anthony Browne Back to School Unit 2 focus: Using retrieval and inference to understand how characters' behaviour and feelings change within a narrative; summarising the changes. Core: vocabulary, retrieval and inference Five Children and It by Edith Nesbit Unit 3 focus: Gain knowledge; read and think critically about a text. Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question within the text). Deduction – Drawing together pieces of information to make a logical conclusion. Elves in Arthur Spiderwick's Field Guide to the Fantastical World Around You Unit 4 focus: Understanding the use of words to create a picture in a poem. Core: vocabulary, retrieval and inferences From a Railway Carriage by Robert Louis Stevenson	Groovy Greeks Unit 1 focus: How setting and mood support understanding of what is happening in a story. Core: vocabulary, retrieval and inferences The Midnight Fox by Betsy Byars Unit 2 focus: Gain knowledge; think critically Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Temperate Woodlands in The Wonder of Trees by Nicola Davis & Lorna Scobia Unit 3 focus: Understanding the use of words to create a picture in a poem. Core: vocabulary, retrieval and inferences Moonlit Apples by John Drinkwater Exploring South America Unit 4 focus: Understanding how atmosphere is created through settings in a story Core: vocabulary, retrieval and inferences The Ledge of Podkin One-Ear by Keiran Larwood Unit 5 focus: Gain knowledge; think critically Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Wild Rabbits Rabbit in Mixer Survives by Roger McGough	From the Source to the Sea Unit 1 focus: Understanding how an author reveals character feelings by: • Making inferences (e.g. what might happen or have already happened) and using evidence from the text to support reasoning. • Explaining and evaluating how the author's choice of words, and grammatical & sentence patterns makes us feel. Reading aloud with intonation that shows understanding of authorial intent. • Summarising by explaining the main ideas/message from a text using quotations for illustration when necessary. Core: vocabulary, retrieval and inferences The Iron Man by Ted Hughes Unit 2 focus: Gain knowledge; think critically Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Iron Age Tools and Weapons The Curriculum Companion: History by Bone and Quigley Dream Variations by Langston Hughes We are Town Planners Cloud Busting Malorie Blackman Bullybuster Website http://www.bullybusters.org.uk/kids/why_do_people_bull_y/ Sonnet 104: To me, fair friend, you never can be old William Shakespeare	Unit 1 focus: Exploring the relationship between setting and character as a story develops through using a range of comprehension skills to construct meaning from the partnership between image and text The Promise (picture book) Eagles (NF) Unit 2 focus: Using retrieval and inference to understand atmosphere by building a picture of a setting; summarising to gather key points as you read. Core: vocabulary, retrieval and inference Tom's Midnight Garden (F) Unit 3 focus: Understanding the use of words to create a picture in a poem. Core: vocabulary, retrieval and inferences The Door (Poetry) Trees (NF)	Unit 1 focus: Understanding how characters and setting reveal atmosphere in a story. Core: vocabulary, retrieval and inferences Eagle in the Snow (F) Unit 2 focus: Understanding the use of words to create a picture in a poem; understanding symbolism in a poem. Core: vocabulary, retrieval and inferences In Flanders Fields (Poetry) Unit 3 focus: Understanding the use of words to create a picture in a poem; understanding symbolism in a poem. Core: vocabulary, retrieval and inferences The Fog (Poetry T4R)	Unit 1 focus: Understanding differences in characters. Core: vocabulary, retrieval and inferences Cogheart (F) Unit 2 focus: Understanding how an author uses descriptive detail to create an image in our mind's eye and help us understand characters and situations. Core: vocabulary, retrieval and inferences Skellig (F) Unit 3 focus: Gain knowledge; think critically; draw conclusions Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Non-fiction: Shackleton's Journey Unit 3 focus: Understanding the use of words to create emotion; understanding symbolism/deeper meaning. Core: vocabulary, retrieval and inferences Phoenix and Dragons (NF) Unit 4 focus: Understanding the use of words to create a picture in a poem; understanding symbolism in a poem. Core: vocabulary, retrieval and inferences Silver (Poetry)	Stone Age–Iron Age Unit 1 focus: Exploring character motivation as a story develops through using a range of comprehension skills to construct meaning from the partnership between image and text. The Invention of Hugo Cabret by Brian Selznick Unit 2 focus: Gain knowledge; think critically; draw conclusions; form an opinion Strategies: Retrieval – Retrieve information from a text and use this to explain an answer (strategy / technique – identify and look for words and phrases in the question/statement within the text). Deduction – Put together known facts and use them to come to a logical conclusion. Non-fiction: Shackleton's Journey Unit 3 focus: Understanding the use of words to create emotion; understanding symbolism/deeper meaning. Core: vocabulary, retrieval and inferences Poetry: The Listeners	WW2 Unit 1 focus: Understanding how a setting and character actions can add tension and atmosphere to a story. Imagining: Children will be able to explain what they see in their head and what contributes to the creation of those images. Authorial intent/effect on the reader: Children will be able to explain and evaluate how the author's choice of words, grammatical & sentence patterns makes them feel. Summarise: Children will be able to explain the main ideas from an extract using quotations for illustration when necessary. Core: vocabulary, retrieval and inferences Class book: The Girl of Ink And Stars by Kiran Millwood Hargrave Unit 2 focus: Using retrieval and inference to understand character; summarising to gather key points as you read. Core: vocabulary, retrieval and inferences Class book: Macbeth	American Trailblazers Unit 1 Focus: Understanding how characters and setting create mood in a story. Comprehension Focus Inference and summarising Holes by Louis Sachar Onwards and Upwards Unit 2 Focus: Understanding different characters' responses to a situation and the feelings behind their behaviours. Comprehension Focus: Inference and summarising Class book: Wonder by R.J. Palacio

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Talk for Reading Supporting verbal language, recount of we're going on a bear hunt. Writing recognisable letters. Name Writing	T4W The Little Red Hen/Baby Mouse Creating story maps, labelling key events such as plant, grind, bake, eat	SUMMER T4W Sleepy Bumblebee Dinosaur fact files	Narrative (Story) How to Catch a Star	Narrative (Story) Handa's Surprise	Narrative (Story) The Storm Whale Non-chronological Report (Information) The Big Blue Whale	Journey Tale – Meerkat Mail	Tale of Fear – The Owl Who Was Afraid of the Dark	Meeting Tale – Bob's Best Ever Friend
14W The Gingerbread Man Writing Instructions (Recipe) Short sentence opportunities in child led play. Labelling. CVC writing for character names. Lost and Found Postcard writing	T4W Farmer Duck Recount of the Farm Visit Non-Fiction Mini beast facts.		instructions (Non-fiction) How to Catch a Star	Non-chronological Report (Non-fiction) Handa's Surprise	Narrative (Story) No-bot, The Robot with No Bottom	Non-chron reports – Supertato	Instructions – Dragons	Non-chron reports – The Storm Owl

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Narrative The Day the Crayons Quit Conflict & Resolution Story	Narrative Grandpa's Teeth Lost and Found story	Narrative The Lion, The Witch and The Wardrobe Fantasy story Opening and setting	NARRATIVE 1 Class text / stimulus: The Wild Girl – Chris Wormell Model Text: The Wild Girl adapted model Plot Structure: Overcoming the monster Focus: Character NON-FICTION 1 Class text / stimulus: The Wild Girl –Chris Wormell Model Text: The Day I met the Mighty Aslan Text type: Recount Focus: Journalistic writing (magazine article)	NARRATIVE 3 Class text / stimulus: The Tunnel – Anthony Browne Model Text: The Tunnel adapted model Plot Structure: Opening and Build Up in a portal story Focus: Setting (atmosphere)	NARRATIVE 4 Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: The Night Fairy Plot Structure: Finding Tale Focus: Character & Setting NON-FICTION 3 Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Letter to a River Troll Text type: Persuasion Focus: Persuasive letter	Atmosphere and suspense opening	Meeting Tale	Characterisation	Suspense writing based on 'The Library'.	Flashback: manipulating plot in narratives	Independent writing (various genres)
Non Fiction George and the Dragon Explanation Text	Non Fiction Grandpa's Teeth Persuasive Advert	Non Fiction The Land of Never Believe Non Chron Report about an imaginary World	POETRY 1 Model poem: What do the fairies ride? (Clare Bevan) NARRATIVE 2 Class text / stimulus: Flat Stanley (Jeff Brown) Model Text: Adventure at Sandy Cove – Pie Corbett Plot Structure: Finding Tale Focus: Action	POETRY 2 Model poem: Dragon's Wood (Brian Moses) NON-FICTION 2 Class text / stimulus: The Tunnel – Anthony Browne Model Text: Rose's diary Text type: Recount Focus: First person diary recount	NON-FICTION 4 Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Should Trolls be Slaughtered? Text type: Discussion Focus: Discursive writing	Information text	Action (F)	Discussion text	Explanation texts Poetry	Discussion texts	Independent writing (various genres)

RECEPTION			YEAR 1			YEAR 2 Follow Penpals		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
DEVELOPING GROSS MOTOR SKILLS The vocabulary of movement Large movements Responding to music	Introducing long ladder letters: l,i,t,u,j,y Practising long ladder letters: l,i	Introducing zig-zag monster letters:z,v,w,x Practising zig-zag monster letters:z,v,w,x introducing capitals for curly caterpillar letters:C, O, A,D,G,Q, E, F	1. Letter formation practice: long ladder family 2. Letter formation practice: one-armed robot 3. family Letter formation practice: curly caterpillar Family 4. Letter formation practice: zig-zag monster Family 5. Practising the vowels: i 6. Practising the vowels: u 7. Practising the vowels: a 8. Practising the vowels: o 9. Practising the vowels: e 10. Letter formation practice: capital letters	11. Introducing diagonal join to ascender: joining at, all 12. Practising diagonal join to ascender: joining Th 13. Practising diagonal join to ascender: joining Ch 14. Practising diagonal join to ascender: joining cl 15. Introducing diagonal join, no ascender: joining in, im 16. Practising diagonal join, no ascender: joining cr, tr, dr 17. Practising diagonal join, no ascender: joining lp,mp 18. Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, ig 19. Practising diagonal join, no ascender, to an anticlockwise letter: joining nd, ld 20. Practising diagonal join, no ascender, to an anticlockwise letter: joining ng	21. Practising diagonal join, no ascender: joining ee 22. Practising diagonal join, no ascender: joining ai, ay 23. Practising diagonal join, no ascender: joining ime, ine 24. Introducing horizontal join, no ascender: Oy 25. Practising horizontal joining one, ome 26. Introducing horizontal join, no ascender, to an anticlockwise letter: joining oa, og 27. Practising horizontal join, no ascender, to an anticlockwise letter: joining wa,wo 28. Introducing horizontal join to ascender: joining ol, ot 29. Practising horizontal join to ascender: joining wh, oh 30. Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining of, if 31. Assessment	1. How to join in a word: high frequency words 2. Introducing the break letters: j,g,x,y,z, b, f, p, q,r, s 3. Practising diagonal join to ascender in words: Eel, eet 4. Practising diagonal join, no ascender, in words: a_e 5. Practising diagonal join, no ascender, to an anticlockwise letter in words: ice,ide 6. Practising horizontal join, no ascender, in words: ow, ou 7. Practising horizontal join, no ascender, in words: oy, oi 8. Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode] 9. Practising horizontal join to ascender in words: ole, obe 10. Practising horizontal join to ascender in words: ook, ool	11. Practising diagonal join to r: ir, ur, er 12. Practising horizontal join to r: or, oor 13. Introducing horizontal join from r to ascender: url, irl, irt 14. Introducing horizontal join from ere 15. Practising joining to and from r: air 16. Introducing diagonal join to s: dis 17. introducing horizontal join to s:ws 18. Introducing diagonal join from s to ascender: Sh 19. Introducing diagonal join from s, no ascender: Si,su, se, sp, sm 20. Introducing horizontal join from r to an anticlockwise letter:rs	21. Practising diagonal join to an anticlockwise letter:ea, ear 22. Introducing horizontal join to and from f to ascender: ft, fl 23. Introducing horizontal join from f, no ascender: fu, fr 24. Introducing qu (diagonal join, no ascender) 25. Introducing rr (horizontal join, no ascender) 26. Introducing ss (diagonal join, no ascender, to an anticlockwise letter) 27. Introducing ff (horizontal join to ascender) 28. Capital letter practice: height of ascenders and capitals 29. Assessment 30. Assessment

YEAR 3 Follow Penpals and individual class needs			YEAR 4 Follow Penpals and individual class needs			YEAR 5 Follow Penpals and individual class needs			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
1. Revising joins in a word: long vowel Phonemes	11. Introducing joining b and p: diagonal join, no ascender, bi, bu, pi, pu	21. Consistency in spacing: mis, anti, ex 22. Consistency in spacing: non, co 23. Consistency in spacing: apostrophes 24. Layout, speed and fluency practice: address	1. Revising joins in a word: ness, ship 2. Revising joins in a word: ing, ed 3. Revising joins in a word: s 4. Revising joins in a word: ify 5. Revising joins in a word: nn, mm, ss 6. Revising parallel ascenders: tl, ll, bb 7. Revising parallel ascenders and descenders: pp, ff 8. Revising joins to an anticlockwise letter: cc, dd 9. Revising break letters: dictionary work and alphabetical order 10. Linking spelling and handwriting: related words	11. Introducing sloped writing 12. Parallel ascenders: al, ad, af 13. Parallel descenders and break letters: ight, Ough 14. Size, proportion and spacing: ious 15. Size, proportion and spacing: able, ful 16. Size, proportion and spacing: fs, ves 17. Speed and fluency: abbreviations for notes 18. Speed and fluency: note making 19. Speed and fluency: drafting 20. Speed and fluency: lists	21. Size, proportion and spacing: v, k 22. Size, proportion and spacing: ic, ist 23. Size, proportion and spacing: ion 24. Size, proportion and spacing: its, it's 25. Speed and fluency: ible, able 26. Speed and fluency: diminutives 27. Print alphabet: captions, headings, labels 28. Print capitals: posters 29. Assessment Presentational skills: font styles	1. Introducing sloped writing in letter families 2. Practising sloped writing: diagonal join to ascender 3. Practising sloped writing: diagonal join, no ascender 4. Practising sloped writing: diagonal join to an anticlockwise Letter 5. Practising sloped writing: horizontal join to ascender 6. Practising sloped writing: horizontal join, no ascender 7. Practising sloped writing: horizontal join to an anticlockwise Letter 8. Practising sloped writing: joining from r 9. Practising sloped writing: joining from s 10. End-of-term check	11. Practising sloped writing: proportion – joining from f to Ascender 12. Practising sloped writing: size – joining from f, no ascender 13. Different styles for different purposes: writing a paragraph 14. Practising sloped writing: speed 15. Practising sloped writing: speed and legibility 16. Practising sloped writing: size proportion and spacing 17. Practising sloped writing: building speed 18. Different styles for different purposes: decorative alphabets 19. Different styles for different purposes 20. End-of-term check	21. Sloped writing: proportion, joining p and b to ascenders 22. Handwriting for different purposes: joining from p and b, no Ascender 23. Practising sloped writing: parallel downstrokes 24. Practising sloped writing: all double letters 25. Practising sloped writing for speed 26. Practising sloped writing for fluency 27. Personal style 28. Handwriting for different purposes: print alphabet 29. Assessment 30. Capitals	1. Style for speed: crossbar join from t 2. Style for speed: looping from g: \l, \i, \r, \a, \g 3. Style for speed: looping from j and y: 4. Style for speed: looping from f 5. Style for speed: different joins to s 6. Style for speed: looping from b 7. Style for speed: joining from v, w, x and z 8. Handwriting for different purposes: abbreviations 9. Spacing between words 10. End-of-term check	11. Improving handwriting: the importance of consistent sizing 12. Improving handwriting: the importance of proportion 13. Improving handwriting: the importance of spacing 14. Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders 15. Improving handwriting: the importance of closed and open letters 16. Improving handwriting: pen breaks in longer words 17. Handwriting for different purposes: annotations 18. Handwriting for different purposes 19. Choice of handwriting tools 20. End-of-term check	21. Handwriting for different purposes: fast-joined and print letters 22. Handwriting for different purposes: note making 23. Handwriting for different purposes: neat writing 24. Handwriting for different purposes: print letters for personal details 25. Different styles of writing 26. Handwriting for different purposes: presentation 27. Handwriting for different purposes: decorated capitals 28. Handwriting for different purposes: layout 29. Assessment 30. Handwriting for different purposes: handwriting patterns

RECEPTION PHONICS			YEAR 1 PHONICS			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Phase 2 s/a/t/p/ i/n/m/d/ g/ o/c/ck/e/u/r/h/b/f/ff/ ll/ss	Phase 3 y/z/zz/qu/ch/sh Consolidation of phase 3	Phase 3 (Phase 4 taught throughout) ar/or/ur/ow/oi/ear /air/ure/er	a_e e-e u-e i_e o-e ar long a o oo high frequency words wr kn gn	dg mb Silent b tch se making s se making z st silent t ee y ear o making u or, au, aw ai, ee,igh,oa oo, ar, or ur, ow, oi, ear	o-e u-e aw ea ir oe ee, ea, ey ir, er, or, ur or, au, aw ow, oe, oa silent b oo dg u – short oo sound u – long u sound t making ch sound “zh”	au aw al ear (er) or (er) eer/ere are/ear/ere our ore short ea soft c soft g se ce ch (/k/) ch (sh) dge ge homophones near-homophones CEWs	o (short u) le ed mb kn gn wr tch zh ture y (short i) sc st (s) a (short o) ti ci ssi el al il y (long i) homophones near-homophones CEWs	plurals -er -est -ing ey ar (or) -ment -ness -ful -less contactions poss apos homophones near-homophones CEWs

SPELLINGS

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Short vowel	or	Ue	statutory words (Year ¾)	gu	Inter	ious	statutory words [Year ¾ revision]	ei, ie	Statutory words [Year ¾ revision]	Ough	Revision based on year group needs
Long vowel	wa wo	Revisit 1 and 2 spellings.	sure	ture	Sion, cian	cious, tious, cial		ought, ough	able, ible (ably? ibly?)	ent, ence, ency	Revision based on year group needs
statutory words (Year ¾)	le	'-ly' with root words ending in 'le' and 'ic'	apostrophe for possession	apostrophe for possession	Cian, sion, ssion	cial, social, tial, cious		augtht	fer	Homophones (draught/draft, dissent/descent etc.)	Revision based on year group needs
	ai		homophones	homophones	apostrophe for possession	ant, ance, ent, ence	statutory words (Year 5/6)	silent letters	Y5 homophones (cereal/serial, father/farther etc.)	Generating words from prefixes	Test strategies
"evil" e	ay	Previously taught suffixes	prefix im, in	Revision				homophones	Y5 'ei' and 'ie' words	Commonly misspelt homophones	SATS WEEK/ Proofreading own writing
E endings	ee	/i/ sound spelt 'y' other than at the end of words (gym, myth)	ei		ous		ant, ance, ent, ence		Y5/6 stat		Personal strategies for writing
Double letters	ea		ch		prefixes		fer, ferring, ferred		Y5 homophones		
tch	ighty		ou		suffix ly				Statutory words [Year 5/6 revision]		
ar	y		ing, er		statutory words (Year ¾)				Homophones (ce, se		
	oat	'ou'	suffix en						Statutory words and personal lists	Statutory words [strategies for learning]	
	ow	Homophones							Cious, tious		
	oo								Y5 Exceptional suffixes	Homophones (dessert/ desert, stationery/etc.	Personal strategies for writing
									Y5 Homophones	suffix ture / sure	
										Y5 ant, ance, ancy	
										Words with 'silent' letters	
										suffix 'ly'	

RECEPTION			YEAR 1			YEAR 2 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Capital letters. Nouns Pronouns Adjectives Full stops Object, subject Sentence structure			Sentence structure capital letters in sentences Capital letters for names and for the personal pronoun. Sequencing sentences to form short narratives. Joining words and joining clauses using and. Introduction to capital letters, full stops ... to demarcate sentences. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun.	Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. How the prefix un- changes the meaning of adjectives (negation, for example, unkind).	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing: untie the boat).	Subordination (using when, if, that, because) and co-ordination (using or, and, but). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).	Use of -ly in standard English to turn adjectives into adverbs. Time connectives. Commas to separate items in a list. Apostrophes to mark singular possession in nouns (for example, the girl's name). Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).	Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er and -est in adjectives. Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman)

YEAR 3 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 4 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 5 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW			YEAR 6 WE FOLLOW T4W AND TEACH OTHER GRAMMAR CONCEPTS AS TO CLASS NEEDS AND GENRE THAT HAVE BEEN IDENTIFIED IN COLD TASKS AS WELL AS COVERING THE BELOW		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Capital letters for proper nouns	Adjectives to compare	Direct speech	Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because).	Formation of nouns using a range of prefixes (for example super-, anti-, auto-).	Expressing time, place and cause using adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of).	To develop a knowledge of vocabulary and terminology	Tenses	To use transitional conjunctions and adverbials of time to develop links between paragraphs.	Conjunctions (identifying types. Must include co-ordinating and sub-ordinating). Inc. time for recounts.	Implied relative pronouns	Use of the progressive form of verbs in the present and past tense to mark actions in progress
Full stops and capital letters	Regular plural nouns	Full stops, question marks, exclamation marks	Use of commas after fronted adverbials (where these are fronted adverbial clauses).	Word families based on common words, showing how words are related in form and meaning (for example, solver, solution, dissolve, insoluble).	To know what a noun phrase is. To use extended noun phrases.	To use the passive and active voice.	Relative clauses	To use dashes, brackets and commas for parenthesis.	Word classes inc. adverbs	Expanded noun phrases	REVISION ON TENSES
Capital letters in poetry	Irregular plural nouns	Commas in lists	Introduction to inverted commas to punctuate direct speech.	Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).	Fronted adverbials (for example, Later that day, I heard the bad news).	To use causal conjunctions and use cause and effect sentences.	To use the passive and active voice.	To use technical vocabulary related to the topic.	Noun and verb classification inc. modal	Past perfect tense and other tenses	Determiners / articles
Using 'a' and 'an'	Collective nouns	Adverbs to begin a sentence	Use of inverted commas and other punctuation to indicate direct speech.	The grammatical difference between plural and possessive s.	Use of commas after fronted adverbials.	To using a wide range of devices to build cohesion within and across paragraph	To use causal conjunctions and use cause and effect sentences.	To use relative clauses including which, where, when, who and whom.	Fronted adverbials and sentence starters. Paragraph reminder if needed.	Adverbs (without an ly ending)	REVISION ON WORD CLASSES
Conjunctions	Adverbs of time and place	Prefixes		Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names).	Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).	using expanded noun phrases to convey complicated information concisely	To identify the key features of fiction and non-fiction genres.	To use colons to introduce a list.	Subject and object	Modal verbs (of politeness)	Statements, questions, commands and exclamations
Question marks	Alternative verbs	Word families		Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair).	Standard	recognise a noun or adjective within an expanded noun phrase.			Commas for clauses, to clarify meaning and lists. Paragraph reminder.	Direct speech/ indirect speech	REVISION ON PUNCTUATION
Adjectives	Prepositions	Apostrophe for possession		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	English forms for verb inflections, instead of local spoken forms (fore example, we were instead of we was, or I did instead of I done).	Tenses			Parentheses (brackets, dashes, commas)	Apostrophes (for contraction and possession)	Sentence / phrase / clauses
Words to replace nouns (pronouns)	Parts of a sentence	Possessive pronouns							Semi-colons, colons in lists. Bullet points for lists.	Subjunctive form (needs to include teaching on formal style)	REVISION ON PARTS OF SENTENCE (subject / object)
Conjunctions to express time	Irregular past tense verbs	Present perfect tense							Relative and embedded clauses	Reported speech	Revision of grammar for writing
Regular past tense verbs	Conjunctions	Subordinate clauses							Semi-colons, colons and dashes (for clauses)	Prepositions of time	Revision of grammar for writing
Prepositions	Apostrophe for contraction	Alternatives for said							Relative and embedded clauses	Hyphens used to avoid ambiguity (man-eating shark)	
Standard English		Irregular adjectives to compare (Standard English)								Possessive / relative pronouns	
Speech marks		Paragraphs									
Verb recognition		Headings and subheadings									

RECEPTION			YEAR 1			YEAR 2		
CULTURAL AWARENESS			EMPHASIS ON SPOKEN FRENCH SKILLS – ENJOYMENT OF FRENCH INTRODUCE MASCULINE AND FEMININE NOUNS CONNECTIVE ET INTRODUCE PHONICS RELEVANT TO VOCAB WITH ACTIONS			STARTING TO WRITE WORDS AND READ SIMPLE SENTENCES MASCULINE AND FEMININE NOUNS INTRODUCE ADJECTIVE AGREEMENT AND POSITION CONNECTIVE ET INTRODUCE PHONICS RELEVANT TO VOCAB WITH ACTIONS		
AUTUM	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
			Greetings Flag and about France Numbers to 12 Speaking ass: no. to 12	Purple mash Numbers Colours	Days of the week Numbers to 20 Colours Speaking ass: days of the week	Purple mash Numbers Colours	Classroom instructions Familiar stories (hungry caterpillar, enormous turnip) Speaking ass: hungry caterpillar/ no. to 20	Months and birthdays Numbers to 31 Animals Introducing adjectives Speaking ass: months Writing ass: Describing animals

Alvey Values

We study French as our MFL but we are also interested in other languages, particularly the languages our children speak at home.

The confidence to speak with good intonation and pronunciation.

Fluency in reading.

Fluency and imagination in writing.

A strong awareness of the culture of the countries where the language is spoken.

A passion for languages and a commitment to the subject.

The ability to use language creatively and spontaneously.

An independence in their studies and the ability to draw upon a wide range of resources.

FRENCH

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
WRITING IN SENTENCES. FIRST WRITTEN ASSESSMENTS M AND F NOUNS SIMPLE NEGATIVE CONNECTIVES ET/MAIS ADJECTIVE AGREEMENT JE /TU VERB FORM IL /ELLE PLURAL NOUNS ACCENTS INTRODUCE PHONIC ACTIONS AND SYMBOLS			BALANCE BETWEEN SPOKEN, READING AND WRITTEN MASCULINE AND FEMININE NOUNS ADJECTIVE AGREEMENT AND POSITION JE/TU VERB FORM AND QUESTIONS IL/ELLE INTRODUCE REGULAR ER VERB ENDINGS ELISION – APOSTROPHE INTRODUCE PHONEME FOR PHONICS			ENCOURAGING ACCURACY IN WRITING AND INTRODUCTION OF ADJECTIVAL AGREEMENTS AND MORE DEMANDING READING TEXTS ADJECTIVE AGREEMENT AND POSITION OF NOUNS AND AFJECTIVES – SING AND PLURAL POSTION OF IRREGULAR ADJECTIVES JE/TU VERB FORM IL/ELLE REGULAR VERB ENDINGS IL Y A/ IL Y AVAIT INTRODUCE PAST TENSE QUESTION WORDS CONTINUE USE OF PHONICS			BUILD ON WORK OF YEAR 5 ADJECTIVE AGREEMENT AND POSITION OF NOUNS AND AFJECTIVES – SING AND PLURAL JE/TU VERB FORM IL /ELLE INTRODUCE REGULAR ER VERB ENDINGS INTRODUCE PAST TENSE VARIETY OF CONNECTIVES MORE COMPLEX SENTENCE BUILDING SECURE USE OF PHONICS INDEPENDENCE		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUM	SPRING	SUMMER
Phonics My family Recap of numbers Speaking ass: no. to 31 Writing ass: My family	Healthy lifestyle Foods Likes and dislikes Sports Speaking ass: likes and dislikes Reading ass: healthy lifestyle	Purple mash My family Months of the year Additional Numbers Colours	Purple mash My family Sports and hobbies Additional My family Food Numbers Colours Months	Alphabet Ma ville Places in town and giving directions Numbers to 69 Speaking ass: giving directions and alphabet Reading ass: directions	Weather and clothing Speaking ass: weather report Writing ass: weather and clothing	Encouraging accuracy in writing and introduction of adjectival agreements and more demanding reading texts Adjective agreement and position of nouns and afjectives – sing and plural Postion of irregular adjectives Je/tu verb form Il/elle Regular verb endings Il y a/ il y avait Introduce past tense Question words Continue use of phonics	Purple mash The human body Weather Aditional My family Food Numbers Colours Sports and hobbies	Body and adjective agreements Avoir Speaking ass: going to the doctors role play Reading ass: My monsters	Paris advert (linked with class novel) Schools Items in pencil case, school building, School subjects Speaking ass: school subjects song Writing ass: my school	Body and adjective agreements Avoir Speaking ass: going to the doctors role play Reading A la plage – postcards and describing a picture Writing ass: Describing a picture Reading assessment – postcards	Purple mash Animals The body Untaught topics Pocket money and transport

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Fluency in reading.

Fluency and imagination in writing.

A strong awareness of the culture of the countries where the language is spoken.

A passion for languages and a commitment to the subject.

The ability to use language creatively and spontaneously.

An independence in their studies and the ability to draw upon a wide range of resources.

FRENCH



RECEPTION			YEAR 1		YEAR 2	
AUTUMN	SPRING	SUMMER	BOOK A	BOOK B	BOOK A	BOOK B
Number Recognition to 10, sequencing numbers Subitising Counting Sorting Making 5 Addition to 10 Doubles to 10.	1 more than 1 less than Addition and subtraction within 10. Number bonds to 10. 2D shape 3D shape Time o'clock Comparing quantities	Capacity Odds and Evens Money Repeating and Symmetrical Patterns Halving Sharing Number bonds to 10 from memory	Chapter 1 Number to 10 Chapter 2 Number Bonds Chapter 3 Addition Within 10 Chapter 4 Subtraction Within 10 Chapter 5 Positions Chapter 6 Numbers to 20 Chapter 7 Addition and Subtraction Within 20 Chapter 8 Shapes and Patterns Chapter 9 Length and Height	Chapter 10 Numbers to 40 Chapter 11 Addition and Subtraction Word Problems Chapter 12 Multiplication Chapter 13 Division Chapter 14 Fractions Chapter 15 Numbers to 100 Chapter 16 Time Chapter 17 Money Chapter 18 Volume and Capacity Chapter 19 Mass Chapter 20 Space	Chapter 1 Numbers to 100 Chapter 2 Addition and Multiplication Chapter 3 Multiplication of 2, 5 and 10 Chapter 4 Multiplication and Division of 2, 5 and 10 Chapter 5 Length Chapter 6 Mass Chapter 7 Temperature Chapter 8 Picture Graphs	Chapter 9 More Word Problems Chapter 10 Money Chapter 11 Two-Dimensional Shapes Chapter 12 Three-Dimensional Shapes Chapter 13 Fractions Chapter 14 Time Chapter 15 Volume

Alvey Values:

We use the Maths No Problem Scheme which is a mastery curriculum.

Differentiation occurs in the support and intervention provided to different pupils rather than in the topics taught. This ensures there is no cap to the children's learning and every day all the children have a chance to succeed.

The emphasis is always placed on problem solving.

Maths No Problem uses a CPA approach – allowing the children to build their skills through concrete, pictorial and finally abstract representations.

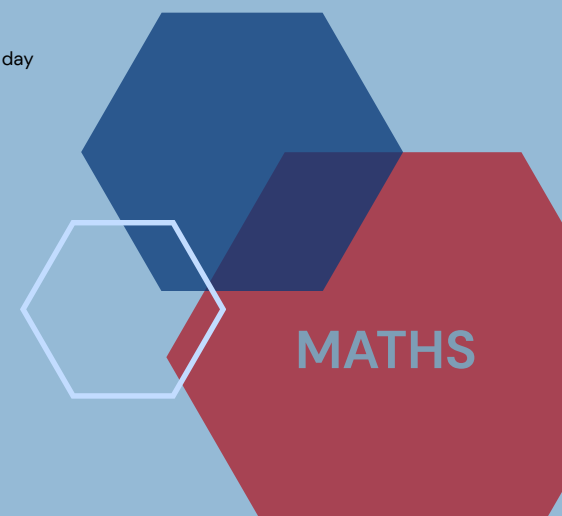
Our approach has an emphasis on deep understanding and a sound number sense – which is also developed using the NCETM – Mastering Number program in Reception and KS1.

Spaced learning is used to allow the concepts to be revisited over time thus requiring the children to retrieve prior information

The lesson structure starts with the exploration of a task, followed by whole class learning, guided pairs work and finally, independent practise.

Children are encouraged to find different ways to solve problems

Timestables and fluent calculation methods are also a fundamental part of the learning journey.



YEAR 3		YEAR 4		YEAR 5		YEAR 6	
BOOK A	BOOK B	BOOK A	BOOK B	BOOK A	BOOK B	BOOK A	BOOK B
Chapter 1 Numbers to 1000	Chapter 8 Money	Chapter 1 Numbers to 10 000	Chapter 8 Decimals	Chapter 1 Numbers to 1 000 000	Chapter 7 Decimals	Chapter 1 Numbers to 10 Million	Chapter 7 Percentage
Chapter 2 Addition and Subtraction	Chapter 9 Time	Chapter 2 Addition and Subtraction Within 10 000	Chapter 9 Money	Chapter 2 Whole Numbers: Addition and Subtraction	Chapter 8 Percentage	Chapter 2 Four Operations on Whole Numbers	Chapter 8 Ratio
Chapter 3 Multiplication and Division	Chapter 10 Picture Graphs and Bar Graphs	Chapter 3 Multiplication and Division	Chapter 10 Mass, Volume and Length	Chapter 3 Whole Numbers: Multiplication and Division	Chapter 9 Geometry	Chapter 3 Fractions	Chapter 9 Algebra
Chapter 4 Further Multiplication and Division	Chapter 11 Fractions	Chapter 4 Further Multiplication and Division	Chapter 11 Area of figures	Chapter 4 Whole Numbers: Word Problems	Chapter 10 Position and Movement	Chapter 4 Decimals	Chapter 10 Area and Perimeter
Chapter 5 Length	Chapter 12 Angles	Chapter 5 Graphs	Chapter 12 Geometry	Chapter 5 Graphs	Chapter 11 Measurements	Chapter 5 Measurements	Chapter 11 Volume
Chapter 6 Mass	Chapter 13 Lines and Shapes	Chapter 6 Fractions	Chapter 13 Position and Movement	Chapter 6 Fractions	Chapter 12 Area and Perimeter	Chapter 6 Word Problems	Chapter 12 Geometry
Chapter 7 Volume	Chapter 14 Perimeter of Figures	Chapter 7 Time	Chapter 14 Roman Numerals		Chapter 13 Volume		Chapter 13 Position and Movement
					Chapter 14 Roman Numerals		Chapter 14 Graphs and Averages
							Chapter 15 Negative Numbers

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MATHS

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Getting to know each other Class and school rules My family Bonfire safety Staying safe in the dark Feeling afraid	When I grow up Discussing 'bad' behaviour in traditional tales What to do if I get lost Healthy eating Looking after pets Endangered animals	Looking after the environment/ recycling How to be a palaeontologist Our achievements in Reception Moving up to Year 1	Who is in my family? Who are my important people? What makes a person? What makes me happy? What does sad feel like? Why do we have rules?	Is it kind or unkind? Is teasing ever, ok? What should I do if I don't like it? What does worry feel like? How do I keep safe? What should I do in an emergency?	When should I wash my hands? Why are teeth important? What should I do with money? What did I need as a baby? How can I be more grown up? Do I have to be the best?	Why should I exercise? What if I don't like vegetables? Are medicines always good? Can I stop myself getting ill? What does angry feel like? How do I make you feel?	Is it right or wrong? How can I comprom-ise? What are rights and responsib-ilities? How do I contribute? Do I know my body? What does private really mean?	Who can I trust? How can I save the planet? Where does my money come from? Should I keep a secret? Am I safe online? What should I aim for? Transition to Year Three.

Alvey Values:

PSHE and Relationships are taught as a discrete subject, but they are also taught through other subject areas.

We want our pupils to have the ability and willingness to do the following eight things:

- Try New Things
- Work Hard
- Concentrate
- Push
- Themselves
- Imagine
- Improve
- Understand Others
- Not give up

PSHE

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
What are my rights and responsibilities? What do I do when my friend is sad? What is restorative justice? What can affect my health? What's a balanced lifestyle? What is Health and Safety? Who can help me be safe? How does smoking damage my health?	What happens if I break a rule? Why should I tell the truth? What does honesty really mean? Who do my actions affect? What are my relationship rights and responsibilities? How do I raise my concerns?	What's a community? how can we be different? Who lives in my region? Who else lives in the UK? Transition to Year Four	What's that feeling I have? What do I do when my friend is cross? How do I compromise? How do I do first aid? Am I at risk? How do I stay safe online? How do I stay safe on my mobile? What can I do about negative thoughts?	Should I own up? Is it ok to hug? What is an aspiration? What is an enterprise? What worries me in the world? What is discrimination? What does it mean to be anti-social?	How do I support my community? What's a volunteer? Can I volunteer or help? Transition to Year Five	Can I set goals for me? How does alcohol damage my health? Can my mind get ill?	How do I make a choice? Should my heart rule my head? What is peer pressure? What if I'm uncomfortable?	Why is change so scary? Is my relationship unhealthy? What's relationship commitment? What is a stereotype? What is prejudice? How do I challenge someone's views? What is a debt? Who pays tax? Who runs our country? Can I save money and the environment?	My healthy self: How do my choices today shape my future health? Developing knowledge of how making informed choices now can support future wellbeing by exploring the effects of mindset, behaviour, dental hygiene and care for others and self. Connecting with others: Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online.	The online world: How do I feel about the things I see online? Exploring how online experiences influence thoughts, feelings and behaviour, recognising online risks and learning how to respond safely to online bullying and other harmful behaviour. Citizenship: how can we protect everyone's rights? Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.	Staying safe: How can I stay safe as I grow up? Developing understanding of hazards, risks and safer choices by exploring how to stay safe in different situations and considering how peer pressure and drug misuse can affect decision-making. Sex education. Sex education: How do people become parents and carers? Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. Transition to secondary school

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We want our pupils to have the ability and willingness to do the following eight things:

- Try New Things
- Work Hard
- Concentrate
- Push
- Themselves
- Imagine
- Improve
- Understand Others
- Not give up

PSHE

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Learn Names of simple percussion instruments Copying patterns with percussion instruments Everyday singing in class Learn Good Morning song, Tidy up song, Goodbye song	Music percussion – making instruments. Dragon dance Tea Dance – Jiving/waltz Listen to old music	Carnival of the animals – listen to music and respond Activities from three tapping teddies	Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Boomwhackers. Focus on Pitch Ocarinas. Listen and Appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make you feel? Create musical patterns–use of simple notation. The Orchestra	Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Boomwhackers. Focus on Pitch Ocarinas. Listen and Appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make you feel? Create musical patterns–use of simple notation.	Singing favourite songs, chants and rhymes. Clapping patterns. Call and response. Focus on Pulse/ Beat. Exploring percussion instruments. Naming and playing correctly. Listen and appraise Brahms, Holst, Handel and Abba	Singing: Explore pitch, dynamics and tempo. Recognise the difference between pulse and rhythm Untuned percussion– Beat/ Pulse Changing Tempo. Glockenspiels. Introduction to graphic symbols. Drumming on garage band. London's Burning: Singing in a round. Listen and Appraise: Bach, Mozart, Chopin, Elton John	Favourite songs/ chants and rhymes. Call and response. Create own rhythm patterns with dot and stick notation. Playing a Rag, Tal and Drone. Indian music: Traditional and Bollywood. Listen and Appraise: World Music–Ravi Shankar. The Carnival of the Animals. Experiment with timbre Identifying changes in beat, tempo, dynamics and pitch.	Singing: Explore pitch, dynamics and tempo. Ocarinas Exploring Cup Percussion, Table drumming. Composing own rhythms using stick and standard notation. Exploring tuned percussion. Listen and Appraise: Gospel Vivaldi, Clara Schumann, Paul Simon, Ella Fitzgerald, Verdi, Rossini. Brian Wilson.
Responding to music. Music plans for fireworks see Wendy Firework pictures Using instruments to create/compose firework composition Patterns Music from another culture Christmas songs Nursery Rhymes	Nursery Rhymes Garage Band: Drums and Strings Boomwhackers Learn Bob the builder dance – Big fish little fish cardboard box Three little pigs Song, accompany with percussion instruments (three tapping teddies book) Wise man built his house upon the rocks – song with RE link – read the bible story of wise and foolish builder (parable) Learn Spring chicken song for Easter	Singing simple songs/voice percussion – African rhythms. Carnival of the animals – listen to music and respond. Instruments from around the world Singing simple songs – voice percussion	Songs/ chants and rhymes. Clapping patterns. Untuned Percussion Instruments–focus on Tempo Body sounds Create musical patterns– use of simple notation. Invent own notation symbols. Copy back rhythmic patterns.	Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Ocarinas. Focus on Dynamics Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. Sea Shanties. Create musical patterns– use of simple notation.	Singing favourite songs, chants and rhymes. Clapping patterns. Recap Tempo, Pitch and Duration Exploring tuned instruments: Ukulele, Keyboards and Glocks. Listen and appraise classical and modern music. Listen and Appraise: Monteverdi, John Williams, The Beatles, World Music: Punjab–Banghra	Singing in a round. Chanting. Sing in tune, showing awareness of diction. Introduction to stick notation. Untuned percussion– explore and compose. Recap Tempo/ Pitch/ Duration Explore copycat rhythms. Listen and Appraise: Tchaikovsky Edward Elgar, Florence Price, David Bowie	Favourite songs/ chants and rhymes. Call and response. Explore tuned and untuned percussion. Introduction to Cup Percussion/ Boomwhackers. Compose own rhythms for cups using stick notation. Listen and Appraise: World Music– Bollywood/bhangra. Music from Trinidad.	Exploring tuned instruments: Ocarinas, Keyboards and Ukeleles. Performing for an audience. Sign Language Songs. Listen and Appraise: Verdi Rossini, Louise Farrenc, Brian Wilson

Alvey Values

We encourage all our children to play a musical instrument. We teach the ocarina, drumming and the ukulele in our music lessons. We also like to think we are singing school where the adults and children enjoy singing in small groups, during our acts of collective worship and just for fun.

A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.

A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.

Very good awareness and appreciation of different musical traditions and genres.

An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contribute to the diversity of musical styles.

MUSIC

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Singing in unison, exploring pitch. Perform as a choir. Introduction to Keyboards. Composing with 3 notes. (do, re, mi) Introduction to the Stave. Rock and Roll Music. Egypt. Listen and Appraise: Elvis, Freddie Mercury, Chopin, Monteverdi, Haydn, Benjamin Britten, Freddie Mercury, Dylan, Elgar	Singing favourite songs. Explore actions. Movement to music. Charanga Unit: Djembe Drumming Kapow Unit: River. Singing- Harmony/ Round. Sections of the Orchestra Listen and Appraise: World music. African, Maori, Ladysmith Black Mambazo Nigeria: Babatunde Olatunji	Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Vikings. Major and Minor key Appraising music. Perform. Listen and composing with standard notation. Appraise: World music. African, Maori, Ladysmith Black Mambazo Stevie Wonder.	Charanga Unit: Mamma Mia: Pop Listen and appraise: likes and dislikes. Recorders: Copy, compose, improvise. Compose with Standard notation. Singing: within one octave. Explore posture, diction & breathing. Perform. Listen and Appraise: Bach, Mozart, Chopin, Elton John Romantic era- link to Victorians.	Charanga Unit: Keyboards 1: middle C, fingering. scales. Stave, EGBDF/ FACE. Crochets. Compose, rehearse and perform Singing: Chants, rhymes, Introduction to The Beatles Listen and Appraise: The Beatles and the 1960.	Singing favourite songs. Explore actions. Movement to music. Recognise how pitch varies on a stave. Create short pentatonic phrases. Singing in rounds. Explore crescendo and decrescendo. Cup Percussion. Table drumming. . Listen and Appraise: Gospel Vivaldi, Clara Schumann, Paul Simon	Musical theatre, History of MT. Explore rhythm, pulse and texture. Charanga Unit: Ballads- Adele Singing: Awareness of verse, chorus and bridge. Performance skills. Recorders. Listen and Appraise: Bob Dylan, Elgar, Handel Andrew Lloyd Webber, Sherman and Sherman.	Unit Glocks 3 Singing in three part rounds, and partner songs. Reading music from the stave. Compose using standard notation. Improvise freely over a drone. Work in groups to compose a ternary piece. Space Topic. Garageband Listen and Appraise: Tallis Pachelbel, Fanny Mendelssohn, Stormzy, Holst. Bowie.	Learning to play: The Ukuleles Holding, fingering, plucking, strumming. Famous Uke players. Strings; GCEA Songs with 4 chords: C, F, G, Am. Develop skills of playing by ear. Perform for an audience. Sea Shanties Listen and Appraise: George Formby Jimi Hendrix Dolly Parton Music from Hawaii	History of Music: Renaissance 1400-1600. Baroque: 1600-1750 Classical 1750-1830 Charanga Unit: Recorders 2 Read, play and compose on the stave. All notes. A-G Singing- syncopated rhythms Edward Elgar	Charanga Unit: Djembe Drumming. African culture. 3 tones- bass, open and slap. Explore rhythms, tempo, crescendo and time signature. Perform and review. WW2 music. Singing in harmony. Recorders. Listen and Appraise: World music. African, Maori, Ladysmith Black Mambazo Nigeria: Babatunde Olatunji	Introduction to Garage Band. Composing own music, layering with different instruments. Contemporary music. 60s- 2000. Performing own compositions. Writing leavers song.
Singing in unison, exploring pitch. Perform as a choir. Follow a conductor. Direct others. Egypt: Soundscapes- atmospheric pieces. Explore untuned percussion. Compose using dot/ stick notation. Choose instruments and playing techniques to depict story, mood or character showing an awareness of timbre. Improvisation. Listen and Appraise: Brahms, Holst, Handel, Bob Dylan	Singing favourite songs. Explore actions. Movement to music. Charanga Unit: Djembe Drumming Listen and Appraise: World music. African, Maori, Ladysmith Black Mambazo Nigeria: Babatunde Olatunji	Unit: Glocks 2 Introduction to the Stave, Treble Clef and time signature 4/4. Performing using staff notation. Crotchet, quaver, minim. Tempo: allegro/ adagio Dynamics: forte/ piano Sign language songs. Listen and Appraise: Amy Beach, Stevie Wonder, Vaughan Williams, Wagner, Beethoven, Handel, John Williams	Charanga Unit: Recorders 2: A, B & G Articulation. Recap Stave and notation: minim, crotchet, quavers. Recognise how pitch varies on a stave. Create short pentatonic phrases. Singing in rounds. Explore crescendo and decrescendo. Listen and Appraise: Tchaikovsky Edward Elgar Florence Price, David Bowie	Charanga Unit: Blackbird Listen and appraise modern music 50s- 2020. Emotions through music. Recorders The Beatles/ 1960s- history. Singing Blackbird. Improvise/ create accompaniment. Recorders: A, B, C, F & G	Singing favourite songs. Rounds and Partner songs. Sign Language songs. Recap tuned and untuned percussion. The Orchestra. Percussion- cups/ boomwhackers- Compose using stick notation. Explore texture/ layering. Listen and Appraise: World Music: Mexico- Mariachi Jamaica- Steel band (Bob Marley) Brazil- Samba	Charanga Unit: Unit: Adele- Ballad Singing: enunciation, Harmonies, Solo, duet. How music affects mood. Recorders: Stave, EGBDF/ FACE. Crochets, minim, semibreve. Treble clef. Listen and Appraise: Brahms, Holst, Handel, Bob Dylan	Glocks 3- continues. Develop skills of playing by ear. Listen and Appraise: Wagner Vaughan Williams Ray Davis Stevie Wonder	Ukuleles continued Introduction to Sea shanties. Writing own lyrics. Perform to an audience.	Charanga Unit: Keyboards 2 Romantic 1830-1900 Modern 1900-1950 Contemporary 1950- Composition: drones. Time signature- 3/4 and 4/4 Treble clef and base clef. Compose with pentatonic scale. Stave and standard notation. Singing: 3-4 part rounds. Notate the melody.	Charanga Unit: Djembe Drumming. Continued. Listen and appraise: Musical theatre.	Free Choice. Ukles/ keyboards Sea Shanties .

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An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contribute to the diversity of musical styles.

MUSIC

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Introduction to PE Dance Yoga Using the outdoor equipment (including bikes) Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, co-ordination, balance and agility. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	Gymnastics Fundamental Using the outdoor equipment (including bikes) Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, co-ordination, balance and agility. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.	Ball Skills Games Using the outdoor equipment (including bikes) Sports Day practice Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, co-ordination, balance and agility. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	Gymnastics Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on the equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. Fundamentals Ball Skills Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Dance Copy and remember moves and positions Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Target Games Invasion Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Yoga Copy and remember moves and positions. Athletics Athletic activities are combined with games in Years 1 and 2. Net/Wall Games Str & Fielding Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Dance Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. Fundamentals Ball Skills Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Gymnastics Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on the equipment. Stretch and curl to develop flexibility. Jump in a variety of ways and land with increasing control and balance. Target Games Invasion Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.	Yoga Copy and remember moves and positions. Athletics Athletic activities are combined with games in Years 1 and 2. Net/Wall Games Str & Fielding Games Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate.

Alvey Outcome

Physical activity, PE and sport are an important part of our curriculum. 2 hours weekly PE. Active playtimes. Extra-curricular opportunities. We want our children to feel confident enough to find an activity or sport that they are keen to continue with outside of school.

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

High levels of physical fitness.

A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.

A keen interest in PE.

A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

PE

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Gymnastics Plan, perform and repeat sequences.	Yoga Plan, perform and repeat sequences.	Dance Plan, perform and repeat sequences.	Dance Plan, perform and repeat sequences.	Gymnastics Plan, perform and repeat sequences.	Fitness	Gymnastics Create complex and well-executed sequences that include a full range of movements (see PE Milestones for a list.	Dance Compose creative and imaginative dance sequences.	Yoga Perform complex moves that combine strength and stamina.	Yoga Perform complex moves that combine strength and stamina.	Gymnastics Create complex and well-executed sequences that include a full range of movements (see PE Milestones for a list.	Dance Compose creative and imaginative dance sequences.
Move in a clear, fluent and expressive manner.		Move in a clear, fluent and expressive manner.	Move in a clear, fluent and expressive manner.	Move in a clear, fluent and expressive manner.	Rounders Throw and catch with control and accuracy.	Hold shapes that are strong, fluent and expressive.	Perform expressively and hold a precise and strong body posture.	Fitness	Fitness	Hold shapes that are strong, fluent and expressive.	Perform and create complex sequences.
Refine movements into sequences.	Fitness	Refine movements into sequences.	Refine movements into sequences.	Refine movements into sequences.	Strike a ball and field with control.	Include in a sequence set pieces, choosing the most appropriate linking elements.	Perform and create complex sequences.	Tennis Choose and combine techniques in game situation.	Hockey	Include in a sequence set pieces, choosing the most appropriate linking elements.	Express an idea in original and imaginative ways.
Show changes of direction, speed and level during a performance.	Netball	Develop physical strength and suppleness by practising moves and stretching.	Create dances and movements that convey a definite idea.	Show changes of direction, speed and level during a performance.	Choose appropriate tactics to cause problems for the opposition.	Vary speed, direction level and body rotation during floor performances.	Express an idea in original and imaginative ways.	Work alone, or with teammates, in order to gain points or possession.	Rugby Choose and combine techniques in game situation (running, throwing, catching, passing, jumping and kicking, etc).	Vary speed, direction level and body rotation during floor performances.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.
Travel in a variety of ways, including flight, by transferring weight to generate power in movement.	Tennis	Rounders Throw and catch with control and accuracy.	Change speed and levels within a performance.	Travel in a variety of ways, including flight, by transferring weight to generate power in movement.	Follow the rules of the game and play fairly.	Practise and refine the gymnastic techniques used in performances.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	Strike a bowled or volleyed ball with accuracy.	Use forehand and backhand when playing racket games.	Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Show a kinaesthetic sense in order to improve the placement and alignment of body parts.	Throw and catch with control and accuracy.	Strike a ball and field with control.	Develop physical strength and suppleness by practising moves and stretching.	Show a kinaesthetic sense in order to improve the placement and alignment of body parts.	Pass to teammates at appropriate times.	Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Use the spirit of fair play and respect in all competitive situations.	Choose the most appropriate tactics for a game.	Tennis Choose and combine techniques in game situation (running, throwing, catching, passing and jumping, etc).	Work alone, or with teammates, in order to gain points or possession.
Use equipment safely.	Choose appropriate tactics to cause problems for the opposition.	Follow the rules of the game and play fairly.	Pass to teammates at appropriate times.	Use equipment safely.	Lead others and act as a respectful team member.	Athletics Sprint over a short distance up to 60 metres.	Basketball	Cricket	Uphold the spirit of fair play and respect in all competitive situations.	Basketball	Strike a bowled or volleyed ball with accuracy.
Football	Follow the rules of the game and play fairly.	Athletics Sprint over a short distance up to 60 metres.	Strike a ball and field with control.	Netball	Run over a longer distance, conserving energy in order to sustain performance.	Run over a longer distance, conserving energy in order to sustain performance.	Cricket	Choose and combine techniques in game situation (running, throwing, catching, passing and jumping, etc).	Lead others when called upon and act as a good role model within a team.	Cricket	Use forehand and backhand when playing racket games.
Hockey		Run over a longer distance, conserving energy in order to sustain performance.	Choose appropriate tactics to cause problems for the opposition.	Tennis	Use a range of throwing techniques (such as underarm, overarm).	Use a range of throwing techniques (such as underarm, overarm).	Choose and combine techniques in game situation (running, throwing, catching, passing, jumping and kicking, etc).	Work alone, or with teammates, in order to gain points or possession.	Athletics Combine sprinting with low hurdles over 60 metres.	Choose the most appropriate tactics for a game.	Choose the best place for running over a variety of distances.
Throw and catch with control and accuracy.	Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	Use a range of throwing techniques (such as underarm, overarm).	Follow the rules of the game and play fairly.	Strike a ball and field with control.	Jump in a number of ways, using a run-up where appropriate.	Throw with accuracy to hit a target or cover a distance.	Work alone, or with teammates, in order to gain points or possession.	Strike a bowled or volleyed ball with accuracy.	Uphold the spirit of fair play and respect in all competitive situations.	Field, defend and attack tactically by anticipating the direction of play.	Uphold the spirit of fair play and respect in all competitive situations.
Strike a ball and field with control.		Jump in a number of ways, using a run-up where appropriate.	Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	Choose appropriate tactics to cause problems for the opposition.	Compete with others and aim to improve personal best performances.	Compete with others and aim to improve personal best performances.	Strike a bowled or volleyed ball with accuracy.	Athletics Combine sprinting with low hurdles over 60 metres.	Choose the best place for running over a variety of distances.	Choose the most appropriate tactics for a game.	Athletics Combine sprinting with low hurdles over 60 metres.
Choose appropriate tactics to cause problems for the opposition.	Pass to teammates at appropriate times.	Compete with others and aim to improve personal best performances.	Pass to teammates at appropriate times.	Follow the rules of the game and play fairly.	Throw with accuracy to hit a target or cover a distance.	Throw with accuracy to hit a target or cover a distance.	Field, defend and attack tactically by anticipating the direction of play.	Choose the most appropriate tactics for a game.	Uphold the spirit of fair play and respect in all competitive situations.	Lead others when called upon and act as a good role model within a team.	Throw accurately and refine performance by analysing technique and body shape.
Follow the rules of the game and play fairly.	Lead others and act as a respectful team member.	Compete with others and aim to improve personal best performances.	Lead others and act as a respectful team member.	Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	Jump in a number of ways, using a run-up where appropriate.	Jump in a number of ways, using a run-up where appropriate.	Choose the most appropriate tactics for a game.	Field, defend and attack tactically by anticipating the direction of play.	Throw accurately and refine performance by analysing technique and body shape.	Swimming Top-up	Show control in take-offs and landings when jumping.
Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).		Compete with others and aim to improve personal best performances.	Compete with others and aim to improve personal best performances.	Pass to teammates at appropriate times.	Compete with others and aim to improve personal best performances.	Compete with others and aim to improve personal best performances.	Uphold the spirit of fair play and respect in all competitive situations.	Choose the most appropriate tactics for a game.	Show control in take-offs and landings when jumping.	Compete with others and keep track of personal best performances, setting targets for improvement.	Compete with others and keep track of personal best performances, setting targets for improvement.
Pass to teammates at appropriate times.	Lead others and act as a respectful team member.	Compete with others and aim to improve personal best performances.	Compete with others and aim to improve personal best performances.	Lead others and act as a respectful team member.	Yoga Plan, perform and repeat sequences.	Yoga Plan, perform and repeat sequences.	Lead others when called upon and act as a good role model within a team.	Swimming Top-up	Compete with others and keep track of personal best performances, setting targets for improvement.		

Alvey Outcome

Physical activity, PE and sport are an important part of our curriculum. 2 hours weekly PE. Active playtimes. Extra-curricular opportunities. We want our children to feel confident enough to find an activity or sport that they are keen to continue with outside of school.

The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.

The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

High levels of physical fitness.

A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.

Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.

A keen interest in PE.

A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

PE

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Getting to know each other Class and school rules My family Bonfire safety Staying safe in the dark Feeling afraid Diwali Rama & Sita Nativity Story Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Talk about which people are special to them and why. Talk about belonging, e.g. within their family and community. Talk about belonging in a wider context. Name different places of worship and begin to explain their purpose. Recognise that people have different beliefs and celebrate different times in different ways. Discuss how we need to care for the natural world around us.	When I grow up Discussing 'bad' behaviour in traditional tales Healthy eating Looking after our planet Endangered animals Easter Story Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Talk about members of their immediate family and community. Name different places of worship and begin to explain their purpose. Recognise that people have different beliefs and celebrate different times in different ways. Discuss how we need to care for the natural world around us.	Looking after the environment/ recycling Our achievements in Reception Moving up to Year 1 Discuss how we need to care for the natural world around us.	Who is God to Christians and why does God matter to them? Why is it important to say 'thankyou'? Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Recognise, name and describe some religious artefacts, places and practices. Name some religious symbols. Explain the meaning of some religious symbols. Identify things that are important in their own lives and compare these to religious beliefs.	Who is Allah to Muslims and why does Allah matter to them? Is it possible to speak to God? Describe some of the teachings of a religion. Recognise, name and describe some religious artefacts, places and practices. Name some religious symbols. Identify things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Explain how actions affect others. Show an understanding of the term 'morals'.	What is my view of the world? Is there a right way to worship? Describe some of the teachings of a religion. Recognise, name and describe some religious artefacts, places and practices. Identify how they have to make their own choices in life.	What is a human being? (Parts 1 & 2) Describe some of the teachings of a religion. Name some of the religious symbols. Explain the meaning of some of the religious symbols. Identify things that are important in their lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.	Christian worldviews Muslim and Sikh worldviews Describe some of the teachings of a religion. Identify things that are important in their lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.	How do people welcome a new human into their community? (Parts 1 & 2) Describe some of the main festivals or celebrations of a religion. Recognise, name and describe some religious artefacts, places and practices. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.

Alvey Outcomes

We know that modern life and the development of technology bring many new opportunities for our children to develop their talents in and out of school. We also know that this can sometimes mean the Church is being pushed out of our children's lives.

At the William Alvey we do our best to promote a Christian ethos but also try and link it to modern day living and the diverse nature of our culture both locally and nationally.

An outstanding level of religious understanding and knowledge.

A thorough engagement with a range of ultimate questions about the meaning and significance of existence.

The ability to ask significant and highly reflective questions about religion and demonstrate and excellent understanding of issues related to the nature, truth and value of religion.

A strong understanding of how the beliefs, values, practice and ways of life within any religion cohere together.

Exceptional independence, the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.

YEAR 3			YEAR 4			YEAR 5			YEAR 6		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
What is my duty, how do I know and why does it matter? (Sikh and Hindu worldviews) Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas.	What is a good life? (Non-religious and Christian worldviews) Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Explain some of the religious practices of both clerics and individuals. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.	Do Christians have to believe in God as a trinity? (Parts 1 and 2) Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. Show an understanding that personal experiences and feelings influence attitudes and actions. Ask questions that have no universally agreed answers. Describe how some of the values held by communities or individuals affect behaviour and actions.	What is a religion? What is spirituality? Are all homes spiritual places? Present the key teachings and beliefs of a religion. Identify religious artefacts and explain how and why they are used. Explain some of the religious practices of both clerics and individuals. Identify religious symbolism in literature and the arts. Identify religious symbolism in the arts. Show an understanding that personal experiences and feelings influence attitudes and actions. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.	Can spirituality make things better? (Non-religious and religious worldviews) Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Explain some of the religious practices of both clerics and individuals. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.	How do people express their spirituality together? (Hindu, Muslim and Christian worldviews) Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. Identify religious symbolism in literature and the arts. Show an understanding that personal experiences and feelings influence attitudes and actions. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.	Does creativity matter in religious worldviews (music and art) Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Explain some of the different ways that individuals show their beliefs. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful to those with different values.	Do people always put their beliefs into action? (Christian and Muslim worldviews) Explain how religious beliefs shape the lives of individuals and communities. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful to those with different values.	Are all people equal? Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their answers to ultimate questions may differ from those of others. Express their own values and remain respectful to those with different values.	Should a worldview always stay the same? (Parts 1 & 2) Explain how some religious beliefs shape the lives of individuals and communities. Explain some of the different ways that individuals show their beliefs. Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful to those with different values.	Is technology a good thing for religious worldviews? (Parts 1 & 2) Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful to those with different values.	What is my view of the world? Does religion matter? Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their answers to ultimate questions may differ from those of others. Express their own values and remain respectful to those with different values.

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Exceptional independence, the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.

RECEPTION			YEAR 1			YEAR 2		
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Talk about the natural world around them, using their senses.	Sort and explore the properties of different materials.	Growing Beans Talk about their immediate environment, e.g. when on a walk.	Seasonal Changes Observe the apparent movement of the Sun during the day. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Use of everyday materials 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 simple physical properties.	Animals including humans Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Properties of Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Animals including humans Identify and name animals. Describe and compare common animals. Identify, name, draw and label the basic parts of the human body.	Plants Identify and name a variety of common plants, inc garden plants, wild plants and trees and those classified as deciduous and evergreen.
Discuss how we need to care for the natural world around us.	Discuss how we need to care for the natural world around us.	Talk about the natural world around them, using their senses.	Use of everyday materials Distinguish between an object and the material from which it is made.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	Describe and compare the structure of a variety of common animals. Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	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 simple physical properties.	Notice that animals, including humans, have offspring which grow into adults. Investigate and describe the basic needs of animals, including humans for survival.	Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
Talk about the weather and seasonal changes.	Name some insects and garden flowers.	Discuss how we need to care for the natural world around us.	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Use of everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.	Plants Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Describe the importance for humans of exercise, eating the right amounts of different food and hygiene.	Observe and describe how seeds and bulbs grow into mature plants.
Begin to know that plants and animals in places other than Sleaford might be the same or different.	Talk about the weather and seasonal changes.	Name some insects and garden flowers.	Describe the simple physical properties of a variety of everyday materials.	Describe the simple physical properties of a variety of everyday materials.	Identify and describe the basic structure of a variety of common flowering plants.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/ cardboard for particular uses.	Living Things Compare the differences between things that are living, that are dead and that have never been alive.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Recognise and natural processes, e.g freezing, melting, sound, light, shadows, floating & sinking.	Begin to know that plants and animals in places other than Sleaford might be the same or different.	Recognise and discuss natural processes Talk about the weather and seasonal changes. Begin to know that plants and animals in places other than Sleaford might be the same or different.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.	Observe and describe how seeds grow into mature plants. Find out and describe how plants need water, light and a suitable temperature.		Identify that most living things live in habitats to which they are suited. Identify a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.	
All topics cover the following scientific skills: Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.								

Alvey Outcomes

Developing the skills of scientific enquiry is a vital part of the science curriculum.

The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.

Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.

Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.

High levels of originality, imagination or innovation in the application of skills.

The ability to undertake practical work in a variety of contexts, including fieldwork.

A passion for science and its application in past, present and future technologies.

SCIENCE

	YEAR 3			YEAR 4			YEAR 5			YEAR 6		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUM	SPRING	SUMMER
Animals, including humans		Rocks & Soils	Plants	Sound, vibrations	Animals including humans: digestive system & teeth	Water cycle (carried over from States of Matter)	Properties and changes of materials	Earth and Space	Animals including humans	All Living things – classification	Electricity	Animals including humans
Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.	Compare and group together different kinds of rocks on the basis of their simple physical properties.	Biology – To understand plants Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	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.	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 based on evidence from fair tests.	Describe the movement of the Earth and other planets relative to the sun in the solar system.	Understand the key stages of the human lifecycle.	Describe how living things are classified into broad groups	Look at appliances, circuits, lamps, switches, insulators and conductors	Look at nutrition, transportation of water and nutrients in the body	Look at the digestive system in humans
Identify that humans and some animals have skeletons and muscles for support, protection and movement.	Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).	Explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.	Electricity Identify common appliances that run on electricity.	Construct and interpret a variety of food chains, identifying producers, predators and prey.	Living things and their habitats	Understand how some materials will dissolve in liquid.	Describe the movement of the moon relative to the Earth.	Understand early milestones in baby development and compare to other animals.	Give reasons for classifying plants and animals based on specific characteristics	Look at the effect of the voltage in cells and the resistance and conductivity of materials.	Look at the human circulatory system.	Look at the digestive system in humans
Identify how plants and animals including humans resemble their parents.	Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.		Construct a simple series electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.	States of Matter – solids, liquids, gases	Recognise that living things can be grouped in a variety of ways.	Use knowledge of solids, liquids and gases to decide how mixtures might be separated.	Describe the sun, Earth and moon as approximately spherical bodies	Investigate the relationship between the gestation period and lifespan.	Evolution & inheritance Study on Darwin.	Look at changes in animals over time.		Look at the human circulatory system.
Forces & Magnets	Recognise that soils are made from rocks and organic matter.	Investigate the way in which water is transported within plants.	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.	Compare and group materials together, according to whether they are solids, liquids or gases.	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Demonstrate that dissolving, mixing and changes of state are reversible changes.	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 some changes result in the formation of new materials.	Look at adaptation to environments.	Light		
Compare how things move on different surfaces	Light	Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	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).		Explain that some changes result in the formation of new materials.			Look at differences in offspring			
Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	Recognise that they need light in order to see things and that dark is the absence of light.		Recognise some common conductors and insulators, and associate metals with being good conductors.	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Recognise that environments can change and that this can sometimes pose dangers to living things.	Forces			Look at adaptation and evolution			
Observe how magnets attract or repel each other and attract some materials and not others.	Notice that light is reflected from surfaces.	Biology – To understand evolution and inheritance				Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Living Things and their Habitats		Look at changes to the human skeleton over time.			
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Notice and label the resemblance between plants and those that grow from their seeds.				Identify the effect of drag forces.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.					
Describe magnets as having two poles.	Recognise that shadows are formed when the light from a light source is blocked by a solid object.	Chemistry – To investigate materials				Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.						
Predict whether two magnets will attract or repel each other.	Find patterns in the way that the size of shadows change.	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.				Understand that force and motion can be transferred through mechanical devices.	Describe the life processes of reproduction in some plants and animals.					
						Understand that some mechanisms allow a smaller force to have a greater effect.						

All topics cover the following scientific skills:

Ask relevant questions.
Set up simple, practical enquiries and comparative and fair tests.
Make accurate measurements using standard units, using a range of equipment, eg thermometer and data loggers.
Gather, record, classify and present data in a variety of ways to help in answering questions.
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Report on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions.
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Identify differences, similarities or changes related to simple, scientific ideas and processes.
Use straightforward scientific evidence to answer questions or to support their findings.

Alvey Outcomes

Developing the skills of scientific enquiry is a vital part of the science curriculum.
The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
High levels of originality, imagination or innovation in the application of skills.
The ability to undertake practical work in a variety of contexts, including fieldwork.
A passion for science and its application in past, present and future technologies.

All topics cover the following scientific skills:

Plan enquiries, including recognising and controlling variables.
Use appropriate techniques apparatus and materials during fieldwork and laboratory work
Take measurements, using a range of scientific equipment
Record data and results of using scientific diagrams and labels, tables, bar and line graphs, and models
Report findings from enquiries, involving causal relationships and conclusions.
Present findings in written form, displays and other presentations
Use test results to make predictions to set up further comparative and fair tests
Use simple models to describe scientific ideas, identifying scientific evidence.

SCIENCE

ENRICHMENT

At The Alvey, we have always been proud to go beyond the standard curriculum to help our children broaden their knowledge, develop new skills and flourish personally. Our enrichment programme is carefully coordinated across five core categories: civic engagement, arts and culture, nature and outdoors, sport, and life skills.

Our enrichment offer provides opportunities for children to engage with their community, develop courageous advocacy, build a growth mindset, enjoy creative experiences, take part in sustainability and climate projects, participate in sport and develop the future skills they will need to thrive. Each initiative is led by a member of staff and supported by our Senior Leadership Team, ensuring that enrichment is purposeful, inclusive and embedded across school life.

Our broad range of FREE clubs demonstrates our commitment to providing all of our children with the very best opportunities. Our clubs include:

11+, Art, Busy Bees, Athletics, Forest Club, Mini Forest Club, Cricket, Friday Football, Football Squad, Guinea Pig Club, Infant Choir, Junior Choir, Just Dance, Lego Club, Netball Club and Hockey.

We also offer a range of lunchtime clubs, including Chess, Eco Club, School Council and Nature Club, giving children further opportunities to explore their interests, develop friendships and take on new challenges.

Alongside our regular clubs, children benefit from a rich programme of special enrichment experiences throughout the school year, including:

YEAR GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Whole school	- Courageous Advocate Selection - Classroom Wellbeing Charters - Harvest Festival and work with New Life Community Larder - Rhubarb Theatre Eco Show - World Mental Health Day	- Poppy art project and Remembrance Service - Children in Need - St Denys Church Christmas Service - St George's Performance - Christmas Jumper Day - Year Group Christmas Parties - Alvey Choir Christmas Performances	- Mission Possible Day (Growth Mindset) - Sessions on Classroom Wellbeing	- Red Nose Day with School Council - Bluey Easter Event - St Denys Easter Service	Earth Day	- Mission Possible Day (Growth Mindset) - Playground Proms - Walking Festival with Hill Holt - Giant Orchestra Day - Sleaford 1940s Day - Sports Day - Maths Day - French Day - Alvey Day Service - Bluey Trip to Belton
Early Years Foundation Stage	Teddy Bear's Picnic	- Nocturnal Animals Visit - Nativity Performance with Buddies	- Reception Little City Workshop - Reception Cogglesford Mill Visit - Fire Service Visit	Reception White Post Farm Trip		Reception Life Long Ago Workshop
Year 1	Y1 Kinema in the Woods	Y1 Pirate Day	- Y1 Lincoln Castle Visit - Y1 Medieval Buddy Banquet	Y1 Lincolns Zoo		
Year 2		Y2 Trunk Theatre Visit	Y2 Indian Experience Day	- Y2 Visit to the Rec - Y2 Visit to Lollycocks		Y2 Hunstanton Trip
Year 3	- Y3 Magna Science Centre Trip - Y3 Egyptian Day	Y3 Online Safety Workshop	Y3 Personal Boundaries Workshop		Y3 Road Safety Workshop	- Y3 Yorvik Centre Trip - Y3 Lincoln Castle Trip
Year 4	Y4 Hill Holt Woods Trip		Y4 Online Safety Workshop	Y4 Samba Drumming Workshop	- Y4 Respectful Communication Workshop - Y4 Southwell Workhouse Trip - Y4 Road Safety Trail	- Y4 Nene Valley Railway Trip - Y4 Church School Festival
Year 5		- Nativity Performance with Buddies - Bikeability - Heckington Mill Trip	- Y5 Planetarium Visit the School - Y5 Leicester Space Centre Trip - Stargazing Sleepover	- Y5 Waterside Talk - High School Panto - Y5 Let's Talk Rubbish	- Y5 Science Walk - Y5 Spy Day	- Online Safety Workshop - Y5 Cromer Trip
Year 6	Term 1: River day: Iron Age Sleaford with Mark Bamford and velocity experiment. Pond dipping with Hill Holt Wood (Lollycocks) to support our science classification topic.	- Stone Age Day with Wild woodcraft - Gang recruitment workshop by Lincolnshire police. - Possible involvement in a poppy project with LCC (last year we made giant puppies that went up outside Sleaford museum).	- Year 6 identity workshop - Newark Air Museum visit - Thorpe Camp in for ww2 day. - Political art project (in the planning stage) involving the hub and graffiti artists using a potential grant from the Mujerty trust. - Buddy banquet	~Antisocial behaviour workshop with Lincolnshire police.	- Breakfast Club - Y6 Residential Trip to Hilltop Activity Centre/Y6 Staycation - Money mules workshop with Lincolnshire Police. - Online safety workshop (Lincolnshire police). - Possible VR human body workshop. TBC ~Potential drugs and alcohol workshop. Date TBC	- Online Safety Workshop - Hub Fashion Workshops - Y6 Celebration Trip to Kinema in the Woods and Woodhall Spa Swimming Pool - Y6 Showcase Performance - Transition dance workshops with The Hub.

