



**Aspire, Believe, Succeed**

# Curriculum Overview and Practice Manual



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## **What is the 'Curriculum Overview and Practice Manual' and who is it for?**

Welcome to Featherstone Primary School – a proud and vibrant Values-based school in the heart of Erdington. Thank you for taking an interest in our school.

This is the 'Curriculum Overview and Practice Manual,' a document that summarises and presents all elements that make up the excellent practice at our school: from our vision and our aims, to our curriculum, planning and assessment and even the content/set up of our learning. We are very proud of what we stand for, offer and give our children every day.

This Curriculum Overview and Practice Manual is aimed at all stakeholders who have an interest in our school: parents, staff, new staff, visitors and inspectors as it guides you through the make-up of our brilliant school.

Please do come and see us in action to see the content of these pages in practice, or, refer to the various, specific policies for more detail.

E. Gaibee.

Headteacher, Featherstone Primary School.



## **Introduction – Featherstone’s Curriculum Vision, Mission and Aims**

### **Vision:**

Featherstone Primary School aspires to equip every child with the skills they need for lifelong learning by developing confident, ambitious learners, who take ownership of their learning and are proud of their achievements as they grow.

### **Mission:**

At Featherstone Primary School, we believe that learning should be exciting, purposeful and challenging. Our school aims to inspire and prepare every child to have high expectations of themselves and others. We will achieve this through providing a creative and challenging curriculum which motivates and encourages all children to reach their full potential. This will be balanced with personal choice, sport and creativity so that each can flourish within a safe, but challenging framework designed to specifically fit their needs. We will prepare our children to encounter opportunities with resilience, perseverance and self-determination and encourage them to grow and become responsible independent learners. We will work closely with the children, their families and the local community, fostering positive supportive relationships to benefit all pupils of the school. We are very determined for all our pupils and believe that our emphasis on high quality teaching is a key feature of our success.

### **Aims:**

- To aim for each child to achieve their full potential in all areas of the curriculum, so that they are equipped and prepared for their Secondary transition.
- To provide a curriculum that is designed to excite and motivate children with a range of topics and projects that are of interest to them and to which they can fully contribute so that their learning is engaging, interactive and challenging.
- To create a positive, safe learning environment and to endeavour to develop the whole child, meeting individual needs where differences are recognised, celebrated and appreciated.
- To encourage pupils to be responsible British citizens for the future who can actively contribute to a diverse society.
- To support each child’s emotional well-being so that they can talk openly about their feelings with confidence.
- To equip children to evaluate and assess, to take risks and to make positive choices as part of their learning.
- To promote lifelong learning to all, through high quality professional development for all staff and by developing a learning culture throughout the school.

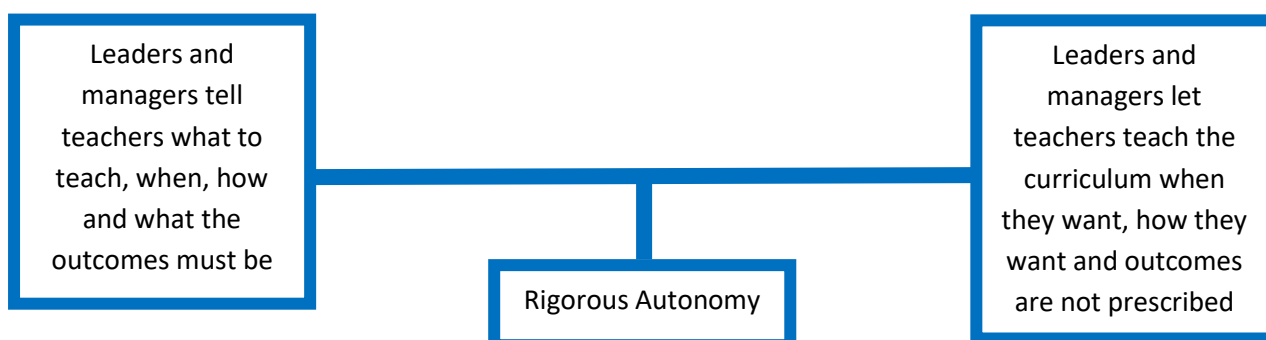
- To include all members of the school community, pupils, parents, governors and staff, in the process of development not only of themselves but also of the school itself.

### **Featherstone's Curriculum – Teachers have 'Rigorous Autonomy'**

We believe that teacher autonomy is extremely important within the teaching profession. Our teaching philosophy is that high levels of teacher autonomy, when underpinned by rigour, have many advantages, including, but not limited to:

- High teacher perceptions of self-efficacy (leading to motivation, self-esteem, betterment of practice and ultimately, retention).
- Creative lessons that foster challenging and purposeful learning.
- Meaningful and purposeful links being made across the curriculum.
- Better outcomes for pupils from a broad and balanced curriculum that stimulates, enthuses, engages and excites.

We do not advocate that class teachers should be given the National Curriculum and just run with it without supervision. Our philosophy for teaching and learning is based on '**Rigorous Autonomy.**' This, we believe, is the fine balance between two interpretations of how the National Curriculum should be implemented:



We truly believe that **Rigorous Autonomy** is the best practice. This is where leaders and managers lead and manage their subjects and areas of responsibility *with* the rest of the teaching staff. Changes are discussed, debated and thought through *with* the staff so that everyone is a part of this process.

Subjects are organised into carefully-thought out knowledges, concepts and skills with no direct prescription of when to teach, how to teach and what they outcomes must be (apart from outcomes must be high quality). Cross-curricular organisation is encouraged and fostered. There are no formal weekly planning trawls; instead,



planning is checked on a half-termly basis before the next set of teaching begins and helpful, kind and specific *feedforward* is given to check that the rigour of the subjects is upheld.

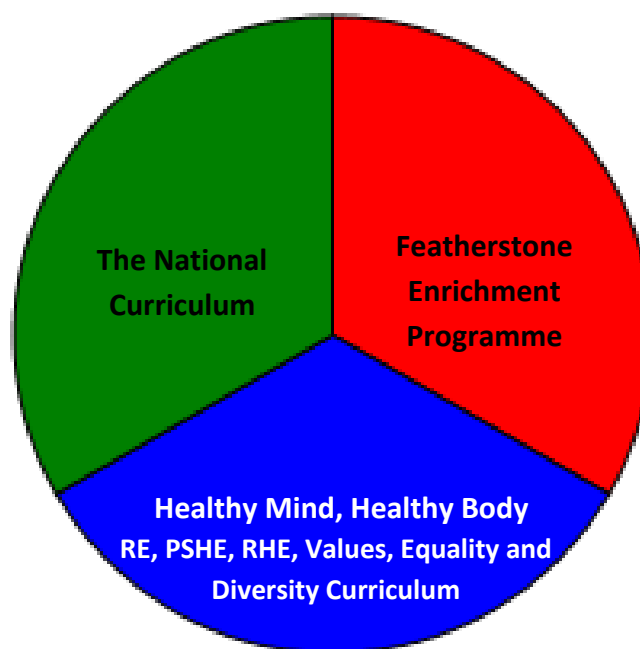
Learning walks or lesson observations do not take place; instead, coaching lesson visits followed up with time to discuss lesson rationale and pedagogy is given. Crucially, this is not in the form of feedback. Rather, it is mutually-derived *feedforward* that nurtures rigour within teaching practice.

Less experienced subject leaders are also coached on how to lead and manage their areas of responsibility. This coaching empowers the new leader to take more and more ownership of their own subjects and they are encouraged to impart their own rigorous vision on the subject.

In summary, '**Rigorous Autonomy**' is not only a philosophy; it is an ethos that must begin with the Senior Leadership Team, cascaded to the Middle Managers, and, through a process and journey, must be embraced/bought into by the rest of the teaching staff or it won't work. **Rigorous Autonomy** is a journey to a great curriculum, great teaching and great outcomes for all, which will now be discussed.

### **Our Intent: How is Featherstone's Curriculum organised?**

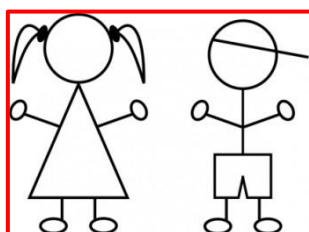
Featherstone Primary School delivers an ambitious, fun, relevant, stimulating and challenging curriculum for each and every child that attends our school. Our curriculum is organised into three main areas of learning to ensure that we provide children with all of the statutory requirements as set out by The National Curriculum (2014) as well as tailoring our curriculum to ensure that it is personalised and very well-suited to the needs of the children in our school context. Our curriculum organisation is:



## Why is Featherstone's Curriculum organised in this way?

Our aim is to ensure that every pupil who enters our school leaves at the end of Key Stage Two (KS2) at the Age Related Expectation (ARE) for all subjects within The National Curriculum, demonstrating deep knowledge, skills, critical thinking and understanding. Furthermore, we want to ensure that our children develop into aspirational, successful young people with a deep understanding of our twenty-two Core Values to be safe in the knowledge that they are confident, well-rounded people who are ready for secondary education and later life:

Knowledge, Skills, Critical Thinking, Understanding



Featherstone's 22 Core Values

We do not have a knowledge-based curriculum at Featherstone; neither do we have a skills-based curriculum. At Featherstone Primary School, we have a curriculum that is proportionately balanced between knowledge and skills, whereby the skill development is placed firmly within the context of knowledge acquisition – where possible and appropriate, we do not learn new knowledge for its own sake. Relevant, purposeful knowledge is learnt through challenging, age-appropriate skills. A balance of knowledge and skills nurtures our children into critical thinkers with enquiring minds.

Curriculum and subject leaders have firmly placed the skills (as stated in the National Curriculum) at the core of their Long-Term Planning to ensure that these skills are taught and developed within the knowledge and subject-specific content. When planning, teachers can clearly see the skills that can be promoted in which subjects and the spread across Key Stages One and Two.

Teachers then have **Rigorous Autonomy** to combine the skills and knowledge together, resulting in solid (ARE) understanding and critical thinking across the

different subjects. Class teachers use the Long-Term Planning to build on previous year groups, ensuring that skills are introduced from the earliest age and progressed throughout the years whilst the children are at Featherstone. Learning is organised so that children know more, can do more and remember more.

**Skills Overview:** The table below summarises the main skills that are taught and honed within individual subjects in our curriculum. Whilst not exhaustive by any means and not to be interpreted as literal (as in, a certain skill is only taught 'here, here and here,') the table demonstrates the wide range of skills within and across each subject.

|   |   |   |
|---|---|---|
| <b>Art and Design</b><br>Fine Motor Skills<br>Components of Drawing<br>Painting<br>Collage<br>Sculpture<br>Printing<br>Textiles<br>Evaluation | <b>Computing</b><br>Computer science<br>Information Technology<br>Digital literacy: online safety   | <b>Design and Technology</b><br>Designing<br>Making<br>Evaluating   |
| <b>Geography</b><br>Geographical enquiry<br>Using maps<br>Constructing maps<br>Fieldwork  | <b>Healthy Mind, Healthy Body (HMHB)</b><br>Reflection<br>Enquiry<br>Expression<br>Application<br>Empathy   | <b>History</b><br>Chronology<br>Similarity, difference and significance<br>Causes, events and consequences<br>Historical Interpretation<br>Historical Enquiry |
| <b>Music</b><br>Singing<br>Composing<br>Appraising<br>Performance<br>Evaluation   | <b>Physical Education</b><br>Striking and fielding<br>Net and wall<br>Invasion<br>Athletics<br>Gymnastics<br>Dance<br>Swimming<br>Sportsmanship<br>Evaluation | <b>Science</b><br>Planning<br>Scientific methods used to answer questions<br>Knowledge of data and analysis<br>Evaluation                                     |



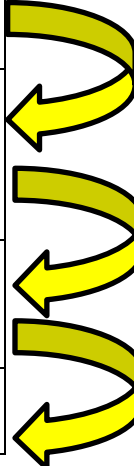
## Featherstone's Curriculum – The National Curriculum Part I: Overview

In line with the 2014 National Curriculum expectations, we offer an ambitious, broad and balanced curriculum that promotes pupils' spiritual, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life. Children's learning from our delivery of The National Curriculum develops the essential knowledge that they will need to be educated citizens.

As part of The National Curriculum, children attend lessons in English, Maths and Science (Core subjects) and Art and Design, Computing, Design and Technology, Geography, Healthy Mind/Healthy Body (incorporating PSHE, RE, RHSE, Values and Equality and Diversity Curriculum), History, Languages, Music and Physical Education.

Teachers at Featherstone Primary School organise these National Curriculum subjects into high-quality, meaningful learning experiences within a topic or unit of work. These learning journeys combine well-linked subject matter into purposeful themes so that the children benefit from their learning to the greatest possible impact: not only are children engaging in high-quality learning, it is structured in a way to inspire and enthuse the learners – no learning is for its own sake.

Here is a summary of the planning for learning process:

|   |   |
|---|---|
| The National Curriculum stipulates subject content into Key Stage-specific learning objectives and outcomes   |  |
| Featherstone subject leaders categorise the Key Stage-specific learning objectives and outcomes into year groups (long term planning, excluding Core subjects) to ensure maximum progression of knowledge, skills, abilities and understanding in their subject |   |
| Teachers receive all of their year group-specific learning objectives and plan fun, relevant, stimulating and challenging learning journeys from these, which result in exciting <b>outcomes</b> (So What? or Big Idea)   |   |
| Children progress in their knowledge, skills, abilities and understanding across subjects; they enjoy school!   |   |

Cross-curricular learning is a priority at Featherstone Primary School because when learning is grouped into well-linked themes, it has many advantages:

- There are more opportunities for genuine use and application of knowledge, skills and outcomes.
- Purpose, relevance and meaning are actively promoted.

- The unit has more rigour as organisation is harnessed; in turn, this promotes greater in-lesson challenge.
- The outcomes and impacts are more stimulating and varied.
- Increases parental engagement who can see clearly what their children are learning.
- It is more fun!

Of course, if there is some learning that needs to be taught standalone, then this happens. Learning is only linked in a cross-curricular fashion if it is purposeful.

### **Featherstone's Curriculum – The National Curriculum Part II: Outcomes and Cultural Capital**

Class Teachers plan units of work and topics that result in one of two outcome terms: So What? or Big Idea. While these two outcomes are very similar inasmuch as they promote rigour and meaning to the unit, they are different in terms of what the children are actively working towards throughout a learning journey.

The term, 'So What?' is a question that is added at the end of a statement-title for a unit of work. Throughout the unit, children actively work towards a tangible outcome that: invents, creates, presents, performs, improves or solves something. The So What? question gives explicit purpose, meaning and relevance to the unit as well as keeping it focused towards a real-life, exciting outcome. To begin with, teachers plant the So What? outcome on the children in early lessons and get the children on-board; however, the learners' interests and ideas may take the unit in new directions. These outcomes are the newest and most recent additions to our curriculum and so, as teachers become more skilled at this, children will be encouraged and facilitated to come up with the 'So What?' themselves.

On the other hand, a 'Big Idea' is a statement that can be proved or disproved; or, it is a very open-ended question that is exploratory with no one definitive answer. A Big Idea is a transferable idea that spreads throughout the time and subjects of the unit. Personal, transferable skills are firmly embedded throughout the unit.

Throughout the course of a child's education at Featherstone, they will participate in a range of So What? and Big Idea outcomes. We believe that the structure of these units and the outcomes themselves engender the children's **cultural capital**, which we believe:

- Must be transferred over and between different contexts, which is why each unit has a new and different outcome, with a range of So Whats? and Big Ideas.
- Forms over time, which is why each unit is developmental and builds upon the last.
- Are the skills, knowledges, values and attitudes that are associated with the context, which is why each unit is based on the needs of the children and the local context.
- Is the currency to succeed in life, which is why meaning, relevance and purpose is at the core of our curriculum design.

### **Featherstone's Curriculum – The Featherstone Enrichment Programme**

At Featherstone Primary School, we do not just want children to succeed academically; we want to build and mould 'the whole child' because we recognise that children have many differing talents and abilities; we, therefore, foster knowledge, skills, abilities and understanding development in many non-statutory but highly important areas. In other words, our 'Enrichment Programme' is a tailor-made promise, or guarantee, that children at Featherstone will *not* just be skilled in curriculum subjects.

'The Featherstone Enrichment Programme' sits side-by-side our delivery of The National Curriculum and offers Featherstone children multiple experiences. This enrichment programme is a promise to: improve, enhance, develop and deepen our learners' world understanding. Under a multitude of categories, children are guaranteed to undertake a wide range of experiences from Reception to Year Six that meet the objective we have set ourselves – to enrich their world understanding. (See below).



|   | Performances                         | Parent WOW event |  | Current affairs   |  |  | Traditions and events                            |   | SMSC Visits   |  | Visitors   | Special Projects  | Values, SMSC and Safety  | Featherstone Champion Award Scheme  | Making the most of our school and grounds                   | Community Links                  |  |   |
|---|--------------------------------------|------------------|--|---|--|--|--|---|---|--|--|---|--|---|---|----------------------------------|--|---|
|   |                                      |                  |  | Planned events  | Day to day   | Preparing for our aspirational future                    |  |   |   |  |  |   |  |   |   | Giving back                      | Benefitting                                |   |
| R | Nativity                             | Bed time stories | So What? outcomes / Big Idea Outcomes throughout the academic year | Royal Family-Queen's Birthday/ Jubilee/ Prince George, etc.                                   | Local, national, international news as it happens – responding to it where appropriate | Reception Graduation: What I want for Year 1 and Beyond! | Mothering Sunday                                 | Christmas, Remembrance Sunday, Black History Month, Easter, Eid | Farm<br>RE visit-Christianity - church                | Plus an additional two visits per class per year to enrich and enhance curriculum experiences and outcomes | One visitor per year per class to enrich curriculum – Science/R.E/Musicians/Actors | Teddy Bear's Picnic                                     | Healthy Mind, Healthy Body Curriculum, driven by our twenty-two core values: Respect, Diversity, Friendliness, Honesty, Self-discipline, Trust, Co-operation, Patience, Self-belief, Courtesy, Aspiration. | 1/7 Wood<br>15 hours of Skills & Values, Physical and/or Volunteering     | Mud kitchen   | Local Charity                    | Birmingham Museum and Art Gallery          | Poppy Appeal, Raising money for school projects, PTA, Harvest |
| 1 | Showcase of curriculum               | Dance/ Music     |  | World Book Day  |  | Global Warming   | Fathers' Day                                     |   | Library<br>RE visit-Christianity                      |  |  | Dance project   |  | 2/7 Tin<br>16 hours of Skills & Values, Physical and/or Volunteering      | Garden flowers and outdoor wildlife                         | Shoe box appeal                  | Birmingham Library                         |   |
| 2 |                                      | Art/ DT/ Music   |  | Important dates/ anniversaries, etc.  |  | Reduce, Re-use, Recycle in the local area (Part 1)       | Bonfire night                                    |   | Theatre<br>RE visit-Islam                             |  |  | Story Tellers/ Poetry/ Musical instruments              |  | 3/7 Copper<br>18 hours of Skills & Values, Physical and/or Volunteering   | Garden food<br>Grow you veg in the allotments / fruit trees | National Charity                 | Sutton Park                                |   |
| 3 | Festival of cultures/ music festival | History          |  | Sport- World cup/ Olympics/ six nations, Wimbledon, etc.                                      |  | De-forestation   | Diwali   |   | City attraction<br>RE visit-Hinduism                  |  |  | Performing on stage                                     |  | 4/7 Bronze<br>24 hours of Skills & Values, Physical and/or Volunteering   | Den building / Forest school activities                     | International Charity            | Symphony Hall                              |   |
| 4 |                                      | Writing          |  | Important dates/ anniversaries, etc.  |  | Reduce, Re-use, Recycle Part 2: Human Impact in the UK   | Shrove Tuesday/ Easter                           |   | Residential 1 night<br>RE visit-Sikhism               |  |  | We are writers- create book                             |  | 5/7 Silver<br>32 hours of Skills & Values, Physical and/or Volunteering   | Orienteering  | Residential Care Home visit      | Midlands Art Centre                        |   |
| 5 |                                      | Science          |  | Awards- Oscars, Brits, BAFTA, MTV Music awards, Ivor Novello, Nobel Prize, Nobel Peace prize. |  | Conservation and animal hunting / poaching               | Eid  |   | National Trust/ English Heritage<br>RE visit-Buddhism |  |  | Science/ Technology/ Computing incl. Science sleepover! |  | 6/7 Gold<br>40 hours of Skills & Values, Physical and/or Volunteering     | Dreamy Hollow   | Help for Heroes                  | Jaguar Landrover                           |   |
| 6 | Leavers' assembly                    | Acting / drama   |  | National/ international Politics, e.g. elections  |  | Transition to Secondary School & My Future               | St George's Day (23 <sup>rd</sup> April – Sun 1) |   | Residential 2 nights<br>RE visit-Judaism              |  |  | Business Enterprise                                     |  | 7/7 Platinum<br>50 hours of Skills & Values, Physical and/or Volunteering | School improvement  | Comic / Sports Relief (Spring 2) | University visit (Birmingham, Aston, BCU). |   |

**Whole School Enrichment Programme: 'The Featherstone Promise' to improve, enhance, develop and deepen our learners' world understanding**

The Featherstone Enrichment Programme is child-centred and so in many ways, child-led. The children get the most excited about 'The Featherstone Championship Award Scheme' (which is part of our enrichment curriculum) because the Champion Award Scheme inspires, enthuses and motivates children to work towards a self-led yet structured programme of events in seven stages: children undertake volunteering, skills and physical activities to work towards completing a personalised programme which culminates in the final award that they are striving for – Platinum.

Below is a summary of the requirements needed to fulfil the seven stages of The Featherstone Championship Award Scheme. Children take part in the activities of their choosing on a Thursday afternoon (replacing the old-style Golden Time system) but then may, depending on which stage of the award they are working towards, need to complete additional hours outside of the school day, with the support from parents.

|  |  |  |
|--|--|--|
| <b>1/7 Wood</b><br>15 hours of Volunteering, Skills and Values or Physical     | <b>2/7 Tin</b><br>16 hours of Volunteering, Skills and Values or Physical    | <b>3/7 Copper</b><br>18 hours of Volunteering, Skills and Values or Physical |
| <b>4/7 Bronze</b><br>24 hours of Volunteering, Skills and Values or Physical   | <b>5/7 Silver</b><br>32 hours of Volunteering, Skills and Values or Physical | <b>6/7 Gold</b><br>40 hours of Volunteering, Skills and Values or Physical   |
| <b>7/7 Platinum</b><br>50 hours of Volunteering, Skills and Values or Physical |  |  |

During the Enrichment Programme, children will gain a very wide range of skills depending upon the route that they take to complete the programme; ultimately, no two routes will be the same because no two children (and their interests) are the same. Depending on which groups and activities they complete will dictate the types of skills gained. Typically, skills such as resilience, co-operation, communication, risk-taking, motivation, leadership and problem-solving will be enhanced but more niche skills could also be increased depending upon which activities children undertake.

The activities themselves vary greatly also. In the past, we have offered enriching experiences such as life skills, charity work, sewing, orienteering, outdoor survival skills, game making, photography, baking, card making, drama, wildlife food making, sketching, computing, fashion, music, singing and gardening although these offers will change as children progress through the awards.

We are very firm in our belief that our Enrichment Programme, specifically the Champion Award Scheme, is not a 'bolt-on' to our curriculum; it is very much embedded within the three main parts of our curriculum intent (see diagram, p.6). By investing time and thoughtful planning into Enrichment, children's firm knowledge and understanding of National Curriculum content is enhanced through skills and opportunities that go above and beyond their entitlement. This is only fair and right for our children.

If you want to hear it for yourselves, just ask our children: *What do you think of Enrichment?!*

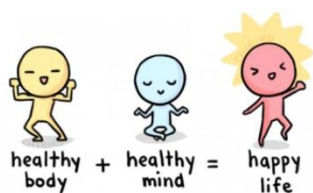
### **Featherstone's Curriculum – Healthy Mind, Healthy Body**

Whilst learning is happening to ensure that every child achieves ARE *and* the children's curriculum is enriched with experiences to deepen their world understanding, we promote healthy living through the final strand of our curriculum, Healthy Mind, Healthy Body (HMHB).

HMHB is formed from the statutory religious dispositions of the Birmingham Agreed Syllabus, a relevant, tailor-made PSHE scheme (as well as RHE) and lesson objectives/outcomes to promote an equal and diverse ethos, all of which are underpinned by our twenty-two Core Values. These values are the themes in Collective Worship.

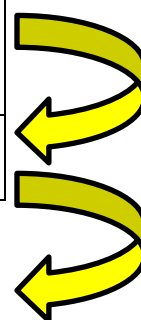
HMHB may have a separate, weekly timetable slot to give mental health and wellbeing the time that it warrants; however, the philosophy of the HMHB curriculum can be seen and felt in and out of lessons across school. Our twenty-two values permeate into all of our interactions so that children can develop a solid moral core.

The format of the delivery of the HMHB content is once again, a matter for the teachers to consider as we believe that each class' needs will be profoundly different cohort by cohort.



Featherstone subject leaders categorise the subjects' contents and outcomes into year groups and then specific months (long term planning) to ensure children's mental and emotional wellbeing is promoted and maintained

Teachers receive all of their year group-specific learning objectives and outcomes and plan fun,





|  |
|--|
| relevant, stimulating and challenging lessons from these             |
| Children's mental and emotional wellbeing is promoted and maintained |

Greater detail about HMHB and our twenty-two Core Values can be found later on in the manual.

The following pages show the long term planning for Years 1 – 6 for the 2022 – 2023 academic year. Parts 1 – 3 of the aforementioned curriculum structure can clearly be seen in the design of the whole year's curriculum.



## Featherstone Primary School Year EYFS Curriculum Map: 2023 – 2024

|   | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2  |
|---|---|---|--|--|--|--|
|   | I will be 5- So What?<br>(All About Me)                                 | Big Idea- We need food to live but what food is good for me? (Food)       | Big Idea- We can travel all over the world, but what can we use? (Transport)     | Big Idea- Cows and tigers are animals, so why don't tigers live on a farm? (Animals) | Plants are really important, so what? (Plants and flowers)                     | I have changed so much this past year, so what? (Transitions)            |
| Understanding the World- People and Communities | Getting to know our teachers and other staff                            | RE- Diwali<br>Christmas<br>Hannuka  | RE- Chinese New Year   | Mothering Sunday<br>RE- Easter   | RE- Eid  | Father's Day<br>People who help us                                       |
| Understanding the World- The World              | Getting to know our school<br>Our senses                                | Where does food come from?<br>Food tasting                                | Comparing different types of transport<br>Journeys                               | Animals on the farm<br>Comparing different animals                                   | How to plants grow?<br>What do they need?<br>The different parts of a flower   | Transitions into Year One  |
| Healthy Mind, Healthy Body                      | <b>Sept:</b> The Value of Respect<br><b>Oct:</b> The Value of Diversity | <b>Nov:</b> The Value of Friendliness<br><b>Dec:</b> The Value of Honesty | <b>Jan:</b> The Value of Self-discipline<br><b>Feb:</b> Begin the Value of Trust | <b>Feb:</b> Finish the Value of Trust<br><b>Mar:</b> The Value of Co-operation       | <b>Apr:</b> The Value of Patience<br><b>May:</b> The Value of Self-belief      | <b>Jun:</b> The Value of Courtesy<br><b>Jul:</b> The Value of Aspiration |
| Expressive Art and Design- Music                | Music Express-<br>Special People- Hello                                 | Music Express-<br>Moving Patterns- Cake for tea                           | Music Express-<br>Moving Patterns- Bicycle counting                              | Music Express-<br>Working World- Farm time   | Music Express-<br>Working World- Caterpillar                                   | Exploring the names and sounds of instruments                            |
| Expressive Art and Design                       | Painting self-portraits.<br>Designing and making puppets.               | Using food for art  | Designing and making a vehicle   | Using a variety of media and materials independently                                 | Still life drawing- a vase of flowers/ bowl of fruit<br>Mother's Day portraits | Father's Day portraits<br>Self portraits                                 |
| Understanding the World- Technology             | Technology around us  | e-safety  | Exploring iPad apps  | Using programmable toys  | Using cameras to document own work/learning                                    | Exploring laptop computers   |
| Physical Development                            | Getting changed into PE kits<br><br>Self-care                           | Fundamental movement skills<br>Healthy and unhealthy food                 | Gymnastics   | Dance  | Multi skills   | Athletics/ team games  |

## Featherstone Primary School Year One Curriculum Map: 2023 – 2024

|                                   | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2  | Summer Term 1   | Summer Term 2   |
|-----------------------------------|---|--|--|--|---|---|
|                                   | Lola won't eat healthy food. So what?   | Will the Nutcracker dance again? (Big idea)  | People are hurting our ocean wildlife. So what?  | We need to explore the great outdoors. (Big idea)  | With patience, we can grow great things. So what?   | People think castles are boring. So what?   |
| <b>Art and Design</b>             | Painting<br>Drawing<br>Using thick and thin brushes<br>Colour mixing<br>Self-portraits  | Sculpture and painting: Clay snowmen   | Weaving with recycled materials  | Collage using natural materials  | Vincent Van Gogh<br>Line and tone<br>Painting<br>Collaging<br>Developing ideas in Art   | Paul Klee<br>Shape collage<br>Digital media<br>Colour neatly following the lines                                |
| <b>Computing</b>                  | Logging on and off<br>E-safety  | Simple algorithms: Beebots<br>E-safety: Understanding technology   | E-safety: Understanding technology   | Word programme: Typing key words   | Photography nature using I pads<br>E-safety   | WORD programme: Type a letter<br>Paint programme: Shape castles<br>E-safety                                     |
| <b>Design and Technology</b>      | Cooking and nutrition: Designing, making and evaluating healthy smoothies   |  |  | Making Gruffalo masks<br>Leaf printing   |   | Designing and making a junk model castle  |
| <b>Geography</b>                  |   |  | Making a map of the school grounds<br>Geographical enquiry<br>Locating countries and oceans in and around the UK.<br>Place knowledge | Describing weather patterns<br>Geographical enquiry<br>Global warming<br>Aerial photographs<br>Human and physical key words            |   | Flags and Map of United Kingdom<br>Place knowledge  |
| <b>Healthy Mind, Healthy Body</b> | <b>Sept:</b> The Value of Respect<br><b>Oct:</b> The Value of Diversity<br>Equality and diversity:<br>To know that it is okay to play with boys and girls.<br>To understand we share the world with different people.<br>To recognise that people are different ages. | <b>Nov:</b> The Value of Friendliness<br><b>Dec:</b> The Value of Honesty<br>Christianity<br>Equality and diversity: To like the way I am. | <b>Jan:</b> The Value of Self-discipline<br><b>Feb:</b> Begin the Value of Trust   | <b>Feb:</b> Finish the Value of Trust<br><b>Mar:</b> The Value of Co-operation   | <b>Apr:</b> The Value of Patience<br><b>May:</b> The Value of Self-belief<br>Islam<br>Equality and diversity: To know that our bodies work in different ways. | <b>Jun:</b> The Value of Courtesy<br><b>Jul:</b> The Value of Aspiration  |
| <b>History</b>                    | Personal history: Change and advancement concept  |  |  |  |   | Significant people<br>Queen Elizabeth<br>Classifying castles<br>Labelling castles                               |
| <b>Languages (Spanish)</b>        | Greetings   | Name and age<br>Family   | Colours<br>Numbers to 10   | Days of the week<br>Weather  | Transport<br>Food   | Animals<br>School   |
| <b>Music</b>                      | Singing   | Beat: Snowmen beats<br>Simple composition<br>Listen to a recorded beat   | Rhythm<br>Simple composition<br>Loud and quiet<br>Listen to a recorded piece of music<br>Evaluate                                    | Simple chants<br>Percussion<br>Un-tuned instruments  | Singing   | Evaluating a piece of music   |
| <b>P.E.</b>                       | Fundamental movements   | Dance: Moving toys   | Gymnastics   | Ball skills  | Ball skills   | Dance   |
| <b>Science</b>                    | Animals including humans: Body parts<br>Senses  | Everyday Materials (Classifying, naming, observing, concluding)<br>Whole class question<br>Observing<br>Discussion based conclusion        |  | Weather: (reporting, identifying, comparing, planning investigation)<br>Animals: Sorting, classifying, describing.<br>Seasonal changes | Trees<br>Plants<br>Flowers<br>Collect data in a tally and discuss findings<br>Plants  | Scientific skills: Planning, observing, recording, concluding<br>Writing a conclusion<br><br>Everyday materials |

## Featherstone Primary School Year Two Curriculum Map: 2023 – 2024

|                            | Autumn Term 1  | Autumn Term 2  | Spring Term 1  | Spring Term 2   | Summer Term 1   | Summer Term 2  |
|----------------------------|--|--|--|---|---|--|
|                            | Big Idea<br>Every story has two sides.   | So What?<br>Our seas are full of plastic.  | So What?<br>The Great Fire of London was a terrible disaster.      | So What?<br>One cannot resist the lure of Africa' – Rudyard Kipling | So What?<br>The NHS is Marvellous.                          | So What?<br>Indian spice adds flavour to life              |
| Art and Design             | Colours of the forest Colour mixing (including colour wheels) and leaf printing. | Artist focus: Dave Chihuly<br>Sculptures made from recycled materials<br>Observational drawing and shading | Using pastels  | Textiles<br>Patterns, printing and tie dye                          | Collage<br>Rainbows   | Clay work<br>Rangoli clay tiles                            |
| Computing                  | E safety – Jessie and friends 1  | Algorithms – turtle logo<br>E-safety – Jessie and friends 2  | E safety – Jessie and friends 3                                    | Coding – Scratch/Tynker<br>E safety PowerPoint                      | E safety PowerPoint   |  |
| Design and Technology      | Nursery Rhymes<br>Pulley systems and winding mechanisms.                         | Making kites from plastic  | Food Technology<br>Bread baking.                                   |   |   | Food Technology<br>Making Curry                            |
| Geography                  |  | Coastal landscapes and maps.   | Comparing places<br>Capital cities (London and Paris)              | Comparing places<br>A village in Africa                             |   | Comparing places<br>A village in India                     |
| Healthy Mind, Healthy Body | Sept: The Value of Respect<br>Oct: The Value of Diversity                        | Nov: The Value of Friendliness<br>Dec: The Value of Honesty  | Jan: The Value of Self-discipline<br>Feb: Begin the Value of Trust | Feb: Finish the Value of Trust<br>Mar: The Value of Co-operation    | Apr: The Value of Patience<br>May: The Value of Self-belief | Jun: The Value of Courtesy<br>Jul: The Value of Aspiration |
| History                    |  | Bonfire night  | The Great Fire on London   |   | NHS<br>Florence Nightingale<br>Mary Seacole                 |  |
| Languages (Spanish)        | Introductions and greetings<br>All About me                                      | Colours<br>My family   | Time<br>school   | Animals   | Weather   | Transport<br>Food  |
| Music                      | Music to match stories<br>Nursery rhymes and trad tales.<br>Recorders            | Tuned instruments<br>Recorders   | Singing<br>Songs from history<br>Recorders                         | Drumming<br>Singing<br>Call and response                            |   | Music from other cultures                                  |
| P.E.                       | Sport: Gymnastics.   | Sport: Multiskills (ball skills and movement)  | Sport: Multiskills (ball skills and movement)                      | Dance   | Sport: Multiskills  | Sport: Athletics   |
| Science                    | Plants   | Everyday Materials   |  | Living things and their habitats<br>Food chains                     | Animals including humans                                    |  |

## Featherstone Primary School Year Three Curriculum Map: 2023 – 2024

|                            | Autumn Term 1   | Autumn Term 2  | Spring Term 1  | Spring Term 2   | Summer Term 1   | Summer Term 2   |
|----------------------------|---|--|--|---|---|---|
|                            | Big Idea: Are people healthier now compared to thousands of years ago?  | Big Idea: Faith is the light that guides you through the darkness  | So What?: The Rainforests are destroyed everyday... So what?                     | Big Idea: Were the changes from the Stone Age to Iron Age good enough?                      | So What?: United we stand, divided we fall  | Child led choice (Linked to Aspiration and Sportsmanship)                               |
| Art and Design             | Sculpture   | Mosaic and Collage   | Print Textiles   | Brush Techniques Colour Mixing  | Pencil grades to show line, tone, texture   |   |
| Computing                  | Understand computer networks.<br>E Safety                               | E Safety   | E safety Sequencing, Selecting and repetition (PP)                               | E Safety  | E Safety  | Digital Media   |
| Design and Technology      | Healthy diet/ Hygiene/ cooking. Nutrition                               |  |  | Strengthen, stiffen, reinforce Measure, mark out, score cut and assemble                    |   | Logical reasoning, Simple algorithms, write programmes                                  |
| Geography                  |   | Locational knowledge N + S America<br>Place knowledge: N. America (New York) Compare to London Maps, atlas, globes | Climate zones, biomes and vegetation belts                                       | Locate World Countries (Europe focus)<br>Construct maps<br>Types of settlement and land use | Locate world Countries, (Europe), Construct Maps, Maps, atlas, globes, NESW (Italy) |   |
| Healthy Mind, Healthy Body | <b>Sept:</b> The Value of Respect<br><b>Oct:</b> The Value of Diversity | <b>Nov:</b> The Value of Friendliness<br><b>Dec:</b> The Value of Honesty<br>RE: Hinduism                          | <b>Jan:</b> The Value of Self-discipline<br><b>Feb:</b> Begin the Value of Trust | <b>Feb:</b> Finish the Value of Trust<br><b>Mar:</b> The Value of Co-operation              | <b>Apr:</b> The Value of Patience<br><b>May:</b> The Value of Self-belief           | <b>Jun:</b> The Value of Courtesy<br><b>Jul:</b> The Value of Aspiration<br>RE: Sikhism |
| History                    | Ancient Egypt   |  |  | Stone Age – Iron Age  | Roman Empire  |   |
| Languages (Spanish)        | Family  | Greetings About Me   | School Numbers   | Time Weather  | Colour Transport  | Animals Daily Routines  |
| Music                      | Singing   | Indian Tabla   | Saamba   |   |   |   |
| P.E.                       | Tag Rugby   | Dance Bollywood  | Swimming Gymnastics  | Badminton   | Rounders  |   |
| Science                    | Animals Inc Humans  | Light  | Plants   | Rocks   |   | Forces and Magnets  |

## Featherstone Primary School Year Four Curriculum Map: 2023 – 2024

|                            | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2   | Summer Term 1  | Summer Term 2   |
|----------------------------|---|---|--|---|--|---|
|                            | No one is too small to make a difference – so what?   | Music is the universal language, it brings people closer together – so what?  | Where there is no struggle, there is no progress.                                | Err, veg is gross!  | The goal isn't to live forever, the goal is to create something that will.   |   |
| Art and Design             | Water colour painting of sea life creatures and printing.   |   | Textiles (weaving and colour fabrics) and digital media.                         | Sketch in the style of Archimboldo and evaluate his and our own art work.   | Using precision and overlapping in creating collages.  | Printing and sculpting replica Greek pottery.   |
| Computing                  | How to safely and efficiently use search technologies. Understand that not all information on internet is reliable.   |   |  |   |  | Work with algorithms and variables to create a quiz or game linked to the Ancient Greeks.                                     |
| Design and Technology      | Design, make (by measuring and cutting) and evaluate recycled plastic sculptures.   |   |  | Study a healthy/varied diet and design, make (by peeling, slicing, grating and mixing) and evaluate a meal based on this. |  | Use electrical systems in products.   |
| Geography                  | Describe the negative impacts humans are having on the environment through their use of plastic.<br>Use maps and atlases to locate places.<br>Use and evaluate geographical evidence. |   | Counties of the UK and locating these by using the 8 points of a compass.        |   | Compare Greece to the UK by comparing their human and physical features. Explain and give reasons for any differences.                       |   |
| Healthy Mind, Healthy Body | <b>Sept:</b> The Value of Respect<br><b>Oct:</b> The Value of Diversity   | <b>Nov:</b> The Value of Friendliness<br><b>Dec:</b> The Value of Honesty   | <b>Jan:</b> The Value of Self-discipline<br><b>Feb:</b> Begin the Value of Trust | <b>Feb:</b> Finish the Value of Trust<br><b>Mar:</b> The Value of Co-operation  | <b>Apr:</b> The Value of Patience<br><b>May:</b> The Value of Self-belief  | <b>Jun:</b> The Value of Courtesy<br><b>Jul:</b> The Value of Aspiration  |
| History                    |   |   | We will delve into The Saxons, Scots and Vikings.                                |   | The Ancient Greeks   |   |
| Languages (Spanish)        | Greetings and Introductions<br>About Me   | My Family   | Colours, Numbers and Animals   | Time and Food   | Transport and Weather  | School and Daily Routines   |
| Music                      |   | Learn staff and musical notation. Sing in a round and quartet by considering pitch, rhythm and texture. Compose and evaluate our own music. |  |   |  |   |
| P.E.                       | Invasion Games: Football  | Dance   | Gymnastics   | Striking and Fielding: Cricket  | Net and Wall Games: Tennis   | Athletics   |
| Science                    | Study different living things and their habitats and construct classification keys based on this.   | Identify how sounds are made and draw patterns between the object, its pitch, volume and how much it vibrates.                              |  | Explore how the digestive system works.<br>Study animal food chains and make links to the type of teeth animals have.     | Compare and group materials according to whether they are a solid, liquid or gas. Observe changes in states and link this to The Water Cycle | Creating and testing electrical circuits. Conducting inquiries into which materials are electrical conductors and insulators. |



## Featherstone Primary School Year Five Curriculum Map: 2023 – 2024

|                                   | Autumn Term 1   | Autumn Term 2   | Spring Term 1  | Spring Term 2  | Summer Term 1  | Summer Term 2  |
|-----------------------------------|---|---|--|--|--|--|
|                                   | This is who I am...so what?   | Too many people wear a poppy without knowing its true meaning ....so what?                  | The science of today is the technology of tomorrow... so what?   | What the world has learnt from the Mayans changed it forever.  | Don't tell me the sky's the limit when there are footprints on the moon.             | Over 13,000 people in Birmingham are homeless...So What?   |
| <b>Art and Design</b>             | Making clay sculptures  | Drawing (focusing on reflection, shadows and direction of sunlight)<br>Printing<br>Textiles |  | Creating a collage (linked to Mayans)  | Drawing (focusing on perspective, shadows and reflection)                            | Digital media  |
| <b>Computing</b>                  | E-Safety  | E-Safety  | E-Safety<br>Exploring algorithms: design, write and debug programs   | E-Safety   | E-Safety   | E-Safety<br>Using technology: combine and use software (movies)<br>Understanding technology: fake news and evaluating bias |
| <b>Design and Technology</b>      | Strengthening, stiffening and reinforcing structures by creating a wooden box with hinges   |   |  | Cooking and nutrition (through Mayan's imports and exports)  | Mechanical systems   |  |
| <b>Geography</b>                  |   | Locational knowledge<br>Geographical skills and fieldwork<br>Geographical enquiry           |  | Human and physical geography<br>Place, constructing maps and geographical enquiry                        |  |  |
| <b>Healthy Mind, Healthy Body</b> | <b>Sept:</b> The Value of Respect<br><b>Oct:</b> The Value of Diversity<br>Buddhism   | <b>Nov:</b> The Value of Friendliness<br><b>Dec:</b> The Value of Honesty                   | <b>Jan:</b> The Value of Self-discipline<br><b>Feb:</b> Begin the Value of Trust<br>Choices (Stolen Lives) | <b>Feb:</b> Finish the Value of Trust<br><b>Mar:</b> The Value of Co-operation<br>Choices (Stolen Lives) | <b>Apr:</b> The Value of Patience<br><b>May:</b> The Value of Self-belief<br>Judaism | <b>Jun:</b> The Value of Courtesy<br><b>Jul:</b> The Value of Aspiration<br>Judaism  |
| <b>History</b>                    |   | World War One   |  | Non-European study (Mayans)  |  | Beyond 1066 (Victorians)   |
| <b>Languages (Spanish)</b>        | Greetings and introductions<br>Colours<br>Numbers 0-100   | About Me<br>My Family<br>Numbers 0-100  | Daily routines<br>School<br>Numbers 0-100  | Animals<br>Numbers 0-100   | Time<br>Food<br>Numbers 0-100  | Transport<br>Consolidation from the year   |
| <b>Music</b>                      | Understanding staff and notations, particularly through singing<br>Exploring pop and music from movies<br>Performing and evaluating |   |  |  |  | Improvise and compose (live at Oscars)<br>Compose, appraising and evaluate   |
| <b>P.E.</b>                       | Basketball  | Gymnastics  | Volleyball   | Dance  | Swimming<br>Athletics  | Rounders   |
| <b>Science</b>                    |   | Living things and their habitats  | Properties and changes in materials  | Animals including humans   | Earth and space<br>Forces  |  |

## Featherstone Primary School Year Six Curriculum Map: 2023 – 2024

|                            | Autumn Term 1   |  | Autumn Term 2  | Spring Term 1  | Spring Term 2   | Summer Term 1   | Summer Term 2  |
|----------------------------|---|--|--|--|---|---|--|
|                            | Let your light shine so brightly that others can see their way out of the dark. | Martin Luther King had a dream – so what?    | When words fail, music speaks.   | In a democracy you believe it or not, in a dictatorship you believe it or else. So What?               | The heart is the most important organ in the human body, so what?                         | Don't tell me the sky's the limit when there are footprints on the moon.          | Only a man can do that.  |
| Art and Design             | Sketching Fantastic Beasts  | Textiles                                     |  | Modroc sculptures  |   | Collage<br>Painting<br>Digital media  | Printing   |
| Computing                  | E-Safety  | E-Safety                                     | E-Safety   | E-Safety   | E-Safety  | Using technology (combining software)<br><br>E-Safety                             | Creating our own games using algorithms<br><br>E Safety                  |
| Design and Technology      |   | Design, make and evaluate "Freedom Quilts"   |  |  |   |   | Cooking and nutrition  |
| Geography                  |   |  |  | Locational, human and physical geography   |   | Local Geography   | Geographical skills using maps and field work<br>Constructing maps       |
| Healthy Mind, Healthy Body | <b>Sept:</b> The Value of Respect   | <b>Oct:</b> The Value of Diversity           | <b>Nov:</b> The Value of Friendliness<br><b>Dec:</b> The Value of Honesty<br><b>RE:</b> Christianity | <b>Jan:</b> The Value of Self-discipline<br><b>Feb:</b> Begin the Value of Trust<br><b>RE:</b> Judaism | <b>Feb:</b> Finish the Value of Trust<br><b>Mar:</b> The Value of Co-operation            | <b>Apr:</b> The Value of Patience<br><b>May:</b> The Value of Self-belief         | <b>Jun:</b> The Value of Courtesy<br><b>Jul:</b> The Value of Aspiration |
| History                    |   | Famous black figures and events              |  | Dictatorships  |   |   |  |
| Languages (Spanish)        | Greetings and introductions   | Asking and answering varied "mood" questions | My family<br>Colours   | Numbers (1-100)<br>Counting in hundreds to 1000  | Food  | Transport- comparative sentences<br>The weather<br>Animals- comparative sentences | School – future ambitions<br>Daily routine – short diary entry           |
| Music                      |   | Appreciating black musicians                 | Classical music<br>Singing<br>Keyboards- composing, appraising, performing and evaluating            |  |   |   | Production<br>Singing<br>Appraising<br>Performance                       |
| P.E.                       | Invasion games (Hockey)   | Invasion games (Basketball)                  | Striking and fielding (Cricket)  | Net and wall games   | Health and fitness<br>Athletics   | Gymnastics  | Dance and swimming   |
| Science                    | Light   | Electricity                                  |  |  | Animals including humans<br>Living things and their habitats<br>Evolution and inheritance |   |  |

## **The Early Years Foundation Stage (EYFS)**

At Featherstone Primary School, the EYFS is seen as an essential start to a child's formal schooling, whereby vital building blocks of life and learning are laid ready for Years One and upwards. We aim to give children the best possible start in life.

We recognise that young children are not passive learners; they enjoy participating in 'hands on' and 'brains-on' activities. They actively drive their own learning and development, by the choices they make, the interests they develop, the questions they ask, the knowledge they seek, and their motivation to act more competently. Children's choices and interests are the driving force for building knowledge, skills and understanding; by working and playing with other people, they are constantly learning about themselves and their social and cultural worlds. Children build positive identities through collaborative, caring relationships with other people, by managing and taking risks, 'having a go,' experiencing success, developing resilience, and developing 'mastery' or 'can-do' attitudes. High-quality EYFS provision at Featherstone helps children to develop positive dispositions which lay the foundations for becoming lifelong successful learners in KS1 and KS2.

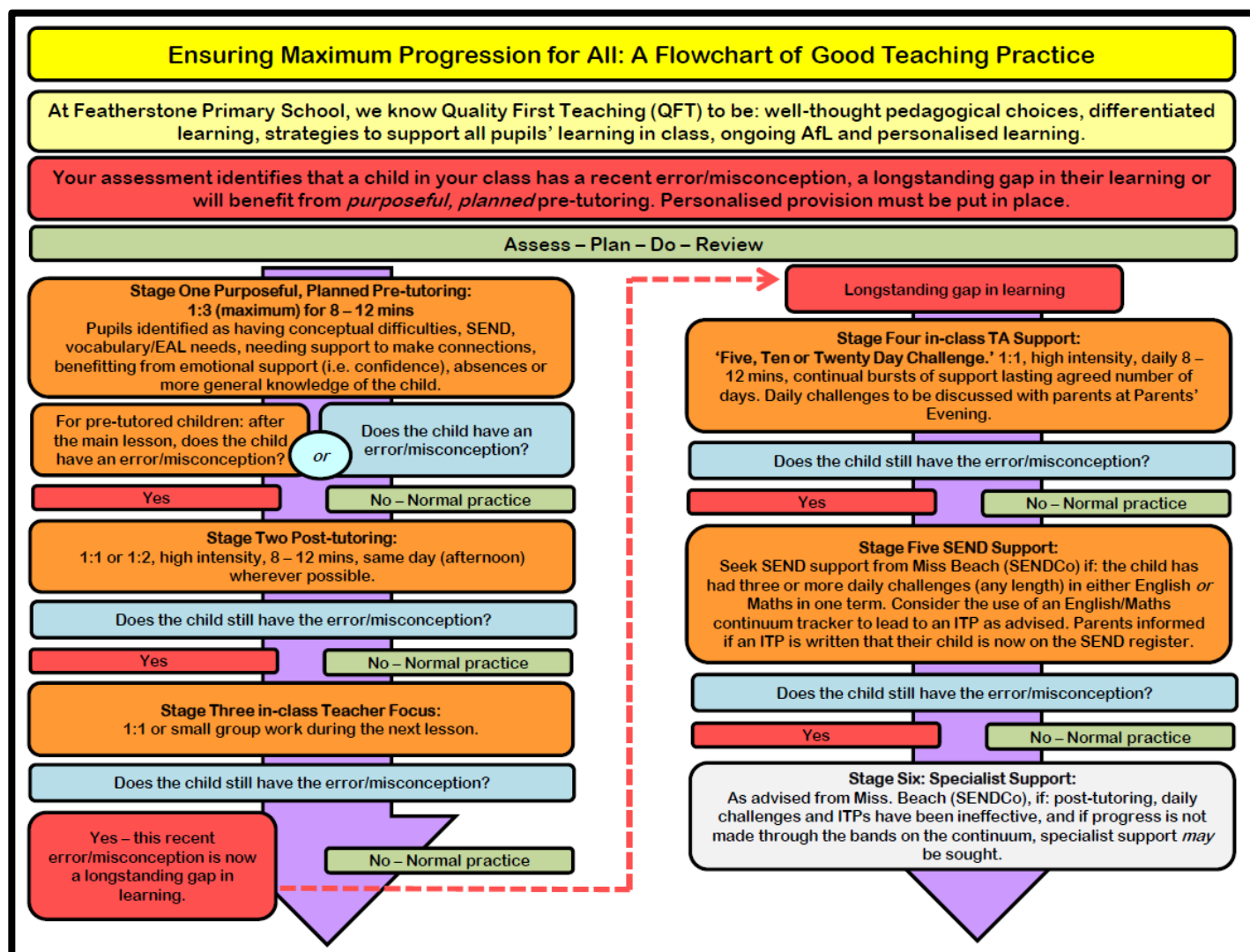
The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision across all seventeen areas of learning.

## **Ensuring Maximum Progression for all, especially those with Special Educational Needs and Disabilities**

All children, especially those children with special educational needs and disabilities (SEND) are fully catered for at Featherstone Primary School in-line with the SEND Code of Practice (2014); they do not receive a reduced curriculum though because we acknowledge that it is the quality first teaching given by the teacher all-day, every day that enables the children – including those with SEND – to make maximum progress. Therefore, teachers put the appropriate measures in place for this to happen to ensure that, wherever feasible, no child is left behind.

Where we identify that, due to one or more factors, a child is falling behind or may need additional support, measures are quickly put in place to ensure that the child catches up. These measures are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. Assessment and monitoring is conducted in-class to see the impact of the

measurement. We ensure maximum progress for all by using this flowchart of good teaching practice in our daily pedagogy:



### **Stage One: Purposeful, Planned Pre-tutoring**

When thinking about their upcoming lessons, teachers identify some children who they believe may need some additional support in preparation for a lesson the next day. In this instance, the TA works with the child(ren) for around ten minutes and pre-tutors them on a very specific skill so they are more ready and up-skilled in advance. Group sizes are very small (3 children maximum) for the biggest impact. Reasons for pre-tutoring may include conceptual difficulties, SEND, vocabulary/EAL needs, confidence support or absences.

### **Stage Two: Post-tutoring**

A child who requires post-tutoring may OR may not have had stage one support; support may be given from stage two. If a teacher's assessment notes that a child has a recent error or misconception in an area of their learning, then stage two is employed in the form of high intensity, 1:1 or 1:2, same day intervention. This support last around ten minutes of an afternoon.

### **Stage Three: In-class Teacher Focus**

Support will move to stage three the following day if the error or misconception has not been overcome by stages 1 and/or 2. At stage 3, the teacher works with the child(ren) the next day.

### **Stage Four: In-class TA Support**

| 10 Day Daily Challenge |      |           |
|------------------------|------|-----------|
| Name: _____            |      |           |
| Focus/Gap: _____       |      |           |
| Day                    | Date | Challenge |
| 1                      |      |           |
| 2                      |      |           |
| 3                      |      |           |
| 4                      |      |           |
| 5                      |      |           |
| 6                      |      |           |
| 7                      |      |           |
| 8                      |      |           |
| 9                      |      |           |
| 10                     |      |           |

When or if it is clear that impact has not been seen by the universal practices of stages 1, 2 and 3, then a five, ten or twenty day challenge (left) is put into place for stage 4 in the form of high intensity, short bursts of support lasting the agreed number of days.

In this instance, the child(ren) works with the TA for around ten minutes for five, ten or twenty school days in a row. With repeated, highly focused and

personalised intervention, it is hoped that the child(ren)'s error/misconception is eradicated.

### **Stage Five: SEND Support**

It may be appropriate for an Individual Target Plan (ITP) to be put into place eventually, after all stages so far have been thoroughly tried and tested. An ITP assesses where a child is currently at in their English and/or Mathematical learning and sets target(s) that are appropriate for the child's development and progress, although this will be clear from the previous stages. During the design and implementation of an ITP, parents and the SENDCo (Miss. H. Beach) become involved; parents to support at home and the SENDCo to support and monitor in school.

The ITP – an exclusive means to ensure inclusion – will be reviewed at least half termly and amended as appropriate. Whilst the child is on an ITP, they will be on our SEND records. During an ITP, quality first teaching will still be taking place but the child may receive additional support in and out of the classroom and main lessons.

### **Stage Six: Specialist Support**

At this point, it is hoped that the child will catch up due to the relevant and purposeful practices put in place. If this does not happen, the SENDCo will become involved again as we look at what the next best steps are for that child, this could be through assessment and involvement from an external agency, for example Pupil and School Support (PSS) service or Educational Psychology Service (EPS). If there is still a limited amount of progress an Education Health Care Plan (EHCP) may be discussed with parents and the professionals involved.

On occasion, a child's requirement for SEND Support stems from a difficulty in an area separate to their ability to make progress and retain information and they may need support from additional strategies or external agencies. This could be (but not exclusively) due to Autism, a Speech, Language or Communication Need (SLCN), Visual Impairment (VI), Hearing Impairment (HI) or Physical disability. Where an external agency is involved or additional support is in place, the child will appear on our SEND records to ensure that the support is monitored and adapted when required. In this instance an EHCP may also be discussed with parents if it is felt to be beneficial to the child and the ability for them to access the most appropriate provision for their need.

Ultimately, Featherstone Primary School aims to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do fall behind, we are pro-active in our actions.

### **Curriculum Leadership**

The Senior Leadership Team (Headteacher and Deputy Headteacher – SLT) lead on the implementation of the curriculum mission and vision statement.

Non-core subject leaders, responsible for individual subjects, monitor and lead on their subjects and this management is also overseen by the Deputy Headteacher.

| <b>Nathan Douglas (DHT) – Curriculum Leader incl. HMHB and Educational Visits</b> |   |  |
|---|---|--|
| <b>Art &amp; Design</b><br>Charlotte Portman                                      | <b>Computing</b><br>Ben Hunt                | <b>Design &amp; Technology</b><br>Kathryn Williams |
| <b>Geography</b><br>Hannah Cresswell  | <b>Religious Education</b><br>Mehnaz Akhtar | <b>History</b><br>Abigail Nicholls                 |



|  |  |   |
|--|--|---|
| <b>Languages</b><br>Natascha Lord              | <b>Music</b><br>Bethany Robbins  | <b>Physical Education</b><br>Ben Hunt       |
| <b>Core Subject: Science</b><br>Darren Gravell | <b>Core Subject: English</b><br><b>KS1/Phonics</b><br>Jay Lacey<br><br><b>Core Subject: English KS2</b><br>Abbie Nicholls (Reading)<br>Danielle Ford (Writing) | <b>Core Subject: Maths</b><br>Laura Leonard |

Non-core subject leaders receive highly-focused and personalised CPD (from the Headteacher and Deputy Headteacher) and training in order to learn how to become excellent leaders in their subject.

### **Coaching**

Coaching is at the core of Featherstone's CPD and culture. The Headteacher and Deputy Headteacher work very closely with teaching staff to enhance their subject, content and pedagogical knowledge to ensure that the implementation of the curriculum firmly matches its intent.

Coaching visits to lessons are conducted regularly and feedforward to teachers is always aimed to improve and enhance their pedagogic practice of the curriculum. Therefore, coaching at Featherstone is always timely, purposeful, objective, free from bias and based on a range of evidence. It is very much led *by* the coachees and it is the role of the coaches to facilitate good sessions.

Coachees are very much the engineers of their own development. Before the coaching lesson visit, coachees discuss with their coaches (i) Where they think they are on the coaching continuum, (ii) What they are working on and (iii) What they would specifically like to be coached against. Coaches then validate what the coachees tell them. This is in complete contrast to the done-to style of lesson observations and learning walks.

Teachers are coached along a coaching continuum in order to become the best practitioners that they possibly can. The continuum is split into five areas of expertise:

|                        |                  |
|------------------------|------------------|
| Competent Practitioner | Competent        |
|                        | Highly Competent |
| Skilled Practitioner   | Skilled          |

|                   |                |
|-------------------|----------------|
|                   | Highly Skilled |
| Lead Practitioner |                |

Ultimately, Featherstone's coaching ethos supports the following:

- Demonstrate an ambitious vision.
- Have high expectations for what all children can achieve and ensure high standards of provision through teaching, learning and feedback .
- Improve and maintain staff practice across school and appropriate professional development for all.
- There is continuous capacity for sustainable long-term improvement.
- Provide a curriculum that is specifically tailored with breadth, challenge and depth so that it meets the statutory requirements, as well the needs and interest of children, staff and all stake holders.
- Displays an open culture which promotes all aspects of pupils' welfare and promotes learning about how to stay healthy (emotional and mental health), safe, keeping positive relationships and how to prevent misuse of technology.

## **Planning**

From the long-term planning that subject leaders devise, teaching staff organise the learning into learning journeys with stimulating and meaningful outcomes for the children. The learning content may be linked into a 'topic' or 'theme,' however, we as a school do not necessarily link every single subject together in tenuous, irrelevant ways: if there is a purposeful link between two or more subjects/objectives that will impact the learners positively, the links are exploited; if not, they are not.

Long term planning becomes more detailed in the form of medium-term planning, where teachers devise their learning objectives, success criteria and outcomes from the long term planning requirements. It is the intention that the medium-term planning is a flexible, working document that may change as the unit progresses. Change and adaptations are possible because we acknowledge that the children's interests and needs should influence the exact content/outcomes of the unit. Providing that by the end of an academic year all of the long-term planning objectives have been covered, teachers have the autonomy to shape the learning journeys to the exact needs of the children.

The medium-term planning document is structured as:

| Title                            |  |                                |                 |
|----------------------------------|--|--------------------------------|-----------------|
| Impact(s):                       |  |                                |                 |
| So What/Big Idea* *please delete |  |                                |                 |
| Overall outcome/Exit point:      |  |                                |                 |
| NC Subject                       | NC Content & Coverage from Sequencing and Progression Document | Learning Coverage: LOs and SCs | Learning Review |
| Art and Design                   |  |                                |                 |
| Computing                        |  |                                |                 |
| Design and Technology            |  |                                |                 |
| Geography                        |  |                                |                 |
| Healthy Mind, Healthy Body       |  |                                |                 |
| History                          |  |                                |                 |
| Music                            |  |                                |                 |
| P.E.                             |  |                                |                 |
| Science                          |  |                                |                 |
| Spanish (Languages)              |  |                                |                 |
| Featherstone Promise Strands     |  |                                |                 |

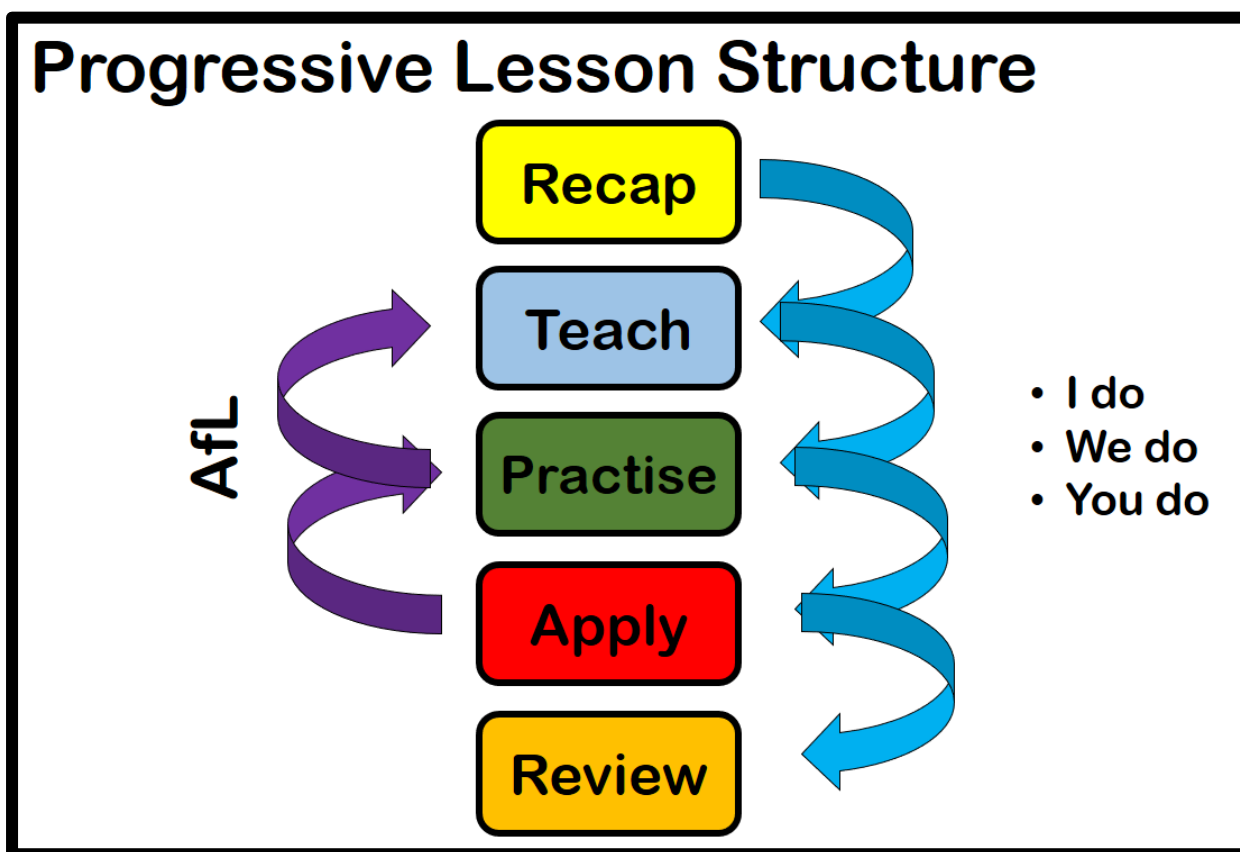
It is from the long-term planning into the medium-term planning that we fully pre-plan which language functions are going to be promoted within that unit of work. Because language acquisition and development is an area that many of our children struggle, the planning of these language functions is essential in helping the children to overcome these difficulties. Across subjects, we promote the language of:

- Argument
- Comparison
- Deduction
- Description
- Evaluation
- Explanation
- Hypothesis
- Opinion
- Prediction
- Retelling
- Sequencing

Weekly planning is written from the medium-term planning so that teachers are extremely clear about the small steps in learning and the vocabulary being focused on lesson-to-lesson.

Lesson time is explicitly given to the development of these speaking and listening skills, which are planned hierarchically in nature from EYFS to Year Six. 'Talking points' are also embedded across the curriculum. 'Talking points' are high-quality sentence starters relevant to the lesson, which help children structure their verbal/oral responses. We recognise that high-quality speaking facilitates better writing outcomes.

### Implementation: The Progressive Lesson Structure



The implementation of our curriculum is achieved through quality first teaching, which has a progressive structure. Each lesson begins with a recap, that usually includes the imparting of some relevant facts. These facts mean that over time, children know more and remember more. These facts also give opportunities for children to apply them in later lessons, where they can be combined with other knowledge-based learning through the skills that are harnessed. As a knowledge/skills curriculum, we believe that it is important to impart facts on children where appropriate. Ultimately, skills need facts and facts need skills.

We utilise low stakes quizzing across the curriculum to ensure that children can recall and retain the high volume of knowledge within the curriculum. These are in the form of 'Memory Flashbacks,' where children enjoy and benefit from recalling what they can remember from recent learning as well as learning from previous terms and years.

Teach – Practise – Apply form the bulk of the lesson and we recognise that the best teachers do this seamlessly in an 'I do – We do – You do' manner. AfL is at the centre of teaching practice to ensure that the correct pitch fosters good outcomes within the lesson.

Teachers review the lesson to ensure that subject-specific skills are assessed and then this information is fed into future teaching.

## Assessment

Within our daily practice, class teachers assess in a variety of formats:

- Formative: ongoing and cyclical which allows teachers to pitch subsequent lessons correctly; we use information from formative assessment to inform future planning and teaching, adapting lesson plans and content where appropriate.
- Summative: a snapshot of a pupil's performance at a given time, in a specific subject at a certain time. This form of assessment is usually in the form of a test and will generate a score or percentage that can be tracked.
- Diagnostic: analysis of summative tests that identify gaps in learning so that teachers can form relevant, well-tailored intervention groups or re-teach content if there is a need.

| First Name | Surname | PP | M/F | SEN | EAL | Prior Attainment | New to school | Number - place value   |  |   |   |   | Number - addition and subtraction  |  |  |  |  |  |  |  |
|------------|---------|----|-----|-----|-----|------------------|---------------|--|--|---|---|---|--|--|--|--|--|--|--|--|
|            |         |    |     |     |     |                  |               | Count in steps of two, three and five from 0 and in 10s from any number forward and backward | Recognise the place value of each digit in a two digit number (10s/1s) | Identify, represent and estimate numbers using different representations, including a number line | compare and order numbers from 0 to 100 in numerals and words | uses place value and number facts to solve problems | Read write and interpret mathematical statements with number up to 10 involving +, = | Read write and interpret mathematical statements with number up to 20 involving +, = | Represent and use number bonds and related facts within 10 | Represent and use number bonds and related facts within 20 | Add and subtract one-digit and two-digit numbers to 10 including 0 | Add and subtract one-digit and two-digit numbers to 20 including 0 | Solve one step problems that involve addition and subtraction using concrete and pictorial representations including missing |  |
| Bill       | Turner  | PP | M   |     | EAL | L                |               | g  | p  | p   | p   | p   | g  | g  | p  | g  | g  | p  | g  |  |
| Lucy       | Parker  |    | F   | SEN |     | L                |               | g  | g  | g   | g   | g   | p  | p  | p  | g  | g  | g  | o  |  |
| Meg        |         | PP | F   |     |     | M                |               | g  | p  | p   | p   | p   | p  | p  | p  | p  | p  | p  | g  |  |
| Ben        |         |    | M   |     |     | M                |               | g  | p  | p   | p   | g   | o  | o  | g  | o  | g  | o  | g  |  |
| Tom        |         |    | M   |     |     | M                |               | g  | p  | g   | p   | g   | p  | p  | p  | p  | p  | p  | p  |  |
| Fran       |         | PP | F   | SEN | EAL | L                |               | p  | g  | g   | g   | g   | o  | o  | g  | g  | g  | g  | g  |  |
| Jo         |         |    | F   |     |     | H                |               | p  | p  | p   | p   | p   | p  | p  | p  | p  | p  | p  | p  |  |
| Lily       |         |    | F   |     |     | H                |               | p  | p  | p   | p   | p   | p  | p  | p  | p  | p  | p  | p  |  |
| Maria      |         |    | F   |     | EAL | H                |               | p  | g  | g   | p   | p   | g  | g  | g  | g  | g  | p  | p  |  |
| Rob        |         | PP | M   |     |     | L                |               | o  | o  | o   | o   | o   | o  | o  | g  | o  | o  | g  |  |  |
| James      |         |    | M   | SEN |     | L                |               | o  | g  | g   | g   | p   | p  | p  | p  | g  | g  | p  |  |  |
| Kathryn    |         |    | F   |     | EAL | M                |               | o  | p  | p   | g   | g   | g  | g  | g  | o  | p  | g  | p  |  |
| Tony       |         | PP | M   |     |     | L                |               | g  | g  | g   | p   | p   | o  | o  | o  | p  | g  | o  | g  |  |

From these methods, teachers use a bespoke assessment tool created by our Assessment Leader (example above). Formal data drop points occur tri-yearly. This allows children's progress and attainment in Maths and English to be sufficiently tracked ensuring that no child falls behind, and, if they are identified as such, measures can be put in place to allow for catch up. On the assessment tracker, teachers use their judgement from a variety of assessment methods (formative, summative and diagnostic) and make a judgement about where a child is against an objective from The National Curriculum. They do this by colouring the objective orange (not on track for Age Related Expectations – ARE), green (on track for ARE) or purple (at ARE). Orange indicates to class teachers and senior leaders that something needs to be put in place for that child so that they are coloured purple by the end of the school year.

Additionally, Featherstone staff track the progress and attainment of children who are identified as needing to achieve Greater Depth (GD) in Maths and English. We have developed a separate set of objectives that are at the GD standard so that children can make the maximum amount of progress. Green indicates that the child is on track for GD in a certain objective whilst purple is given when it has been achieved.

For non-core subjects, teachers complete a table and assess children against the skills (objectives) within that subject:

| Subject | Objectives | Autumn   |   |
|---------|------------|--|---|
|         |            | List of children who are <u>not</u> ARE + comments | List of children who are <u>above</u> ARE (i.e. gifted) with + comments |

There are additional columns for Spring and Summer terms so that teachers can clearly identify children who need additional support and children who need to be stretched on further. In the Summer, this is fed into transition meetings/conversations with the next teacher.

These assessment methods and use of the assessment tracker ensures that high-quality, well-pitched teaching follows accurate assessment. The Assessment Leader and Deputy Headteacher oversees all of this data with an additional assessment tracker to provide an overview of the whole school – no child is missed.



## **Celebration of Excellence and Effort**

The expectation is that all children behave at Featherstone and demonstrate the positive values all day, every day. When children meet and exceed the expectations in school, we celebrate their excellence and effort through different ways:

- **Zone Board** – A teacher/teaching assistant may decide that children have been spotted doing so well that their name is moved up the zones on the zone board to bronze, then silver, then gold and in exceptional circumstances to platinum. Rewards are given out in points as children move up the ladder colours. If a child reaches 'Platinum,' they have the opportunity to see the Head or Deputy Head Teacher and to earn ten house points for their house. At the end of the week, children who have remained on green or higher will be awarded with half an hour of Enrichment Time.
- **Twitter** – Teachers use Twitter to post good examples of work to our parent community.
- **Good Work Assembly** – Where children's work is of a high quality, certificates are awarded in Friday's Good Work Assembly (in-class) for children to have their work recognised and celebrated. There are also Reading, Writing and Headteacher assemblies, where good work is awarded on a monthly basis.
- **House Points** – Featherstone Primary School operates a house system. Our houses are Phoenix (red), Pegasus (yellow), Unicorn (blue) and Griffin (green). All pupils join a house when they enter in Reception. House points are earned through good behaviour, meeting expectations well and producing work of a high quality. Any house points earned count towards the half termly and yearly treat. At the end of each half term, a small treat will be earned by each child in the house who has collected the most house points. At the end of the year the house that has earned the most house points from September to July will have earned a larger treat.

House points are at the core of our teaching, learning and behaviour approaches and, as such, each house is led by one house captain – an individual who really embodies and lives by all of our expectations and values, going above and beyond them on a daily basis. The aim is to inspire and motivate members of their houses to replicate their outstanding behaviour and morals.

As part of a meaningful and purposeful learning journey, and to help set children up for wider life skills, all children at the end of Year Five are invited and encouraged to formally apply for the role of house captain, via an application form and job

description, and then attend an interview. This process is fair and robust and allows children the opportunity to experience real learning with a purposeful outcome.

### **Pupil Voice**

Seeking the views of children is vital because it gains a comprehensive and child-focused insight into the curriculum that we deliver and the school that they attend. Since the school and its curriculum is, ultimately, for the benefit of the children, hearing their thoughts, views and opinions will allow us as staff to reflect upon the findings and, where needed, make adaptations or changes or seek to conduct further pupil voice research.

Conducting pupil voice research will usually have a focus, for example, curriculum subject(s), teaching, learning, behaviour or lunchtimes. Children will speak to the relevant staff members and give their thoughts, often to a range of pre-set questions. The results of pupil voices are shared with staff as necessary to feedforward into school improvement.

## Values



Featherstone Primary School is proud to be a Values-based school. We were recognised as providing children with an excellent Values-based Education (VbE) in June 2021 and we achieved the VbE Quality Mark to celebrate our work!

In order to give our children the opportunity to thrive socially, morally, personally and culturally, we underpin our practice with twenty-two carefully-chosen Values, taught over a 2-year cycle.

In choosing our Values, we consulted with children, parents, all staff and governors to ensure that the final Values reflected the needs of our children.

Each Value is studied in-depth during one month: it is introduced and worked upon in-class and then consolidated and extended in Key Stage Collective Worship.

The Values are not just taught in 'one off' lessons, although they do have dedicated Curriculum time during Healthy Mind, Healthy Body lessons, they are linked throughout the curriculum, especially through PSHE and RE, as well as through daily school life. For us, our Values are not just words or lessons, they are genuine lived experiences for the pupils.

In actively teaching and promoting our Values, we aim for our children to develop into well-rounded individuals who care for themselves, others and society. Our twenty-two Values are:

| Year A/B | Month     | Value               |
|----------|-----------|---------------------|
| Year A   | September | Respect             |
|          | October   | Diversity           |
|          | November  | Friendliness        |
|          | December  | Honesty             |
|          | January   | Self-discipline     |
|          | February  | Trust               |
|          | March     | Co-operation        |
|          | April     | Patience            |
|          | May       | Self-belief         |
|          | June      | Courtesy            |
|          | July      | Aspiration          |
| Year B   | September | Kindness            |
|          | October   | Perseverance        |
|          | November  | Courageous Advocacy |
|          | December  | Independence        |
|          | January   | Responsibility      |
|          | February  | Understanding       |
|          | March     | Compromise          |
|          | April     | Environmentalism    |
|          | May       | Resilience          |
|          | June      | Individuality       |
|          | July      | Thoughtfulness      |

These twenty-two values complement the work that we complete on the Fundamental British Values (also through HMHB).



### **Conclusion**

Teachers and leaders at Featherstone Primary School are immensely proud of the curriculum that we have designed. Children enjoy and progress in a broad and balanced curriculum that promotes purposeful and exciting academic learning, enrichment experiences and fosters a healthy mind and body. Learning is well-planned, taught by top-notch teachers, accurately assessed and robustly monitored to ensure that children at Featherstone Primary School have the best possible primary school experience.

Do come and visit us to see this in action; you are most welcome.

# Progression, Sequencing and End Points Across the Curriculum



## Art and Design



Art and Design at Featherstone allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived. Children are engaged and inspired from this

balance of freedom of expression and artwork that is already in the public domain.

Art and Design objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Art and Design results in Featherstone children being equipped with:



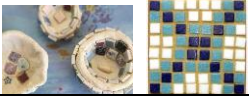

|               |  |
|---------------|--|
| Knowledge     | of a range of materials<br>of colours, patterns, textures, lines, shapes, forms and space<br>of a range of artists, craft makers, architects and designers   |
| Skills        | Creativity and imagination within completed artwork<br>Developing ideas and communicating them visually<br>Experimenting with ideas<br>Working with others to gain insight and give/receive feedback<br>Improving own learning – acting upon advice and feedback<br>Mastering techniques of painting, collage, sculpture, drawing, print, textiles |
| Understanding | Critical thinking, including: <ul style="list-style-type: none"> <li>• sharing / development of ideas</li> <li>• evaluation</li> <li>• comparison</li> </ul>   |



**Intent:** Art and Design at Featherstone allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain.

| architects that have lived. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain. |                       |   |  |   |   |   |   |   |
|--|-----------------------|---|--|---|---|---|---|---|
|  |                       | EYFS  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| Artists  |                       | Jackson Pollock – mark making   | Antony Gormley – British sculptor<br><br>Henri Matisse ‘The snail’ – collage/colour exploration  | Stephen Wiltshire (Black British artist known for drawing detailed cityscapes).<br><br>Andy Goldsworthy – Collage/sculpture (own materials)   | Vincent Van Gough (colour mixing and brushstrokes)<br><br>Andy Warhol –prints/pop art   | Giuseppe Arcimboldo – Renaissance artist<br><br>Georgia O’Keeffe (female artist) (watercolours)   | Alma Thomas (American Black artist) – tessellation e.g. the eclipse<br><br>John Piper (English painter/collage artist)  | Abed Abdi – Palestinian artist<br><br>Kehinde Wiley – reinvents classic Renaissance style portraits e.g. ‘Jacques-Louis David, Napoleon 1801’ and ‘Napoleon leading the Army over the Alps’ 2005.                             |
| Disciplinary Knowledge (The study, discussion and judgement of art)  |                       | “Anything can be art.”<br><br><b>Qu prompt: What can I use to make some art?</b>  | “Everyone can be an artist.”<br><br><b>Qu prompt: Do we all have art skills?</b>   | “Artists create images for the purpose of being seen”.<br><br><b>Qu prompt: Why is art made?</b>  | “All art is equal in value”<br><br><b>Qu prompt: What is the purpose of art?</b>  | “Art can never be separated from the artist”.<br><br><b>Qu prompt: How do humans tell stories through art?</b>  | “The value of art cannot be measured by money alone”<br><br><b>Qu prompt: How is art judged?</b>  | “Artists build on the work of other artists: artist subvert the work of previous artists”.<br><br><b>Qu prompt: What have artists done across cultures/history to draw attention to the influences of art?</b>                |
| Content/Theoretical Knowledge to Develop Ideas   |                       | Across the lessons studied, in-context and in-line with the Sequencing and Progression objectives, children should: <ul style="list-style-type: none"><li>Observe the art/artist: make memory links; analyse examples; express feelings/opinions; be immersed in the relevant vocabulary.</li><li>Experience the art/artist: build skills by practising techniques (sketch book work); explore and experiment.</li><li>Imagine the art/artist: plan own piece in sketch books.</li><li>Complete the art in-line with the plan: make; adapt; complete.</li><li>Reflect on the art; evaluate.</li></ul> |  |   |   |   |   |   |
| Fine motor skills  |                       | Pencil Grip<br>Range of marks   | Pencil Grip<br>Range of marks<br>Series of lines   | Pencil Grip<br>Range of marks<br>Series of lines  | Range of marks<br>Series of lines<br>Applying pressure to affect tone   | Applying pressure to affect tone  | Applying pressure to affect tone<br>Shading to suggest form   | Use a series of lines with control to represent form or movement.   |
| Practical Knowledge (developing technical proficiency)   | Components of Drawing | Begin to explore different styles of mark making/artistic effects including shading, circulism, hatching, controlled ‘scribbling’.  | Draw lines of different sizes and thickness when making marks and lines, including shading, circulism, hatching, controlled ‘scribbling’.<br><br>Colour neatly following the lines | Show pattern and texture by adding dots and lines (hatching, cross-hatching, stippling, finger blend)<br><br>Use charcoal to shade and contrast<br><br>Show different tones by using coloured pencils and introduce ‘warm/cold’ colours | Use different grades of pencils to show line, tone and texture (hatching, cross-hatching, stippling, finger blend)<br><br>Use lines that enclose spaces e.g. circles and 3D representations | Choose and apply different grades of pencils to show line, tone and texture, including light and shadow (hatching, cross-hatching, stippling, finger blend)<br><br>Sketch lightly (no need to use a rubber to correct mistakes) | Use a variety of techniques to add interesting effects including: movement, reflections, shadows and direction of sunlight<br><br>Depict 2-point perspectives in landscape drawings   | Choose a style of drawing suitable for the work including <ul style="list-style-type: none"><li>realistic</li><li>impressionistic</li><li>geometric</li></ul>   |
|  | Painting              | Use small tools competently with increasing control including pencils, scissors and paintbrushes.   | Use thick and thin brushes<br><br>Mix primary colours to make secondary  | Mix colours and add white to colours to make tints and black to make tones e.g. skin tone<br><br>Use distinct dots of colour in the form of traditional art work e.g. indigenous art.   | Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines<br><br>Mix colours effectively to create colour wheels (tints and shades)     | Use watercolour paint to produce washes for backgrounds then add detail<br><br>Experiment with creating mood with colour  | Sketch (lightly) before painting to combine line and colour<br><br>Create a colour palette based upon colours observed in the natural or built world<br><br>Use the qualities of watercolour and acrylic paints to create interesting piece | Combine colours, tones and tints to enhance the mood of a piece<br><br>Use brush techniques and the qualities of paint to create texture<br><br>Develop a personal style of painting by drawing upon ideas from other artists |



|                  |   |  |  |   |  |   |   |
|------------------|---|--|--|---|--|---|---|
| <b>Collage</b>   | Develop fine motor skills so that children begin to use a variety of materials that are cut, torn and glued | Use a combination of materials that are cut, torn and glued  | Sort and arrange own materials<br><br>Mix materials to create texture  | Select and arrange materials for a striking effect<br><br>Ensure work is precise<br><br>Use mosaic technique to create a collage e.g. small squares of paper<br>                                 | Use a mix of materials and textures (rough and smooth, plain and patterned) to create their collage<br><br>Ensure work is precise  | Use tessellation technique through the process of covering a surface with a number of geometric shapes<br>   | Combine visual (implied) and tactile (real) texture qualities (mixed media)<br><br>Use geometric and natural forms expressed through patterns<br><br>Use ceramic mosaic materials and techniques<br> |
| <b>Sculpture</b> | Explore different materials and tools e.g. salt dough and clay  | Use a combination of simple shapes<br><br>Include lines and texture<br><br>Use techniques such as rolling and moulding | Use rolled up paper, straws, paper, card and clay as materials<br><br>Use techniques such as cutting and carving | Understand the concept of "form": the shape, structure and arrangement of length, width and depth of a sculpture<br><br>Combine appropriate methods to create a sculpture such as carving, modelling and constructing<br><br>Create and combine shapes to create recognisable forms | Include texture that conveys feelings or movement<br><br>Use clay and other mouldable materials, using coiling, and pinching techniques<br><br>Add materials to provide interesting detail | Show life-like qualities and real-life proportions, or if more abstract, provoke different interpretations<br><br>Use tools to carve and add shapes, texture and pattern and manipulate clay through techniques such as coiling, slabbing or pinching | Combine visual and tactile qualities<br><br>Use frameworks (such as wire moulds) to provide stability and form with Modroc<br><br>Understand the concept of "place": where the sculpture is geographically and culturally, and why this is the case                                     |
| <b>Printing</b>  | Press, roll, rub and stamp to make prints   | Use repeating or overlapping shapes<br><br>Mimic print from the environment (e.g. wallpapers)                          | Use objects to create prints (e.g. fruits, vegetables, string or sponges)  | Use layers of two or more colours<br><br>Replicate patterns observed in natural or built environments<br>   | Make own printing blocks from coiled glued string glued to a block/carboard<br><br>Make precise repeating patterns   | Plan, draw simple design and apply correct pressure to make an indentation on own printing tile<br><br>Build up layers of colours<br><br>Create an accurate pattern showing some detail   | Plan, draw appropriate design and apply correct pressure to make an indentation on own printing tile<br><br>Build up layers of colours in an ombre (gradient) effect<br><br>Create an accurate pattern showing some finer details   |
| <b>Textiles</b>  | Explore and experiment with weaving   | Use weaving to create a pattern<br><br>Join materials using glue   | Use plaiting and bead work   | Shape and stitch materials with back stitch   | Use dip or tie dye techniques to colour fabric<br><br>Create weavings  | Quilt, pad and gather fabric<br><br>Shape and stitch materials with cross stitch  | Apply back or cross stitch to create pieces   |
| <b>Evaluate</b>  | Say what I like about a piece of art  | Say what they like and dislike about a piece of artwork  | Evaluate classmates' artwork with basic justifications   | Evaluate classmates' artwork with clear justifications, understanding that opinions might differ  | Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern)   | Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern)  | Evaluate classmates' artwork focusing on all KS2 artwork elements<br>Clear justifications based on if the artwork is effective or not, and why  |





**Intent:** Computing at Featherstone allows children to safely and responsibly work with a range of technology-based software and hardware to see the impact that this spectrum of technology has on our lives and the wider society. Children take part in learning with safe, real-life application processes so that they understand the artificial and digital systems that ease our lives, expressing their digital literacy through the use of ICT. Ultimately, children of Featherstone leave KS2 with knowledge of how to be safe participants of the digital world.

|   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|---|---|---|--|--|---|---|
| <b>Content Knowledge:</b><br><b>Hardware and Software</b>   | Hardware: BeeBots<br>Software: iPad App (Beebot)                    | Hardware: BeeBots<br>Software: Turtle Logo and Scratch  | Hardware: Sphero<br>Software: Scratch  | Software: Scratch and Python   | Software: HTML web site and stop motion videos  | Hardware: Crumble<br>Software: Movie making   |
| <b>Content Knowledge:</b><br><b>Computer Science</b><br><i>(Knowledge of computers and how they work):</i><br><ul style="list-style-type: none"> <li>Algorithms</li> <li>Programming</li> </ul>                               | Create simple programmes  | Understand what algorithms are, how they are implemented and that programmes work by following precise and clear instructions<br><br>Create simple programmes | Begin to write programmes to accomplish given goals  | Consolidate and embed how to write programmes to accomplish given goals<br><br>Use sequence, selection and repetitions in programmes and work with variables including various forms of input/output | Design and write programmes that accomplish given goals, incl. controlling or simulating physical systems<br><br>Use and combine given software, on a range of devices, to accomplish given goals (collect, analyse, design, create, present and analyse) | Design and write programmes that accomplish intended goals independently chosen, including controlling or simulating physical systems<br><br>Select, use and combine given software, on a range of devices, to accomplish given goals |
| <b>Content Knowledge:</b><br><b>Computer Science</b><br><i>(Knowledge of computers and how they work):</i><br><ul style="list-style-type: none"> <li>Computational thinking (<i>Solving problems in Computing</i>)</li> </ul> | Use logical reasoning to predict the behaviour of simple programmes | Debug simple programmes   | Use logical reasoning to explain how some simple algorithms work<br><br>With support, detect and correct errors in algorithms and programmes | Use logical reasoning to explain how some simple algorithms work<br><br>With growing independence, detect and correct errors in algorithms and programmes  | Begin to solve complex problems by breaking them down into smaller parts, with support or advice<br><br>Independently detect and correct errors in algorithms and programmes  | Solve more complex problems by breaking them down into smaller parts<br><br>Take pre-emptive steps to begin to avoid errors in algorithms and programmes  |

|        |  |   |  |  |   |  |  |
|--------|--|---|--|--|---|--|--|
| Skills | <b>Information Technology (The use of computers in different sectors and contexts)</b> <ul style="list-style-type: none"> <li>Digital Artefacts (Digital objects incl. text, media, image and sound, created by humans)</li> </ul> | Use Y1 I.T. skills to create... <ul style="list-style-type: none"> <li>Using a trackpad or mouse</li> <li>Switching on and shutting down a computer</li> <li>Launch an application and manipulate (maximise, close and minimise) windows</li> <li>Using an iPad to take a photo/record</li> </ul> | Use Y2 I.T. skills to create... <ul style="list-style-type: none"> <li>Embedding Year 1 fundamentals</li> <li>Drawing shapes</li> <li>Shape fill</li> <li>Shape outline</li> <li>Font (style, colour, size)</li> <li>Underlining and italics</li> <li>Saving and retrieving a file</li> <li>Creating a document</li> </ul> | Use Y3 I.T. skills to create... <ul style="list-style-type: none"> <li>Embedding Year 2 fundamentals</li> <li>Word Art</li> <li>Spell check</li> <li><b>B</b> / <u>U</u></li> <li>Copy and paste information/pictures into a document</li> <li>Re-sizing pictures</li> <li>Beginning to use Microsoft PowerPoint and adding slides</li> </ul> Use search technologies effectively and understand how results are shown (selected and ranked) | Use Y4 I.T. skills to create... <ul style="list-style-type: none"> <li>Embedding Y3 skills</li> <li>Copy and paste using keyboard shortcuts (Ctrl + C and Ctrl + V)</li> <li>Formatting picture</li> <li>Creating a folder</li> <li>"Dragging and dropping" a file into a folder</li> <li>Using Microsoft PowerPoint to add animations/transitions</li> </ul> | Use Y5 I.T. skills to create... <ul style="list-style-type: none"> <li>Embedding Y4 skills</li> <li>Alt + Shift to alternate between windows</li> <li>Drawing a table and inserting columns/rows</li> <li>Bullet-points and text alignment</li> <li>Formatting pictures</li> <li>Applying all skills in a Microsoft document</li> </ul>  | Use Y6 I.T. skills to create... <ul style="list-style-type: none"> <li>Embedding Y5 skills</li> <li>Manipulate windows for split screen (when combining software)</li> <li>Watermark</li> <li>Page insert/orientation</li> <li>Embed table knowledge including merging cells</li> <li>Applying all skills learnt in a Microsoft PowerPoint.</li> </ul> |
|        | <b>Information Technology (The use of computers in different sectors and contexts)</b> <ul style="list-style-type: none"> <li>Computing Contexts (How Computing is used purposefully)</li> </ul>                                   | Recognise common uses of ICT around school  | Recognise common uses of ICT beyond school   | Understand the Google Classroom platform, incl. how it works (i.e. drive, stream, assignments).;   | Understand computer networks incl. the internet, and how they can provide multiple services and opportunities   | An overview of the history of computers and their impact on humanity, including: <ul style="list-style-type: none"> <li>Charles Babbage's 1833 Analytical Engine</li> <li>1<sup>st</sup> Generation of Computers 1940 – 1955</li> <li>2<sup>nd</sup> Generation of Computers 1957 – 1963</li> <li>3<sup>rd</sup> Generation of Computers 1964 – 1971</li> <li>4<sup>th</sup> Generation of Computers 1971 – 1980</li> <li>5<sup>th</sup> Generation of Computers 1980 onwards</li> </ul> | An understanding of emerging technologies, including artificial intelligence and medical advancements, that are set to shape our future  |

| <b>Digital Literacy: Online safety</b><br><i>(Skills and knowledge required to be safe and effective)</i> | Concept                          | Year 1   | Year 2 | Year 3  | Year 4   | Year 5  | Year 6  |
|---|----------------------------------|--|--------|---|--|---|---|
|   | <b>Online behaviour</b>          | Understand and explain the main consequences of unsafe/unwise online behaviour (i.e. someone might change their password or delete their work) |        | Understand the need and reasons to abide by the school's acceptable use policy/Google Chromebook Agreement<br>Recognise acceptable and unacceptable behaviour, including "trolling" | Understand that the internet has its bad points as well as good points<br>An introduction to social media apps and their potential dangers<br>An introduction to online grooming, self-esteem and online attention | Embed social media apps and their potential dangers<br>Online grooming (link to Stolen Lives)   | Explain a person's online responsibility<br>Evaluate all ICT decisions for e-safety before, during and after using the software/hardware<br>In depth look at their digital footprint (specifically pictures online)<br>Evaluate what social media apps children should be using and how to behave on them<br>Online grooming, self-esteem and online attention (link to Stolen Lives) |
|   | <b>Applying online safety</b>    | Use technology respectfully and safely   |        | Use technology respectfully, safely and responsibly<br><br>Sign Year 3 e-safety pledge.   | Use technology respectfully, safely and responsibly, including how to deal with "cyberbullying".<br><br>Review e-safety pledge and sign Year 4 e-safety pledge.  | Use technology respectfully, safely and responsibly, showing an awareness of their digital footprint<br>Review previous year's safety pledge and sign Year 5 e-safety pledge. | Always use technology respectfully, safely and responsibly, showing an increased awareness of their digital footprint and how it can last<br><br>Take ownership of, add to and sign Year 6 e-safety pledge.   |
|   | <b>Personal information</b>      | Keep personal information private and understand that information on a computer can be shared elsewhere  |        | Understand the difference between what information can and cannot be shared online  | Know how to stay safe online at home as well as school   |   |   |
|   | <b>Support and reporting</b>     | Identify where to go for help or support when they have online concerns  |        | Identify a range of ways to report computing concerns, including on online games and apps   | Understand the benefits and drawbacks of social media, including how to identify and report concerns on social media   | No additional online safety concepts. Recap if required to ensure learning is not lost  |   |
|   | <b>Evaluating online content</b> | Evaluating online content not introduced at Key Stage One  |        | An introduction to fake news  | Understand that not all information on the internet is accurate (link to URLs)<br>Evaluate digital content for utility/usefulness  | Explain why some information on the internet is false (i.e. fake news)<br>Evaluate digital content for bias   | Evaluate all digital content for accuracy   |

## Design and Technology



Design and Technology at Featherstone will ensure that by the time children leave at the end of KS2, they will be able to actively participate in the technological world. Our Design and Technology Curriculum allows children make products that solve real and

relevant problems within a variety of contexts based on a well-thought, child-led design brief and specification. Meaningful and purposeful cross-curricular links are made with Art and Design, Maths and Science to support children's breadth and depth of understanding, so children communicate their learning in a range of forms.

Design and Technology objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Design and Technology results in Featherstone children being equipped with:

|               |   |
|---------------|---|
| Knowledge     | of past/existing products, inventions and inventors, and their impact on daily life and the wider world<br>of technical and practical methods to construct<br>of tools and equipment<br>of materials and components, including mechanisms and electrics<br>of nutrition, diet, food sources and how to cook healthily |
| Skills        | Creativity and imagination<br>Designing and communicating physical ideas<br>Making and constructing (technical and practical)<br>Application of number i.e. measurements<br>Evaluating<br>Working with others to gain insight and give/receive feedback<br>Improving own learning – acting upon advice and feedback   |
| Understanding | Critical thinking, including: <ul style="list-style-type: none"> <li>• risk-taking</li> <li>• resourcefulness</li> <li>• innovation</li> <li>• enterprise</li> <li>• critical evaluation and testing of ideas</li> </ul>  |





**Intent:** Design and Technology at Featherstone will ensure that by the time children leave at the end of KS2, they will be able to actively participate in the technological world. Our Design and Technology Curriculum allows children make products that solve real and relevant problems within a variety of contexts based on a well-thought, child-led design brief and specification. Meaningful and purposeful cross-curricular links are made with Art and Design, Maths and Science to support children's breadth and depth of understanding, so children communicate their learning in a range of forms.

|           |                       | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|-----------|-----------------------|--|--|--|---|---|---|
| Knowledge | Technical             | Build basic structures, beginning to explore how they could be made stronger, stiffer and more stable  | Build structures with 3-4 elements, exploring how they could be made stronger, stiffer and more stable<br>Explore and use mechanisms in their products   | Strengthen, stiffen and reinforce structure  | Use electrical systems in products  | Use complex mechanical systems, that are strengthened, stiffened and reinforced, in products  | Use computing to program, monitor and control products  |
|           | Cooking and nutrition | Select and use appropriate fruit and vegetables to prepare basic healthy dishes<br>With support, cut and chop food<br>Understand where fruit and vegetables come from<br>Know how to effectively and thoroughly wash hands and explain why | Select and use a wider range of appropriate food<br>Understand where a wider range of food comes from<br>Prepare basic popular dishes (i.e. vegetable curry)<br>Cut, chop and mix food<br>Implement basic food handling procedures to be hygienic (i.e. wear aprons and wipe surfaces) | Apply the principles of a healthy diet<br>Slice, grate and mix food<br>Implement food handling procedures to be hygienic (i.e. how to store food)  | Apply the principles of a healthy and varied diet<br>With support, weigh ingredients and keep time<br>Peel, slice, grate and mix food<br>Identify unhygienic food preparation techniques and know how to remedy them  | Weigh ingredients and keep time<br>Prepare and cook a savoury dish<br>Know how to knead, spread and bake<br>Understand seasonality<br>Understand the hazards involved in using an oven and preparing food in a kitchen<br>Identify unhygienic food preparation techniques and know how to remedy them   | Weigh ingredients and keep time<br>Prepare and cook a savoury dish with many skills<br>Understand seasonality and how food is sourced<br>Apply all principles of hygiene  |
| Skills    | Design                | Design purposeful, functional, appealing products for themselves<br>Generate, develop, model and communicate ideas through talking and templates<br>Explore existing products  | Design purposeful, functional, appealing products for other users based on design criteria<br>Generate, develop, model and communicate ideas through drawing, mock-ups and ICT<br>Evaluate existing products   | Develop design criteria to inform the design of functional products that are fit for purpose, aimed at an audience<br>Generate, develop, model and communicate ideas through discussion and basic sketches<br>Investigate a range of existing products | Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at an audience<br>Generate, develop, model and communicate ideas through discussion and annotated sketches (from different angles)<br>Analyse a range of existing products for their qualities | Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at an audience<br>Generate, develop, model and communicate ideas through discussion, precise, annotated sketches (from different angles), cross-sections and exploded diagrams<br>Analyse a range of existing products for their qualities and utility | Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at an audience<br>Generate, develop, model and communicate ideas through discussion, precise, annotated sketches, cross-sections, exploded diagrams, prototypes, pattern pieces and CAD<br>Analyse a range of existing products for their qualities, incl. aesthetics, and utility |
|           | Make                  | Mark out and cut with support<br>Use glue and sellotape with support<br>Know how to be safe with scissors<br>Use simple finishing techniques (i.e. going around the edge in black paint)   | Begin to select tools and use correct vocab. to describe them; use the tools safely<br>Measure, mark out and cut with some accuracy<br>Assemble, join and combine materials<br>Use finishing techniques to complete a project  | Select tools for their work and begin to justify; use all tools safely<br>Measure, mark out, score, cut and assemble with growing accuracy<br>Use finishing techniques to complete a project and explain why it is improved (or not)                   | Select tools and techniques for their work and justify; use all tools safely<br>Measure, mark out, cut and shape a range of materials<br>Join and combine materials and components accurately   | Select materials, tools and techniques for their work and justify; use all tools safely<br>Measure, mark out, cut and shape a range of materials accurately<br>Apply skills depending on the context (i.e. use of tools and equipment)<br>Ensure a good quality finish to the product   | Select materials, tools, components and techniques for their work and justify; use all tools safely<br>Assemble components to make working models and modify where needed<br>Apply skills depending on the context (i.e. use of tools and equipment)<br>Ensure a high-quality finish to the product   |
|           | Evaluate              | Discuss how well a product works in relation to its purpose<br>Propose a change that could be made to improve their product  | Discuss how well a product works and its strengths in relation to the design criteria<br>Propose a change that could be made to improve their product and justify  | Evaluate their product's strengths and weaknesses in relation to the design criteria<br>Begin to evaluate how well the production of their product is going during the making stages   | Evaluate their product's strengths and weaknesses in relation to the design criteria throughout the process<br>Fully test out their product   | In depth and detail, evaluate their product's strengths and weaknesses in relation to the design criteria throughout the process<br>Peer evaluate with justification  | In depth and detail, with multiple reasons, evaluate their product's strengths and weaknesses in relation to the design criteria throughout the process using drawings alongside writing<br>Peer evaluate with detailed justification, esp. focused on improvements   |



## Geography



Geography at Featherstone fosters children's curiosity and fascination of the world and its people. Children take part in learning about the diverse places, people, resources and natural and human environments across the world. Through Geography, children learn to care about the world around them as they study the impact of

humans on the physical world and the interaction that the two have.

Geography objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Geography results in Featherstone children being equipped with:

|               |  |
|---------------|--|
| Knowledge     | of locations including, continents, oceans, countries and capital cities<br>of places across the world<br>of human and physical geography  |
| Skills        | Using maps (including digital maps), atlases and globes<br>Using compasses<br>Using aerial photographs<br>Application of number, i.e. engaging in fieldwork<br>Information Technology i.e. digital mapping |
| Understanding | Critical thinking, including: <ul style="list-style-type: none"> <li>• collecting</li> <li>• analysing</li> <li>• communicating</li> <li>• interpretation</li> </ul>                                       |



**Intent:** Geography at Featherstone fosters children's curiosity and fascination of the world and its people. Children take part in learning about the diverse places, people, resources and natural and human environments across the world. Through Geography, children learn to care about the world around them as they study the impact of humans on the physical world and the interaction that the two have.

|                   |  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|-------------------|--|--|---|---|--|---|--|
|                   | <b>Locational Case Studies</b>   | Erdington<br>Scotland  | India<br>Africa   | New York<br>The Rainforest<br>Italy   | The UK<br>Greece<br>Pacific Trash Island   | Central America<br>South America<br>Erdington   | Egypt<br>Germany<br>The UK (Ordnance Survey Maps)  |
| Content Knowledge | <b>Locational</b><br><i>What and where?</i>  | Name, locate and identify the 4 countries of the United Kingdom<br>Understand directions and where things are using simple prepositional language (i.e. up, down, left, right, above, below)   | Name and locate the world's 7 continents and 5 oceans<br>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas   | Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions (i.e. forests, mountains, deserts), key physical and human characteristics, countries and major cities | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time   | Understand all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places<br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places<br>Accurately comment on a location's environmental regions, key physical and human characteristics and major cities                               |
|                   | <b>Place (A physical area)</b><br><i>Having a sense of belonging, a sense of meaning, or a sense of purpose, by studying, comparing, contrasting and tracking locations.</i> | Identify features of the local area<br>Make basic comparisons by listing straightforward similarities and differences  | List and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  | Describe and understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a larger area in a contrasting non-European country  | Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region of the United Kingdom  | Explain and give reasons for the geographical similarities and differences that occur through the study of human and physical geography of a region in North or South America<br>Query minor differences between these  | Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region in a European country   |
|                   | <b>Environmental, physical and human geography</b><br><i>Understanding human and natural phenomena and their impacts and influences on the environment.</i>                  | Identify seasonal and daily weather patterns in the United Kingdom<br>Begin to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>Begin to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles<br>Apply basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>Apply basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br>Describe and understand the possible negative impacts of humans on their local environment (how what they use impacts locality) | Describe and understand key aspects of physical geography, including: climate zones and biomes and vegetation belts<br>Describe and understand key aspects of human geography, including: types of settlement and land use  | Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle<br>Describe and understand key aspects of human geography, including: economic activity and trade links<br>Describe and understand the possible negative impacts of humans on their national environment (how what they use impacts the UK) and what can be done | Describe and understand key aspects of physical geography, including: volcanoes and earthquakes   | Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water<br>Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable? |

|        |  |  |   |  |   |  |  |
|--------|--|--|---|--|---|--|--|
| Skills | <b>Geographical enquiry</b><br><br><i>Where is this place?<br/>What is it like?<br/>Why is it here and not there?<br/>How did it get like this?<br/>How is this place changing?<br/>How are other places affected because of this place?</i> | Respond to teacher-led, simple closed questions (i.e. What is the weather like?)<br>Investigate surroundings   | Ask simple closed questions (i.e. Where is it? What is it like?)<br>Make simple comparisons between different places  | Begin to ask/initiate own geographical questions<br>Investigate the main features and themes of locations at one level (i.e. micro or macro)<br>Make comparisons between places based on several sources of the same type<br>Make simple conclusions about locations based on evidence/sources | Offer own ideas to geographical questions<br>Investigate features and themes of locations in-depth at one level (i.e. micro or macro)<br>Make comparisons between places based on different types of sources (i.e. photos, drawings and maps)<br>Draw conclusions about locations based on evidence/sources | Begin to suggest questions for investigating and justify<br>Investigate features and themes of locations in-depth at both micro and macro levels<br>Compare and contrast sources about locations and comment on which ones are useful, giving reasons<br>Draw in-depth conclusions about locations based on evidence/sources | Suggest questions for investigating and methods to go about doing so<br>Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied<br>Analyse sources for patterns and anomalies and explain why they could be there<br>Compare and contrast sources and determine how conclusions were arrived at<br>Consider ways of checking the accuracy of conclusions<br>Understand how different evidence will lead to different conclusions |
|        | <b>Using maps</b><br><br><i>The language of Geography</i>  | Use world maps, atlases and globes to identify the United Kingdom and its countries<br>Use aerial photographs to recognise landmarks and basic human and physical features         | Use world maps, atlases and globes to identify the countries, continents and oceans studied<br>With support, use simple compass directions (N, E, S, W) to describe the location of features and routes on a map<br>Use aerial photographs to plan perspectives | Use maps, atlases and globes to interpret basic information and draw simple conclusions about the area being studied (i.e. tree distribution in the Amazon Rainforest in 1950 and modern day)<br>Use N, E, S, W confidently to build knowledge of the United Kingdom and the wider world       | Use maps and atlases to fully study the UK and find routes across the UK<br>Use the 8 points of a compass to build knowledge of the United Kingdom and the wider world  | Use maps, atlases, globes and digital/computer mapping to interpret information and draw conclusions about the features of the area being studied<br>Use 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world  | Choose and use the most appropriate type of map with precision to locate and understand the location being studied<br>Use maps to analyse distribution and relationships<br>Use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world   |
|        | <b>Constructing maps</b><br><br><i>The language of Geography</i>   | Recognise that a map represents a place<br>Draw picture maps<br>Make a map of a short, familiar route<br>Use own symbols<br>Use relative vocabulary (i.e. bigger/smaller/near/far) | Add detail to a map from aerial photographs<br>Understand boundaries on a map<br>Understand the need for a key<br>Have a spatial awareness on maps (i.e. 'A' is closer to 'B' than 'C' is)  | Construct maps of areas of the world (i.e. parts of continents) with some spatial awareness of sizes and boundaries of some countries  | Make a map of a longer UK-based route, with clear spatial awareness and boundaries (i.e. counties, cities and motorways)<br>Use some common standard symbols  | Construct maps of small- and large-scale areas with accuracy in size, space, shape and location<br>Use standard symbols<br>Using sources or own data, begin to draw thematic maps<br>Recognise and comment on a map's scale (i.e. how useful it is)  | Measure straight line distance (i.e. on Google Maps)<br>Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)   |
|        | <b>Fieldwork</b>   | Use observational skills about where things are in the school grounds<br>Make simple recordings, using key words or pictures   | Use observational skills about the type of features (i.e. physical and human) in the local area<br>Record observations from fieldwork in notes, diagrams, maps or with ICT  | Use observational skills to record human and physical features on a bird's-eye view sketch map (simple drawing of the landscape)<br>Annotate/label the sketch map<br>Evaluate accuracy of sketch map by comparing to a digital map   | Use observational skills to record human and physical features on an annotated horizon view sketch map (simple drawing of the landscape from eye level)<br>Evaluate accuracy of sketch map by comparing to a digital map<br>Construct a geographical plan to present suggested changes                      | Use observational and measurement skills to answer a geographical enquiry<br>Present findings in a bar or line graph   | Use observational and measurement skills to answer a geographical enquiry<br>Make independent decisions on how to record fieldwork: <ul style="list-style-type: none"> <li>• Sketch maps</li> <li>• Geographical plans</li> <li>• Bar/Line graphs</li> <li>• Digital technology</li> </ul>   |

## Healthy Mind, Healthy Body (HMHB)



The following pages comprise of Featherstone's Healthy Mind, Healthy Body Curriculum, which is structured as:

|   |  |
|---|--|
| <p><b>Twenty-two Core Values:</b></p> <ul style="list-style-type: none"> <li>Respect</li> <li>Diversity</li> <li>Friendliness</li> <li>Honesty</li> <li>Self-discipline</li> <li>Trust</li> <li>Co-operation</li> <li>Patience</li> <li>Self-belief</li> <li>Courtesy</li> <li>Aspiration</li> <li>Kindness</li> <li>Perseverance</li> <li>Courageous Advocacy</li> <li>Independence</li> <li>Responsibility</li> <li>Understanding</li> <li>Compromise</li> <li>Environmentalism</li> <li>Resilience</li> <li>Individuality</li> <li>Thoughtfulness</li> </ul> | <p><b>Twenty-Four Religious Dispositions studied through five World Faiths:</b></p> <ul style="list-style-type: none"> <li>Being Imaginative and Explorative</li> <li>Appreciating Beauty</li> <li>Expressing Joy</li> <li>Being Thankful</li> <li>Caring for Others, Animals and the Environment</li> <li>Sharing and Being Generous</li> <li>Being Regardful of Suffering</li> <li>Being Merciful and Forgiving</li> <li>Being Fair and Just</li> <li>Living by Rules</li> <li>Being Accountable and Living with Integrity</li> <li>Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment</li> <li>Being Modest and Listening to Others</li> <li>Cultivating Inclusion, Identity and Belonging</li> <li>Creating Unity and Harmony</li> <li>Participating and Willing to Lead</li> <li>Remembering Roots</li> <li>Being Loyal and Steadfast</li> <li>Being Hopeful and Visionary</li> <li>Being Courageous and Confident</li> <li>Being Curious and Valuing Knowledge</li> <li>Being Open, Honest and Truthful</li> <li>Being Reflective and Self-Critical</li> <li>Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence</li> <li>Christianity, Judaism, Islam, Sikhism and Buddhism</li> </ul> |
| <p><b>PSHE/RHE</b></p> <p>How to be a good citizen by building and forming long-lasting, healthy relationships.</p>   | <p><b>Equality and Diversity</b></p> <p>A range of age-appropriate stories to ensure that children understand that diversity (race, culture, religion, age, gender, preferences) is something to be celebrated.</p>  |

We are very proud of the bespoke curriculum that we have designed here at Featherstone, and our 'Healthy Mind, Healthy Body' (HMHB) curriculum is no different. In HMHB, emotional and mental health is the golden thread that runs through everything, actively taught through our Values, PSHE, RHSE and RE.

HMHB teaches children to have very healthy, positive relationships not only with others, but with themselves and even products too (such as the Internet and social media, food and alcohol/substance education); this is achieved by fully preparing children to how to live positively in the wider world around them.

In our HMHB curriculum, teachers have the autonomy to teach in a way that suits the objectives that they have been given and the needs of their class. Healthy Mind, Healthy Body is separated into:

- Character Education (Featherstone's Twenty-two Core Values)
- The Four Fundamental British Values
  1. democracy.
  2. the rule of law.
  3. individual liberty.
  4. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Equality and Diversity
- Religious Education:
  - Learning about the faiths
  - Learning from the faiths
  - Religious dispositions
- Relationship and Health Education:
  - Healthy Relationships
  - People who help me
  - Feelings and attitudes
  - My body
  - Life cycles and human reproduction
  - Keeping safe and looking after myself

Using this model, teachers have the freedom and flexibility to teach in the most productive, effective way that will have the biggest impact. For example, they may choose to teach a lesson purely on the value of the month or a lesson might take place on how a certain religion promotes that value. Alternatively, PSHE content may link to an equality and diversity story. This practice means that students get a tailored SMSC education.

### **Religious Education – Part of Healthy Mind, Healthy Body**

In the Religious Education (R.E.) strand of Healthy Mind, Healthy Body, staff are directed to teach the twenty-four statutory dispositions that come from the Birmingham Agreed Syllabus.

Children visit religious places of worship during their time at Featherstone as stipulated in the Healthy Mind, Healthy Body curriculum and Featherstone Enrichment Programme.

To ensure breadth and depth of coverage, and to ensure that there is not repetition between year groups, teachers are directed to teach certain elements of the faiths at certain times of the children's schooling and the Healthy Mind, Healthy Body curriculum plans everything out for the teachers to plan and teach from.

### **Relationships and Health Education – Part of Healthy Mind, Healthy Body**

September 2020 saw the statutory introduction of the new RHSE curriculum. As a school, we have recently undergone the consultation process with parents and Governors, have trained staff and implement RHSE from Years 1 – 6.





## HMHB: Year One

**Intent:** The Department of Health and Social Care say that, “There is no health without mental health.” This is the intent of Featherstone Primary School’s Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Twenty-two Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

| Character Education: Featherstone’s Twenty-two Core Values: Year A  |   |   |  |  |  |  |   |   |   |   |
|---|---|---|--|--|--|--|---|---|---|---|
| Respect   | Diversity   | Friendliness  | Honesty  | Self-discipline  | Trust  | Co-operation   | Patience  | Self-belief   | Courtesy  | Aspiration  |
| Children understand that being respectful includes using manners. They begin to show manners independently around school by saying “please” and “thankyou.” The children understand why the school is a better place with respect and that everyone deserves respect, no matter who they are. | Children understand Diversity as ‘ <b>differences between people</b> ’ and they happily embrace diversity in and around school. Children do this by making positive comments about the children in their classroom and beyond. Children can see the benefits of having boys and girls in the school as well as young and older people in their lives. | Children understand that it is important to be friendly to everyone and understand that it is OK to have more than one friend. Children know lots of ways to be friendly and know that unfriendliness is wrong. | Children know what a ‘lie’ is and what the ‘truth’ is. They understand the vocab: ‘fact.’ Children have a basic understanding of: when you lie, something bad happens. Children can link values behaviour to the zone board. | Children want to keep on showing self-discipline from their good start in Reception by recognising feelings such as sadness and fear and with support, begin to give ideas on how to feel more positive. Children, with help, begin to control what they are feeling. Children use self-discipline to have good hygiene habits and look smart. | Children know how to build good, trustful relationships with each other. They link this to the Value of Co-operation, i.e. they speak nicely when working together and know how to settle disagreements. They begin to understand that <i>some</i> disagreements can be good to have their own opinion but use trust to work with others well. | Year One children can give reasons about why co-operation is important and can work in 2s and 3s. They work together with their classmates and can talk about what each person is going to do to complete the task. Using role play, Year One can practise and act our co-operative choices. | In Year One, children know that rushing something can be bad and that it can result in mistakes or getting annoyed. They understand that taking your time on something can be better and result in something that is of a higher quality. | Year One know that ‘Believe’ is in our school motto. They show self-belief as having a ‘can do’ attitude and by spreading positive vibes like smiling, sharing and helping. They know that their positive vibes helps them as well as others. | Year One develop more positive things to do and say to show Courtesy. For example, saying ‘Good Morning,’ carrying things to help and holding the door open for someone else. Year One understands that Courtesy always needs to be shown and it’s not just something you do during HMHB lessons. | Year One children know Aspiration as ‘having a dream or hope to do something.’ Children know how a big dream or hope might become true with working hard and resilience (not giving up). They remember that ‘aspire’ is on the school logo. |



| Character Education: Featherstone's Twenty-two Core Values: Year B   |  |   |   |   |  |   |   |  |   |   |
|--|--|---|---|---|--|---|---|--|---|---|
| Kindness   | Perseverance   | Courageous Advocacy   | Independence  | Responsibility  | Understanding  | Compromise  | Environmentalism  | Resilience   | Individuality   | Thoughtfulness  |
| Year One understand kind actions around school such as holding open the door, manners, helping others in need and putting a smile on someone's face. In Year One, children get a "buzz" from being kind! They enjoy being kind and can explain why kindness is a good thing to be. | Year One understand perseverance as 'never give up on your dreams' and 'stay strong.' They are able to ask for help when they get stuck. Year One children learn, and remember, to not get angry when something goes wrong. They are determined to look on the bright side and don't give up on their dreams, even if things don't go their way. | Year One understand that being 'Courageous' involves bravery, being fearless and confident. Year One understand an 'Advocate' as someone who 'sticks up' for them with Values. Year One know the difference between 'sticking up' for somebody by using their Values (a good advocate), compared to 'sticking up' for somebody without showing them (a bad advocate). | Year One use their Independence by developing class-agreed strategies for when they need help, i.e.: not asking the teacher straightaway; independently asking a friend; independently using something in their classroom. They know that independence is, "Doing something by yourself." | Year One act responsibly in school by being aware of their surroundings. They understand the importance of instructions and rules and why they are there. Year One do jobs given by an adult with pride and care. When thinking about decisions and choices, Year One can sort things into 'responsible' and 'irresponsible,' which helps them with their own responsibility. | Year One make clear links between Respect and Understanding. They show Understanding by responding to anyone in Key Stage One who is hurt, upset or angry. Year One are always willing to be Understanding towards others by being kind and considerate. They take the time to get to know others who they don't always play with. | Year One understand Compromise as, "a deal between two people to help solve a problem or argument." Year One know they need to use their words to clearly talk about their feelings and opinions. Year One accept that people can't always have their own way, all of the time. | Year One's Environmentalism focus is: Saving the oceans<br><br>Year One's Environmentalist artist is Julia Everett (Abstract art)<br><br>Art Medium: Oil Paint<br><br>Charity: Just One Ocean | Year One understand resilience as 'never give up on your dreams' and 'stay strong.' They show resilience by keeping on trying and then asking for help if they are still stuck. Year One know that there are times when they may need to be resilient inside or outside of school, such as: moving house, starting a new year group or having a little baby brother or sister. | Year One add to their "Palette of Personality" by explaining adjectives about themselves as well as explaining what they like and dislike. Y1 know that their friends and family are a big part of their "Palette of Personality" and can list special people who are part of their individuality. They know this makes them unique. Year 1 accept different children's 'palettes.' | Year One can recognise the signs of feeling bored or lonely. They use the Value of Thoughtfulness to do something nice when someone might be feeling bored or lonely. This is because Year One understand Thoughtfulness as, "Doing something nice and kind for another person to make them happy." Year One know what "unthoughtful" or "thoughtless" means and why both are not friendly. |

| The Fundamental British Values |                 |                    |   |
|--------------------------------|-----------------|--------------------|---|
| Democracy                      | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |

| Equality and Diversity                            |  |   |                      |   |
|---|--|---|----------------------|---|
| To know that it is OK to play with boys and girls | To understand we share the world with different people | To understand our bodies work in different ways | To like the way I am | To recognise that people are different ages |

|          | Relationship Education  |  | Health Education  |  |
|----------|---|--|---|--|
|          | Healthy Relationships   | People who help me   | My body   | Life cycles  |
| <b>1</b> | Who might rely on me?<br>What is teasing and what happens?<br>How can I be a good friend?<br>Why is it fun to have a friend who is different to me?<br>Is it ok to be different?<br>Should boys and girls behave differently?<br>What is a 'poor choice?' | Who can I go to if I am worried about something? (Build on from EYFS). | Why are girls' and boys' bodies different?<br>What are my senses? (Science NC). | How much have I changed since I was a baby?<br>How are other children similar and different to me? |

## HMHB: Year Two

| Character Education: Featherstone's Twenty-two Core Values: Year A  |   |  |  |   |  |   |  |  |  |  |
|---|---|--|--|---|--|---|--|--|--|--|
| Respect   | Diversity   | Friendliness   | Honesty  | Self-discipline   | Trust  | Co-operation  | Patience   | Self-belief  | Courtesy   | Aspiration   |
| Children understand respect as, "Taking care and looking after someone else's feelings or wishes." Children use this to respect everyone, including people that are different to us. Year Two children will be able to discuss their differences respectfully, linking to Diversity. They apply their manners in everyday situations and to all adults, including at lunch and break time. Children in Year Two show an understanding of what disrespect is and how it might make someone feel. | Year Two children continue their Respect learning into the Value of Diversity. They do this by getting along with everyone in their class and making positive comments about different religions and ethnicities. Children understand Diversity as <b>'accepting differences between people'</b> and can explain the benefits of people having differences. By the end of Year Two, children are proud of who they are. | Children understand what is friendly and what is unfriendly and can explain/reason their thoughts. Children are introduced to the vocab. 'consequence' and understand it as 'what happens because of what you do.' Children know who to get help from if someone is being unfriendly (i.e. Place2Be). Children try their hardest to be friendly all the time because they know the difference between friendliness and unfriendliness. | Children can explain why lying is bad and can describe some of the things that might happen if you lie. Children also understand the benefits of being honest; for example, things will be better. However, children know that you don't get physical rewards, i.e. house points, prizes, etc. for being honest and can explain why. | Children in Year Two want to keep themselves in 'good Values shape' by showing self-discipline. They recognise feelings such as anger and worry and know how these feelings can start. Children give ideas on how to overcome these feelings and with more independence, can begin to control them. | Children understand trust as having faith and belief in somebody else and themselves. They do this by thinking about what has happened in the past and judging whether or not they think it will happen again, i.e. <i>The boy who cried wolf</i> . Children start to make their own mind up about who they can trust. | Year Two children understand co-operation as achieving a goal together when you can't do it on your own. They are able to co-operate and help each other and other adults in school without being told, especially if it is to help someone with a task (i.e. offer help to a friend or adult). | Year Two children can start to complete bigger, independent tasks that take a longer time to complete. They show patience and can start to understand the benefits of waiting for something even when they don't want to wait! | Year Two know that good feelings = wanting to do something (having more motivation). They know that being motivated helps them to achieve more. Year Two link the school motto "Believe" to "Succeed" to help in lessons, for example, don't doubt themselves if work is hard. | Year Two children show Courtesy by learning about helping. They will help each other out but sometimes have to be asked or reminded. They know that helping others is a good thing but understand that being helpful does not <u>always</u> mean you get a reward. They gradually start to help out independently. | Year Two children know Aspiration as 'having an aim or goal to do something.' Children know that their aim or goal might become true with working hard, resilience (not giving up) and linking to the Value of Patience. |

| Character Education: Featherstone's Twenty-two Core Values: Year B   |   |  |   |   |  |  |   |  |  |   |
|--|---|--|---|---|--|--|---|--|--|---|
| Kindness   | Perseverance  | Courageous Advocacy  | Independence  | Responsibility  | Understanding  | Compromise   | Environmentalism  | Resilience   | Individuality  | Thoughtfulness  |
| Year Two children understand what is kind and what is unkind and can explain and reason their thoughts. Children are introduced to the vocab 'consequence' and understand it as 'what happens because of what you do.' Therefore, Year Two know the consequences of unkindness. They know to treat others the way in which they would like to be treated themselves. | Year Two understand perseverance as 'don't give up' and 'it's OK to make mistakes.' Year Two explore the idea that perseverance brings rewards and hard work pays off! When Year Two start something, they make a commitment (promise) to themselves to finish the job, task or activity, to the best of their ability, even if it becomes challenging. | Year Two know that a 'Courageous Advocate' is a brave friend or peer, someone who follows the eight School Expectations to help make sure school is a nice place. Year Two know when to try to help someone using other Values and when an adult is needed: "see it – say it – sorted." Year Two's body language is calm and non-threatening and their tone of voice is friendly and kind. | Year Two understand Independence as, "Sometimes working on your own and not always asking for help." Year Two begin to understand that if they have help all of the time, they will never have the chance to see what they can do on their own. Year Two experience Independence by seeing a big task and setting themselves a mini plan of how to get there. | Year Two show Responsibility by helping others in need. They <u>begin</u> to help others without being told and offer to do jobs for the benefit of others. Year Two can be counted on and trusted as both school children and friends. Year Two use Responsibility to stay safe outside of school. | Year Two make clear links between Diversity and Understanding. They know people are different but support others with respect. Therefore, Year Two know that Understanding can help a situation. Year Two don't "judge a book by its cover." They use the Value of Understanding to give people and chance and get to know them. | Year Two understand Compromise as, "an agreement that two people make to settle a disagreement." Year Two can explain the consequences of breaking a compromised deal. In order to Compromise, Year Two know that they might have to 'back down' from something even if they do not want to. | Year Two's Environmentalism focus is: Appreciating Birmingham<br><br>Year Two's Environmentalist artist is Robert Geoghegan<br><br>Art Medium: Sketching/ Colouring<br><br>Charity: Centre of the Earth | Year Two understand resilience as 'it's OK to make mistakes' and so they try their best to 'bounce back' from mistakes. If mistakes make Year Two sad or angry, Year Two show their toughness or strength with a don't give up attitude. Year Two understand that things don't always go our way but hard work pays off. | Year Two add to their "Palette of Personality" by reflecting on if they're changing as they're growing up and also by listing their talents/skills that they have. Year Two know that talents/skills make them special and use other Values to work on their talents. Year Two are not afraid to try new things to maybe add to their 'palette.' | Year Two show Thoughtfulness in a variety of ways, including: taking time to listen to others; comparing it to the Value of Kindness and Courtesy; and, complimenting people. They can think about what would happen if Thoughtfulness didn't exist. Year Two can list and explain how Thoughtfulness can make their classroom and home a much nicer place to be. |

| The Fundamental British Values |                 |                    |   |
|--------------------------------|-----------------|--------------------|---|
| Democracy                      | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |

| Equality and Diversity                      |                                 |                                      |  |                                  |
|---|---------------------------------|--------------------------------------|--|----------------------------------|
| To understand what makes someone feel proud | To understand what diversity is | To understand how we share the world | To be able to work with everyone in my class | To feel proud of being different |

|          | Relationship Education  |   |  | Health Education  |  |
|----------|---|---|--|---|--|
|          | Healthy Relationships   | Feelings and attitudes  | People who help me   | Keeping safe and looking after myself                     | Life cycles  |
| <b>2</b> | Why do friendships change?<br>How can I make up with my friend if we fall out?<br>Do families change?<br>What is the difference between being picked on and being bullied?<br>Why do some people get married and some do not?<br>What are stereotypes about boys and girls and are they OK? | What are positive feelings?<br>What are negative feelings?<br>How do I know how other people are feeling? | Who can I go to if I am worried about something? (Build on from Year One). | When is it good or bad to keep secrets? (Friend context). | What are 'offspring?' (Science NC, animals context). |

## HMHB: Year Three

| Character Education: Featherstone's Twenty-two Core Values: Year A   |   |   |   |  |  |   |  |   |  |  |
|--|---|---|---|--|--|---|--|---|--|--|
| Respect  | Diversity   | Friendliness  | Honesty   | Self-discipline  | Trust  | Co-operation  | Patience   | Self-belief   | Courtesy   | Aspiration   |
| Children understand respect as, "Taking care and looking after someone else's feelings, wishes and rights." They use this to be respectful in everyday situations and know how everyone deserves respect, no matter their race, gender or religion. In Year Three, the children have a good understanding of how we should, "treat others the way we want to be treated." Linking to Diversity, children can articulate their differences to others in the classroom and celebrate this, showing respect and curiosity for what makes us unique. | Year Three children continue their Respect learning into the Value of Diversity and can articulate the clear link between the two Values. They do this by understanding Diversity as <b>'celebrating differences between people,'</b> including race, gender and religion. Children can explain how they and Featherstone School are welcoming, and can think about what might happen if Diversity was not one of our Values. | Children understand how to be friendly with their words and actions in class and outdoors. Children 'think before they speak' and so only use friendly words, which they know benefit and help other people. They understand the consequences of being unfriendly i.e. that unkind words hurt people's feelings. Children know the difference between <b>friend</b> and <b>friendly</b> . | Children know the difference between a 'lie' and a 'white lie,' and understand that sometimes white lies are OK. In Year 3, children might sometimes still lie but children understand that the truth is always best. Children learn from their mistakes and can explain how they've learnt from them so that they're not repeated. Children understand the vocab: 'consequence.' | Children understand the emotion of jealousy: both what it means and where it comes from. They use self-discipline to control jealousy so that something bad that could happen does not occur in the circumstance. For example, if jealous of someone's belongings, self-discipline is used to overcome it. Children use self-discipline to be happy or set themselves a positive target. | Children in Year Three show trust by knowing different kinds of secrets, and when to tell and not tell somebody. They know what might happen if they tell people's secrets. Year Three know it's ok to tell the truth about something that has been done wrong, i.e. when someone is mean, tell an adult. They link this understanding to the Value of Honesty. Children understand the importance of keeping promises and how promises build trust. | When co-operating, children can communicate respectfully and work together well even if they are not friends with everyone they work with. They do not fight or argue when trying to solve a problem. Children understand that co-operation can build new friendships and can explain other benefits of co-operation too. | Year Three children understand that there are some things that not everybody can do at once and they demonstrate patience during these times, i.e. children know that they can't always be picked for something. Children know that showing patience can be annoying but understand that calmness is a better emotion for their wellbeing. | Year Three are determined children and believe in themselves. They motivate and encourage others to believe in themselves too, for example, helping someone else with their work or when trying something new for the first time. | Children in Year Three start to understand that showing Courtesy can lead to good feelings. So, they help out in ways that they can with more independence and can explain why the favour felt good for them as well. Children's manners in Year Three extend to asking <u>and answering</u> questions about feelings, "How are you?" and, "I'm fine, thank you, how are you?" Good manners are shown. | The difference between 'short-term aspirations' and 'long-term aspirations' are introduced in Year Three. Children focus on their short-term aspirations by staying determined and not giving up (being resilient). They start to understand what their longer-term aspirations are. |

| Character Education: Featherstone's Twenty-two Core Values: Year B  |   |   |   |  |   |   |  |   |  |  |
|---|---|---|---|--|---|---|--|---|--|--|
| Kindness  | Perseverance  | Courageous Advocacy   | Independence  | Responsibility   | Understanding   | Compromise  | Environmentalism   | Resilience  | Individuality  | Thoughtfulness   |
| Year Three children understand kindness as knowing how to communicate with others without upsetting them. For example, they know that their tone of voice can affect what people think about them. They think before they speak, and are gentle and considerate in their words and tones. Year Three children show kindness at school <u>and</u> at home. | Year Three keep motivated when they are trying to achieve their goals. They have faith in themselves even when times are hard. Year Three understand the link between self-belief and perseverance. This understanding carries them further forward. Year Three see that mistakes often come with a helpful moral, or lesson. | Year Three understand that 'Courageous Advocacy' involves protecting other people's rights by stepping into the situation without making it worse. They are a good influencer for peers because Year Three always have the right intentions. They take steps to resolve problems by using these right intentions (words and actions). They help others see the consequences of their actions. | Year Three understand why we sometimes need to be independent and can list examples and benefits. For example, they know Independence can lead to them teaching themselves something new. Year Three use good focus, with no help, to develop their own ideas and 'get on with things,' even if they know there will be a challenge or two along the way. | Year Three know how to stay safe online and can talk about the Value of Responsibility when using Google Chromebooks. Year Three understand why some online platforms have age restrictions and can explain why Responsibility is important. Year Three take responsibility for all of their own belongings (i.e. coats, bags and stationery). | Year Three can make clear connections across a range of other school Values whilst thinking about Understanding. For example, they can see the link with Respect, Diversity and Kindness. Year Three show Understanding by being sympathetic and concerned about other people's feelings. | Year Three understand Compromise as, "settling a dispute by finding something 'in between,' that might help make peace for both sides of a disagreement." Year Three know that they should not jump to conclusions before they have heard what someone else has to say. Therefore, Year Three can see things from someone else's point of view. | Year Three's Environmentalism focus is: Saving the rainforest<br><br>Year Three's Environmentalist artist is Martin Johnson Heade (Landscape art)<br><br>Art Medium: Oil Paint<br><br>Charity: Rainforest Trust UK | Year Three keep motivated when they are trying to achieve their goals. They have self-belief and see setbacks as nothing more than a 'bump in the road.' Year Three have the resilience to 'bounce back' from a challenge by showing commitment, being focused and being hopeful. Year Three learn from their mistakes. | Year Three add to their "Palette of Personality" by reflecting on if they're changing as they're growing up and listing their Values that 'make' them. They know that Values build them up. Year Three know that their peers will have different palettes to themselves but they can still work together to "paint a beautiful picture." | Year Three build on their understanding of the Value of Kindness by knowing that Thoughtfulness means to really think hard and 'go out of your way' or 'put yourself out' to be kind, caring and friendly to other people's needs or situations. Year Three can list and explain how Thoughtfulness can make their community a much nicer place to be. |

| The Fundamental British Values |                 |                    |   |
|--------------------------------|-----------------|--------------------|---|
| Democracy                      | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |



| Equality and Diversity               |   |   |                                 |                 |
|--------------------------------------|---|---|---------------------------------|-----------------|
| To understand what discrimination is | To understand how difference can affect someone | To use strategies to help someone who feels different | To find a solution to a problem | To be welcoming |

|          | Relationship Education  |   | Health Education  |
|----------|---|---|---|
|          | Healthy Relationships   | People who help me                              | Keeping safe and looking after myself   |
| <b>3</b> | How do we show love to one another?<br>Can people of the same sex love one another and is this ok?<br>What do the words 'lesbian' and 'gay' mean? | Who can I talk to if I feel anxious or unhappy? | How can I keep myself clean?<br>When is it good or bad to keep secrets? (Adults context). |

## HMHB: Year Four

| Character Education: Featherstone's Twenty-two Core Values: Year A   |   |   |  |   |   |  |  |   |  |   |
|--|---|---|--|---|---|--|--|---|--|---|
| Respect  | Diversity   | Friendliness  | Honesty  | Self-discipline   | Trust   | Co-operation   | Patience   | Self-belief   | Courtesy   | Aspiration  |
| Children in Year Four have a deep understanding of respect and how to show this in everyday situations. They know the consequences of showing disrespect and can empathise with others who are disrespected in stories or given scenarios. Children begin to understand how respect and disrespect is shown globally. They link this to current situations such as pollution, plastic in the ocean, global warming etc., and can articulate how we could be more respectful. | Children understand where Diversity fits into the Four Fundamental British Values and can explain why the U.K. Government believe Diversity to be so important. They do this by understanding Diversity as <b>'happily living alongside people with differences.'</b> Children in Year Four can articulate why it is OK to be whoever they want to be, providing they demonstrate Values. | Children are friendly and know how to play sensibly together in friendly ways. Children know how to politely stand up for themselves (without being rude) and what they want without hurting other people's feelings. | Children understand that lies can be harmful and so do not lie, even when they think that it is for a 'good' reason, like sticking up for their friends. Children know that liars usually get found out and have bigger consequences than telling the truth. Children can explain reasons why some people choose to lie and can give advice. | Children understand that good behaviour partly comes from self-discipline because children know that you have to <b>want</b> to be well-behaved. Children in Year Four want to behave because they know that good behaviour means in-school advantages and faster progress. Children support one another with 'peer-discipline' to help their individual self even more (teamwork makes us stronger)! | Children understand that trust is a two-way process and know it has to be equal between the two people; expectations need to match. They recognise the main signs of what distrust looks like. Children know that trust takes a long time to build and develop but far less time to break. Year Four know that sometimes doing the right thing might break trust between them and a friend. | Children are focused when co-operating and know how to be productive. They know how to split larger tasks to make them achievable and understand that when we co-operate, things are more productive. Year Four children don't give up when they work in a team. | Year Four children understand that everybody is different (linking to diversity) and that patience needs to be shown at these times, i.e. everybody has different strengths, abilities and personalities. Children know that getting annoyed with these is bad for their emotional wellbeing and that calmness and being relaxed is a better emotion. Year Four can explain the benefits of being patient. | Year Four trust themselves and understand what a "gut instinct" is. They have faith in themselves when showing self-belief. Year Four children know that some people might knock their self-belief but there are people in school to help, for example, Place2Be. Year Four know how to "Aspire" to "Believe" to then "Succeed" great things. | The idea of 'Karma' is introduced in Year Four and children understand this as 'how you act towards others influences how others act towards you' and 'treat others as you want to be treated.' In Year Four, children show Courtesy by being generous and helping others without thinking of a reward or treat. | Year Four children might see Aspiration as a test to see how badly they want something! This is because they know that Aspiration links to the Value of Patience. Year Four know the obstacles that might be in their way when being aspirational and how to overcome them (how to be resilient). |

| Character Education: Featherstone's Twenty-two Core Values: Year B   |  |  |   |   |  |   |   |  |  |  |
|--|--|--|---|---|--|---|---|--|--|--|
| Kindness   | Perseverance   | Courageous Advocacy  | Independence  | Responsibility  | Understanding  | Compromise  | Environmentalism  | Resilience   | Individuality  | Thoughtfulness   |
| Year Four show kindness automatically, <u>most</u> of the time. They don't need rewards and can explain how kindness makes <u>them</u> feel good! Where there is <u>occasional</u> unkindness, Year Four understand the mistake and take steps to improve it. Year Four children use kindness to ensure no-one is left out at playtime and lunchtime: they make it their mission to have no lonely children! | Year Four show perseverance by being dedicated and when things become more of a struggle, they remember why they started the task/activity in the first place. Year Four have high hopes when they try to achieve or reach their goals because they see 'challenge' as a good thing. | Year Four understand that 'Courageous Advocacy' involves protecting other people's rights as these people may not be able to protect themselves. Year Four can identify and explain at least one cause/issue about which they are passionate, and can explain why they are a 'Courageous Advocate' for this cause or issue. Year Four are therefore developing into 'Courageous Advocators' in out-of-school contexts. | Year Four understand Independence as, "Being in charge of yourself." Year Four know that in order to be independent, a good attitude is needed. They can manage their emotions when being independent and celebrate the accomplishment that their independence has brought. Year Four can take on a challenge independently, knowing that it comes in different forms i.e. a long time, focus, concentration; they manage distractions and stick at it! | Year Four know Responsibility as behaving properly, sensibly and honestly. Year Four understand that no-one is perfect but the Value of Responsibility can really improve lives. So, if they make an error, mistake or poor choice, Year Four can (1) accept responsibility; and (2) suggest an appropriate resolution to learn from the experience. Year Four take part in school life by doing duties and jobs. | Year Four know Understanding as: "I get you as a person." They use first impressions as an opportunity to get to know someone. Year Four show kindness, thoughtfulness and patience when trying to understand someone else's feelings or background. Therefore, Year Four go beyond Tolerance of "putting up" with a person or situation, and use the Value of Understanding to really "get" them. | Year Four understand Compromise as, "settling a dispute by finding something 'in between,' that might help make peace for both sides of a disagreement." Year Four do not hold a grudge if they don't get what they want. Instead, Year Four show they are willing to change or negotiate to make peace. Year Four know that, sometimes, they may need to tolerate the outcome. | Year Four's Environmentalism focus is: Reducing the waste of single-use plastic<br><br>Year Four's Environmentalist artist is Pamela Longobardi (Sculptor)<br><br>Art Medium: Sculpture or collage<br><br>Charity: Think Beyond Plastic or No 2 Plastic | Year Four show resilience by accepting when something does not go as planned or expected. They build their resilience levels by being self-aware of their strengths and weaknesses, which they then use to cope and recover quickly. Year Four also build strong, positive relationships with friends and peers, which contributes to their resilience and also their self-belief. | Year Four understand that 'Individuality' is the characteristics on their 'palette,' and this is their identity. Year Four add to their "Palette of Personality" by reflecting on if they're changing as they're growing up and listing the things that matter to them (linking to Courageous Advocacy). Year Four know that no-one can stop them from being who they are nor stop their unique individuality, as long as they demonstrate Values. | Year Four develop a deep understanding of selfishness; they understand what it might look like at home and school, and why some people might act selfishly. Year Four understand the consequences of acting selfishly. Year Four can list and explain how the Value of Thoughtfulness can remedy selfishness because they understand Thoughtfulness as being a mixture of Kindness, Caring and Friendliness. |

| The Fundamental British Values |                 |                    |   |
|--------------------------------|-----------------|--------------------|---|
| Democracy                      | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |

|  |                                   |                          |                  |
|--|-----------------------------------|--------------------------|------------------|
| <b>Equality and Diversity</b>                  |                                   |                          |                  |
| To understand why people choose to get married | To overcome language as a barrier | To be who you want to be | To ask questions |

|  |                                   |                          |                  |
|--|-----------------------------------|--------------------------|------------------|
| To understand why people choose to get married | To overcome language as a barrier | To be who you want to be | To ask questions |
|--|-----------------------------------|--------------------------|------------------|

|          | Relationship Education  |  |  | Health Education   |   |
|----------|---|--|--|--|---|
|          | Healthy Relationships   | Feelings and attitudes   | People who help me   | My body  | Keeping safe and looking after myself   |
| <b>4</b> | <p>What are the important relationships in my life now and how might these change?</p> <p>What is an online relationship? How similar is to a 'real' relationship? (Friend and family context).</p> <p>Do I have to be respectful online?</p> | <p>Can I believe everything that I see on the TV and internet about boys, girls, bodies and relationships?</p> | <p>Where can I find information about how to stay safe online?</p> <p>Where can I find information about my body and growing up?</p> | <p>Is my body normal? What is a normal body?</p> <p>Why do the media show so many pictures of 'perfect' celebrities?</p> <p>Should I look like this?</p> | <p>What are good hygiene habits as I grow up?</p> <p>What are periods? (Girls only).</p> <p>How can I manage my periods? (Girls only).</p> <p>What is cyber bullying?</p> <p>Can I say 'no' to people online?</p> |

## HMHB: Year Five

| Character Education: Featherstone's Twenty-two Core Values: Year A  |  |  |  |   |   |  |  |  |   |   |
|---|--|--|--|---|---|--|--|--|---|---|
| Respect   | Diversity  | Friendliness   | Honesty  | Self-discipline   | Trust   | Co-operation   | Patience   | Self-belief  | Courtesy  | Aspiration  |
| Children understand respect as, "A feeling of deep admiration for someone or something." Children in Year Five have a deep understanding of how to respect others in school and in society based on the definition. Year Five children are respectful of differences in religion, race or gender and celebrate these. They understand the consequences of disrespectful words and actions which includes bullying. They are beginning to challenge disrespect in and around school by modelling respect for younger children. Year Five children begin to understand that respect should be given in the online world and that our "digital footprint" is important and should be respectful. | Year Five children articulate their understanding of why the 2010 Equality Act was introduced in the UK and why its nine protected characteristics are important in UK society. They do this by <b>generating their own positive, accepting and Values-based definitions of Diversity and what it means for them and their lives.</b> Children politely challenge and report any non-Diverse comments and actions. | Children nearly always make friendly choices, mostly independently, so that they are good role models to others. Children are able to maturely and sensibly learn from any values-based mistakes that they make, so that the same mistake is not repeated. | Children are always honest about things that matter and tell the truth about these important matters first time. Children can describe a variety of ways to manage their pressures (i.e. peer pressure) in order to be honest. | Children are disciplined in their behaviour and make their own well-informed choices. They don't listen to people who might want to make negative choices because Year Five children have good self-discipline. Children in Year Five know that there are some bad influences and through self-discipline, can talk about and control them, alone or with others, building on their understanding of 'peer-discipline.' | The 'circle of trust' is something that Year Five children use to help them know who to trust, i.e. further out of the circle cannot be trusted as much as in the circle. Children can discuss how some online relationships cannot always be trusted, and why this is. | In Year Five, children build on their communication skills so that they can always work co-operatively with others. Children politely challenge disrespectful discussion or opinions they don't agree with (they challenge the opinion and <i>not</i> the person). Year Five children can lead others without being bossy. | Children in Year Five <b>appreciate</b> the Value of patience and understand that 'all good things come to those who wait.' They are able to show patience over longer periods of time, i.e. when completing a large project or test, they do not get frustrated or annoyed. If a child does show negative emotions, they are able to recover quickly with patience and other Values to be positive again. | Year Five know self-belief as "having confidence in their own abilities or judgements." Year Five try not to let others get their confidence down. They do this by understanding why others might want to de-motivate them. Year Five know the meaning of "kill them with kindness" if others are trying to knock their self-belief. | 'Karma' understanding is developed in Year Five and children know that 'what goes around could come back around.' They understand that by acting considerately leads to a positive community. Therefore, Year Five children show Courtesy by having a good, positive attitude towards others. | Year Five children focus on long-term aspiration and start to think about what studies they want to do when they are older. They also begin to think about their future jobs or careers. Year Five children can endure difficulties and delays calmly (they are resilient) because they understand Aspiration as a short- or long-term strong desire or aim. They know Aspiration can lead to satisfaction. |

| Character Education: Featherstone's Twenty-two Core Values: Year B   |  |  |   |   |  |   |   |   |   |   |
|--|--|--|---|---|--|---|---|---|---|---|
| Kindness   | Perseverance   | Courageous Advocacy  | Independence  | Responsibility  | Understanding  | Compromise  | Environmentalism  | Resilience  | Individuality   | Thoughtfulness  |
| Year Five's good nature means that the children 'radiate a positive aura.' They understand this aura to be the energy and vibes that they give off and so work to ensure their aura is pleasant and warm-hearted. They make comparisons to a 'negative aura,' and how/why this should be avoided. This means that Year Five are able to positively influence others. | Year Five show perseverance by accepting when something does not go as planned or expected. They ask themselves, "Why?" instead of focusing on blame. Then, they ask themselves, "How? – How did this turn out this way and how can I do better next time?" instead of thinking negatively. Year Five know how to positively resolve an issue instead of getting frustrated. | Year Five understand 'Courageous Advocacy' as 'the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard.' Year Five can list and explain their feelings and thoughts about injustice and compare that to the act of speaking out and taking action. Year Five make sensible suggestions on playing their part to tackle injustice. | Year Five can be independent, confidently and responsibly. For example, when they are offered help, Year Five know their own limits and will politely decline and not accept help for the sake of it. Therefore, Year Five understand the link between Independence and Perseverance. Year Five understand independence as, "Being capable of doing something by yourself." | Year Five behave properly to a high standard without hesitation. Even if they are provoked, Year Five are responsible so that they can control their actions. Year Five <u>want</u> to be responsible people. They can describe and explain how the Value of Responsibility makes life better, and younger children can follow their example. | Year Five can list and explain the similarities and differences between Tolerance and Understanding. They accept others and therefore go beyond Tolerance and show Understanding by: forming their opinion based on facts and evidence. They know that without facts and evidence, it could lead to prejudice. | Year Five communicate clearly when needing to Compromise and understand they may have to sacrifice something to avoid a conflict. Year Five understand Compromise as, "making considerate concessions during a negotiation." Year Five accept the outcome of a Compromise and know that, sometimes, they may need to tolerate things for the sake of peace. | Year Five's Environmentalism focus is: Animal conservation (hunting)<br><br>Year Five's Environmentalist artist is Marc Allante (Contemporary art)<br><br>Art Medium: Water Colours<br><br>Charity: WWF | Year Five show resilience by being flexible and adapting to changes or when things go wrong. They build strong mental health by acknowledging the emotion they're feeling and resisting the negative emotions with 5Rs: Rest, Relaxation, Replenishment and Release, to then Re-face the challenge. | Year Five know that their distinct Individuality is all of their emotions, likes, dislikes, family, friends, what matters to them and their Values; this is their identity on their 'palette.' Year Five can use different parts of their palette depending on who they are with, where they are and how they are feeling. They use the right part of their palette in everyday life to show their personality and perspectives in Values-based ways. | Year Five demonstrate Thoughtfulness by responding to certain situations and seeking to improve/better it, i.e. someone's birthday, an important event, when someone might need help, a celebration or when someone is going through something challenging. This is because Year Six understand Thoughtfulness as, "Being kind towards other people's needs or situations." |

#### The Fundamental British Values

|           |                 |                    |   |
|-----------|-----------------|--------------------|---|
| Democracy | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |
|-----------|-----------------|--------------------|---|

#### Equality and Diversity

|                                      |  |                        |                       |                                |
|--------------------------------------|--|------------------------|-----------------------|--------------------------------|
| To recognise when someone needs help | To accept people who are different from me | To learn from our past | To justify my actions | To appreciate artistic freedom |
|--------------------------------------|--|------------------------|-----------------------|--------------------------------|

| Stolen Lives – Lime Project  |  |  |
|--|--|--|
| Understand the term ‘identity’ and who we are as individuals   | Identify characteristics or traits that make us who we are   | Understand the idea that who we are is a choice, not predetermined                         |
| Understand that ‘resilience’ comes from having a strong sense of who you are and being able to make your own choices | Understand the terms ‘group’, ‘belonging’ and ‘influence’  | Understand that influence can be exerted upon us by groups or individuals                  |
| Distinguish between positive and negative influences and explain that both exist                                     | Understand the concept of ‘basic needs’ that drive our choices at any given time   | Understand some of the indicators of vulnerability   |
| Begin to understand how needs, choices and vulnerability are linked  | Understand that what we say and how we communicate could identify us to others   | Begin to understand the processes sometimes used to groom young people                     |
| Begin to understand the processes sometimes used to groom young people   | Improve understanding of principles such as British Values and Children’s Rights   | Understand that despite previous experiences, we all have the power make different choices |
| Develop a basic understanding of ideologies used by extreme groups (e.g. Isis and the Far Right)                     | Understand how pupils can keep themselves safe against negative influences   | Understand the importance of having trusted people to go to for help and support           |
| Display empathy  | Understand that, despite previous experiences, we all have the power make different choices  | Develop pupils’ sense of identity  |
| Provide an opportunity to reflect on the learning over the programme   | Enable pupils to demonstrate their understanding around different influences and how they can develop strategies to deal with these in their own and others’ lives |  |

|   | Relationship Education   |   |   | Health Education  |   |   |
|---|--|---|---|---|---|---|
|   | Healthy Relationships  | Feelings and attitudes  | People who help me  | My body   | Life cycles and Human Reproduction  | Keeping safe and looking after myself   |
| 5 | <p>Do you have to be married to have a baby?</p> <p>What can I do about family and friend break-ups?</p> <p>What is 'LGBTQ'?</p> | <p>Why are my feelings changing as I get older?</p> <p>How do I feel about growing up and changing?</p> <p>How can I cope with strong feelings?</p> <p>What kind of feelings come with puberty?</p> | <p>Where can I find information about my body and growing up? (Build on Year Four).</p> | <p>Why is my body changing?</p> <p>What is puberty? Does everyone go through it? At what age?</p> <p>What body changes do boys and girls go through at puberty?</p> <p>How will my body change as I get older?</p> <p>Why are some children growing quicker than others?</p> <p>How do girls and boys grow differently?</p> <p>If I am a late developer, will I catch up?</p> <p>How do hormones affect boys and girls differently?</p> | <p><b>Statutory:</b></p> <p>What is reproduction? (Science NC).</p> <p>What is the life cycle of a human? (Science NC).</p> <p>Where do babies come from? (Knowledge of male and female needed)</p> | <p>What are good hygiene habits as I grow up? (Build on Year Four).</p> <p>What are good and bad influences around me and how should I handle them? (Link to Stolen Lives).</p> <p>When is it good or bad to keep secrets? (Online context).</p> <p>What are good hygiene habits as I go through puberty? (Build on Year Four).</p> |



## HMHB: Year Six

| Character Education: Featherstone's Twenty-two Core Values: Year A  |  |   |   |  |   |   |  |  |   |  |
|---|--|---|---|--|---|---|--|--|---|--|
| Respect   | Diversity  | Friendliness  | Honesty   | Self-discipline  | Trust   | Co-operation  | Patience   | Self-belief  | Courtesy  | Aspiration   |
| Children understand respect as, "A feeling of deep admiration for someone or something based on their abilities, qualities or achievements." Children independently show respect in and around school and show an understanding of how to deal with "tricky" disrespectful situations respectfully. The Year Six children foster a deeper appreciation of respecting differences of race, religion and gender, articulating how these should be celebrated. Year Six children can give examples of how respect hasn't been shown in the past, including online, and how our opinions have now rightfully changed. The Year Six children provide an excellent role model for others. Building on work in Key Stage Two, children begin to develop an informed opinion on world issues and how respect has or has not been shown. | By the end of Key Stage Two, children <b>live by their own positive, accepting and Values-based definition of Diversity</b> . Year Six children are confident in promoting Diversity in school and wider life. They understand their rights, building on learning from Years Four and Five, and can use their History learning to comment on non-Diverse people and societies, and the consequences of these. Children understand the causes and effects of not living by the 2010 Equality Act and they can stand up to discrimination. | Children independently make friendly choices and are friendly without being asked. Children are friendly without needing any sort of reward or encouragement. Confident children will calmly challenge unfriendly behaviour or advise people on where to go and get help. | Children independently and automatically tell the truth. They have got to this stage by learning from past mistakes, when/if they were made. Children know about consequences and how, as they get older, lies and their consequences might get bigger. Children need little to no reminders about the importance of honesty. | Children have the self-discipline skills to make their own rules and decisions to live by in order to make positive contributions. Their rules complement the school values and help to make the school a better place. Children understand that hard, tough challenges are good and can explain why. Year Six use self-discipline to overcome things like their SATs. | Children know and understand the signs of distrust or someone who can't be trusted. They know the words 'instinct' and 'gut reaction' and learn to trust their feelings. Year Six understand the impact that distrust or breaking trust can have on people: physically, mentally and emotionally. | Year Six children can work co-operatively with anybody in the class and they can do this without being told. They understand the differences, benefits and drawbacks of co-operation and independence. If an argument does develop, Year Six know how to handle it positively, using other values if needed. Year Six can lead, encourage and motivate their team and younger children around school. (They influence other people positively). | Year Six know what or who makes them impatient but they are able to deal with this impatience by being responsible for their actions. They do not blame others for their actions because Year Six know that negative things do not last forever and patience can help – 'things get easier with time.' Year Six children are role models for patience without being told, i.e. when in the dinner queue, patience is shown at all times. | Year Six know how to Aspire, Believe and Succeed, but, maybe because of this, they are sometimes their own worst critics and too hard on themselves. However, Year Six know strategies to cope with this negativity, for example: "Don't let bad opinions become your reality." Year Six leave Featherstone having the self-belief ready for Year Seven. | Year Six children understand that they are role models in school and therefore, they show Courtesy by helping someone else understand their actions, especially if these actions haven't shown Values. Year Six can advise and suggest ways to show Courtesy to younger children and in difficult situations. | Year Six are ready for Year Seven because they know what their ambitions are, for school and life, and how to get them. Year Six are aspirational in their friendships and keep good company because they know that friendships can influence aspirations. Year Six know how to support one another's aspirations. |

| Character Education: Featherstone's Twenty-two Core Values: Year B   |   |   |   |  |  |  |   |   |   |  |
|--|---|---|---|--|--|--|---|---|---|--|
| Kindness   | Perseverance  | Courageous Advocacy   | Independence  | Responsibility   | Understanding  | Compromise   | Environmentalism  | Resilience  | Individuality   | Thoughtfulness   |
| Children are independently kind without being asked; kindness is natural and automatic to Year Six. For example: basic manners are a given, children clean up mess even when it's not theirs and rewards are not necessary. Overall, Year Six are considerate and pleasant to be around. | Year Six children are realistic. They accept that failure is a part of life. However, Year Six pick themselves up when they fail and try hard to support others during the challenging times of Year Six. They do this by reflecting on their mistakes and using their 'Inner Friend' rather than their 'Inner Critic.' | Year Six bravely and boldly support national and international causes, and are the champions for the people who cannot stand up for themselves or be heard. They don't hesitate in recognising where there is an issue of injustice; they know the signs and make suggestions on what to do. Where needed in school, Year Six take action to mediate. When acting as a mediator, Year Six are patient, peaceful and calm. | Year Six understand how Independence is a useful value in and out of school; they base this on a shared, whole-class-made definition. Yet, Year Six recognise the right time to start decreasing their independence to independently seek help but without the teacher. Year Six know when to switch from Independence to Co-operation and can justify why. | Year Six know what 'accountability' means. They know who they are accountable to; for example, grown ups, family, friends, themselves and the wider community. Year Six use the Value of Responsibility to be accountable, with maturity and a sense of ownership. | Year Six can make thoughtful and insightful comparisons between Tolerance and Understanding. They know that Understanding involves being empathetic and forgiving, and can explain why Tolerance should be the very bare minimum demonstrated towards others. But, Year Six go above and beyond and show Understanding to all. | Year Six understand Compromise as, "making considerate concessions during a negotiation." Year Six know that making a sacrifice is not a weakness when they have to settle a dispute with someone else. When needed, Year Six can offer more than one idea to Compromise and can recognise Compromise in the wider community (i.e. strikes). | Year Six's Environmentalism focus is: Fossil fuels (non-renewable energy sources), such as coal, gas and petrol<br><br>Year Six's Environmentalist artist is Jill Pelto (Landscape art)<br><br>Art Medium: Water Colours<br><br>Charity: Fossil Free UK | Year Six children are realistic. They accept that failure is a part of life. Year Six understand the word "optimism," which helps them to adapt towards finding a solution, by keeping their stamina up. Therefore, Year Six know that mistakes can be overcome by high levels of resilience. | Year Six explain how their distinct Individuality is all of their emotions, likes, dislikes, family, talents, friends, what matters to them and their Values; this is their identity on their palette. Year Six understand how their "Palette of Personality" can help solve dilemmas. They use their palette to imagine outcomes of events and choose the best Values-based outcome for the situation. Year Six know that being original is not a criticism and they do not have to "stay in the shadows" and hide their individuality. Year Six take criticism to strengthen their palette as they know that we all have flaws we have to improve on. | Year Six demonstrate Thoughtfulness by pre-empting certain situations and seeking to improve/better it, i.e. someone's birthday, an important event, when someone might need help, a celebration or when someone is going through something challenging. This is because Year Six understand Thoughtfulness as, "Being actively considerate towards other people and their situation." |

| The Fundamental British Values |                 |                    |   |
|--------------------------------|-----------------|--------------------|---|
| Democracy                      | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |

| Equality and Diversity |                                   |                                    |   |                         |
|------------------------|-----------------------------------|------------------------------------|---|-------------------------|
| To promote diversity   | To challenge the causes of racism | To stand up against discrimination | To consider how my body changes as I grow | To recognise my freedom |

| Stolen Lives – Lime Project   |  |  |
|---|--|--|
| Understand the key things that make me who I am                                     | Talk about my hopes and fears for the year ahead   | Understand that circumstances might cause me to behave in ways I usually might not |
| Explain how different pressures might affect how people feel and behave             | I can explain how different pressures might affect how people feel and behave                            | Empathise with different viewpoints and perspectives                               |
| Understand that I have a responsibility to act positively online                    | Know agencies exist to protect me, particularly when I am online.  | Understand what a growth mindset is and how it helps me to learn difficult things  |
| Use growth mindset phrases to help me to overcome obstacles and enjoy learning      | Realise that not achieving a challenging goal is part of learning and should not change how I see myself | Put myself in the place of others and understand their points of view              |
| Reflect on situations to come up with good advice for myself                        | Make positive changes in my life   | Know that life is all about challenge and this does not worry me                   |
| I'm optimistic about the future and the possibilities it can bring                  | Know what I need to do to set myself up for success at secondary school                                  | Have a plan to achieve success at secondary school                                 |
| Prepare to take responsibility for my own successful transition to secondary school |  |  |

|   | Relationship Education   |                        |                    | Health Education |                                    |                                       |
|---|--|------------------------|--------------------|------------------|------------------------------------|---------------------------------------|
|   | Healthy Relationships  | Feelings and attitudes | People who help me | My body          | Life cycles and Human Reproduction | Keeping safe and looking after myself |
| 6 | <b>Statutory</b><br>What are the important relationships in my life now and how might these change? (Transition focus: friendships and teachers).<br>How should I act in a relationship? |                        |                    |                  |                                    |                                       |

## History



History offers learners a wealth of opportunities to progress in their world understanding and not least from a historical stance. History inspires curiosity which allows children to gain perspective from the judgements that they make – judgments made from primary and secondary historical evidence and sources. Through the study of History across the world and different time periods, children

gain a sense of personal and national identity and can see the issues that are still troubling the world today whilst avoiding an anachronistic stance on these issues.

History objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of History results in Featherstone children being equipped with:

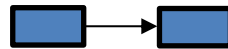
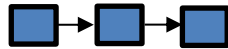
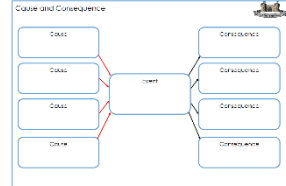
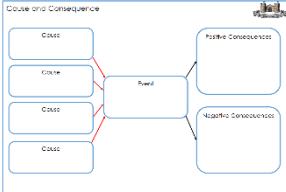
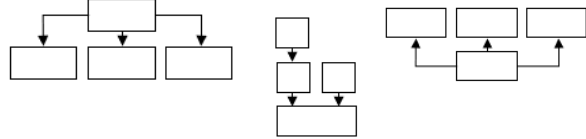
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|---------------|---|
| Knowledge     | of chronology<br>of significant individuals<br>of locational history<br>of changes in Britain from the Stone Age to the Iron Age<br>of the Roman Empire and its impact on Britain<br>of Britain's settlement by Anglo-Saxons and Scots<br>of the Viking and Anglo-Saxon struggle for England<br>of an aspect or theme of British History beyond 1066<br>of the achievements of the earliest civilizations<br>of Ancient Greece<br>of a non-European society that contrasts with British History |
| Skills        | Empathy<br>Anachronistic<br>Cause and effect<br>Change and continuity<br>Written communication  |
| Understanding | Critical thinking, including: <ul style="list-style-type: none"> <li>• enquiry</li> <li>• judgement</li> <li>• evaluation</li> <li>• analysis</li> <li>• interpretation</li> <li>• making connections and contrasts</li> </ul>  |



**Intent:** History offers learners a wealth of opportunities to progress in their world understanding and not least from a historical stance. History inspires curiosity which allows children to gain perspective from the judgements that they make – judgments made from primary and secondary historical evidence and sources. Through the study of key Historical concepts across the world and through different time periods, children gain a sense of personal and national identity and can see the issues that are still troubling the world today, whilst being encouraged to avoid an anachronistic stance on these issues.

|   |                                  | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6                                    |
|---|----------------------------------|--|---|--|---|--|---|
| Content Knowledge and Historical Concepts | Exploration, Invasion and Empire |  |   | ✓<br>The Roman Empire and its impact on Britain    | ✓<br>Viking and Anglo-Saxon struggle for the kingdom  | ✓<br>Beyond 1066: World War One<br>The Mayans                  |   |
|   | Settlers                         |  |   | ✓<br>Changes in Britain from Stone Age to Iron Age | ✓<br>Britain's Settlement from Anglo-Saxons and Scots |  |   |
|   | Rebellion and Revolution         |  |   |  | ✓<br>Viking and Anglo-Saxon struggle for the kingdom  |  | ✓<br>Dictatorships                        |
|   | Power of the People              |  | ✓<br>Significant individuals who have contributed to achievements | ✓<br>Ancient Egypt                                 |   |  | ✓<br>Dictatorships<br>Black History Month |
|   | Change and Advancement           | ✓<br>Changes within living memory<br>Events, people and places in own locality | ✓<br>Events beyond living memory (Bonfire Night)                  | ✓<br>All History Units                             | ✓<br>All History Units                                | ✓<br>All History Units specifically Beyond 1066 The Victorians | ✓<br>All History Units                    |
|   | Legacy                           |  | ✓<br>Significant individuals who have contributed to achievements | ✓<br>All History Units                             | ✓<br>All History Units specifically Ancient Greece    | ✓<br>All History Units   | ✓<br>All History Units                    |

|  |                              |  |  |  |  |   |  |
|--|------------------------------|--|--|--|--|---|--|
|  | <b>Heritage and Locality</b> |  | <p>Bonfire Night link: Coughton Court (where Robert Catesby conceived the gunpowder plot)</p> <p>Ashby Manor House, Rugby (which was the home of the Catesby family)</p> | <p>Ancient Egypt: Egyptian mummies were buried near Barnsley nearly 2,000 years ago.</p> <p>Stone Age-Iron Age: - One of Birmingham's oldest man-made objects was found lying on the surface of a garden in Court Lane, Erdington. It is now exhibited in the Birmingham Museum &amp; Art Gallery.</p> <p>Hill Forts—Midlands</p> <p>Roman Empire: Roman military fort at Metchley</p> <p>In 1978 building workers at Coleshill found the remains of a Roman temple.</p> | <p>Ancient Greece: The British Museum shows the Parthenon sculptures</p> <p>Saxons, Scots &amp; Vikings: Erdington was an Anglian settlement</p> | <p>Local History Study: Aston Union Workhouse</p> <p>WW1: St. Barnabus Church Graveyard – service burials</p> | <p>Dictatorships: Hitler/WW2 – Erdington was the first suburb in Birmingham to be bombed in World War II</p> <p>Birmingham Blitz</p> |
|--|------------------------------|--|--|--|--|---|--|

|                                   |   | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
|-----------------------------------|---|---|--|--|--|--|---|
| Skills: The Historical Narratives | <b>Chronology: making connections, contrasts and trends</b> | Sequence events and photographs from own life<br>Talk about memories of key events in their life<br>Sequence artefacts from very different time periods                         | Use basic timelines (i.e. when the period was)<br>Use key dates<br>Sequence artefacts from similar time periods<br>Match objects to people of different ages   | Be introduced to BC and AD<br>Sequence events/artefacts on the timeline of the era being studied<br>Make chronological links, using language associated with the passing of time, between the era being studied and previous eras                    | Understand BC and AD, using precise dates confidently and routinely including on a timeline<br>Make chronological links across a number of time periods and have a working knowledge of broad developments over time | Understand BC and AD, using precise dates to demonstrate secure understanding of where the era being studied sits within wider world history<br>Have a secure knowledge of historical developments over time   | Fully understand BC and AD, knowing how to approximate time that crosses the Year 0<br>Recall and map out the chronology of eras studied to fully appreciate historical narratives and developments over time       |
|                                   | <b>Similarity, difference and significance</b>              | Know the difference between past and present times  | Identify differences between ways of life at different times   | Study the everyday lives of people in the era and compare with modern life   | Study the everyday lives of people in the era and know why key events within the era might be more significant to some but not others  | Study different aspects of different people within the time period<br>Compare life in early and late time period studied (i.e. life when Queen Victoria ascended the throne compared to her death)<br>Compare life in different periods  | Study the beliefs, behaviour, attitudes and characteristics of people, recognising that not everyone shares the same views and opinions (link this to Historical Enquiry)<br>Compare the above in different periods |
|                                   | <b>Causes, events and consequences</b>                      | Explain why people did things and what happened because of it<br>(1 event = 1 consequence)<br> | Explain why people did things and what happened as a result, giving reasons<br>(1 cause, 1 event, 1 consequence)<br> | With support, identify causes for events (including people’s actions)<br>Understand the motives of people in history<br>Explain the consequences of an event<br> | Independently identify causes for events<br>Explain the positive and negative consequences of an event<br>                       | <i>In a range of micro and macro contexts:</i><br>Examine the causes and consequences of events<br>Recognise that causes, events and consequences are not always linear<br>Recognise that one cause might lead to many events, or consequences, or vice versa<br> |   |

|                              |                                  |   |  |   |   |   |   |
|------------------------------|----------------------------------|---|--|---|---|---|---|
| Skills: Working with Sources | <b>Historical Interpretation</b> | Give basic opinions about a past event  | Give basic interpretation of a past event, justified by talking about simple sources such as pictures, photos or what they have read/seen in lessons   | With support, understand primary and secondary sources<br>Look at the evidence available and form own conclusion based on it<br>With support, begin to evaluate how useful a source is, with a focus on the 5Ws below   | Understand primary and secondary sources<br>Compare different versions of the same event<br>Explain why the past is represented in different ways (i.e. Why an Ancient Briton might be angry about a Roman soldier but a Roman General would not)<br>Study and evaluate multiple sources with a focus on the 5Ws below  | Compare, contrast and evaluate sources with a focus on the 5Ws below<br>Offer some reasons for different versions of events, understanding that the past can be interpreted in different ways   | Recognise primary and secondary sources<br>Compare and contrast sources and determine how conclusions were arrived at<br>Consider ways of checking the accuracy of interpretations<br>Understand how different evidence will lead to different conclusions  |
|                              | <b>Historical Enquiry</b>        | Answer simple questions about the past<br>Know that there are objects and buildings from the past for us to still see | Answer questions about the past by handling a source and using simple observations: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> </ul> | Use a range of sources to find out about, and question, a time period: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motive</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary?</li> </ul> | Use a range of sources to find out about, and question, a time period: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motive</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary, with a knowledge of the historical events happening at the time</li> </ul> | Use a range of sources to know that not all answers from the past are available to us, and why: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motive and biases</li> <li>What: The source's message</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary, with a knowledge of the historical events happening at the time</li> </ul> | Suggest evidence / omissions of the historical record and the means of finding out<br>Collate knowledge from a range of sources in a fluent account: <ul style="list-style-type: none"> <li>Who: Author/Painter/ Sculptor and their motives, biases and points of view</li> <li>What: The source's message (implicit and explicit)</li> <li>Why: The purpose and audience</li> <li>When/Where: Primary or secondary, with a knowledge of the wider historical events</li> </ul> |



## Languages



There are over fifty languages that are spoken at Featherstone Primary School. We know that by sharing and celebrating these diverse languages, children (regardless of their cultural background) children will never feel isolated; in fact, they will feel part of a wider school community where there is an opening to many other cultures around them,

deepening world understanding.

We teach Spanish at Featherstone Primary and this Languages teaching and learning fosters further curiosity of Languages and provides children with a solid foundation for studying further Languages at KS3.

Languages objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Languages results in Featherstone children being equipped with:

|               |   |
|---------------|---|
| Knowledge     | of vocabulary<br>of pronunciation and intonation<br>of grammatical structures<br>of stories, songs, poems and rhyme   |
| Skills        | Expression of ideas and thoughts<br>Communication – speaking and listening<br>Working with others to gain insight and give/receive feedback<br>Improving own learning – acting upon advice and feedback<br>Application (Reading, Writing, Speaking and Listening) |
| Understanding | Understanding of Spanish leading to responses in speech and writing   |



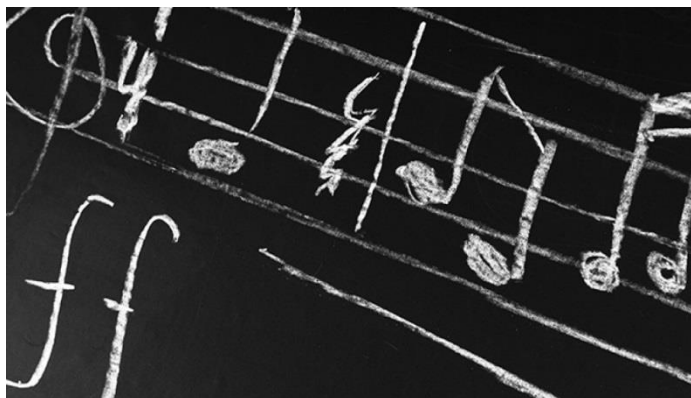
|  |                             | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
|--|-----------------------------|---|--|--|---|--|--|
| Content Knowledge: Speak about, listen to, read about and write about... | Greetings and Introductions | Simple greetings, i.e. hello and goodbye  | Build on simple greetings, i.e. Nice to see you; Long time no see  | Ask and answer questions relating to mood i.e. How are you? / I am well...                   | Recap Years 1 – 3<br>Answers to questions to be more varied, i.e. I am alright / I am ok / Are you?                                 | No additional content knowledge. Recap if required to ensure learning is not lost                          |  |
|  | About Me                    | Make simple statements about name and age   | Ask short closed questions about another person's name and age<br>Answer questions with simple statements about name and age | Key Stage 1 recap<br>Speak about likes and dislikes relating to hobbies and interests        | Express preferences in relation to hobbies and interests  | Describe own appearance in full sentences  | Write a descriptive passage about themselves drawing upon Years 1 – 5 content knowledge        |
|  | My Family                   | Name immediate, closest family, i.e. Mom, Dad, Brother, Sister, Nan & Grandad     | Name closest immediate family in a simple sentence i.e. This is my Mom.  | Name closest immediate family in a more complex sentence i.e. My Mom is called and she is... | Describe activities that are done with family members i.e. I go shopping with my Dad... (Present tense)                             | Describe activities that are done with family members i.e. I went swimming with my brother... (Past tense) | No additional content knowledge. Recap if required to ensure learning is not lost              |
|  | Colours                     | State names of colours, i.e. red, blue, orange, green, white, purple, black, etc. | State names of colours within a simple sentence i.e. The colour is blue.   | Describe the process of mixing colours in a sentence i.e. White and black make grey...       | State names of plural colours within a simple contextualised sentence i.e. The rabbit is white and black...The boat is red and blue | State names of colours within a longer sentence i.e. My favourite colour is but I don't like the colour... | Write a descriptive passage including a variety of colours, linking to other content knowledge |
|  | Numbers                     | Recite 1 to 10  | Recite 1 to 20   | Recite 1 to 30   | Recite 1 to 50  | Recite 1 to 100  | Recap 1 – 100<br>Count in steps of 100s to 1,000   |

|  |                       |  |  |  |   |   |   |
|--|-----------------------|--|--|--|---|---|---|
|  | <b>Time</b>           | Days of the week<br>Seasons  | Today is...<br>Yesterday was...<br>Tomorrow is...            | Key Stage 1 recap<br>Months of the year<br>Next month is...<br>Last month was... | Today's date is, i.e.<br>Monday 5 <sup>th</sup> September                         | O'clock<br>Half past<br>Quarter past<br>Quarter to                                | No additional content knowledge. Recap if required to ensure learning is not lost |
|  | <b>Food</b>           | State names of food types  | I like...I dislike... relating to food                       | Ordering from a menu: Starters and mains   | Ordering from a menu: Starters, mains and side dishes                             | Ordering from a menu: Starters, mains, side dishes and drinks                     | Ordering from a menu: Starters, mains, side dishes, desserts and drinks           |
|  | <b>Transport</b>      | Name basic transport, i.e. car, bike, plane, boat.                 | Name more transport i.e. helicopter, submarine, lorry, ship. | Describe transport in simple sentences, linking to 'Colour' content knowledge    | Compare transport in full sentences using superlative adjectives (i.e. fastest)   | Compare transport in full sentences using comparative adjectives (i.e. slower)    | Recap if required to ensure learning is not lost                                  |
|  | <b>The Weather</b>    | Name basic features of weather, i.e. sun, rain, cloud, wind, snow. | Describe weather within a simple sentence i.e. It is sunny.  | Give a simple weather forecast linking to Y2 and Y3 'Time' content knowledge     | Give more detailed weather forecast linking to Y3 and Y4 'Time' content knowledge | No additional content knowledge. Recap if required to ensure learning is not lost |   |
|  | <b>Animals</b>        | State names of animals   | Giving simple descriptions about animals                     | Ask and answer questions about pets  | Compare animals in full sentences using superlative adjectives (i.e. biggest)     | Compare animals in full sentences using comparative adjectives (i.e. smaller)     | No additional content knowledge. Recap if required to ensure learning is not lost |
|  | <b>Daily Routines</b> | Content knowledge not introduced at Key Stage One                  |  | Name moments of daily routine i.e. Wake up, Brush Teeth, etc.                    | Use adverbials of time i.e. then, next, after, later, before I...                 | Describe daily routine linking to 'Time' content knowledge                        | Write a short diary entry on their day  |

|  |   |  |  |   |  |   |   |   |
|--|---|--|--|---|--|---|---|---|
| Skill Application: The Modalities of Languages | Content knowledge, stories, songs, poems and rhymes | <b>Speaking</b>                              | Children participate in lots of verbal and practical exercises. They sing Spanish songs and take part in rhymes, roleplay and games. |   | Children begin to know Spanish vowel sounds ('Las Vocales) and use this to help them with their pronunciation:<br><ul style="list-style-type: none"> <li>• a as in hat</li> <li>• e as in pet</li> <li>• i as in feet</li> <li>• o as in clock</li> <li>• u as in noodle</li> </ul> Children can recite some key well-rehearsed Spanish phrases from memory. | Children use Spanish vowel sounds ('Las Vocales) to help them with their pronunciation:<br><ul style="list-style-type: none"> <li>• a as in hat</li> <li>• e as in pet</li> <li>• i as in feet</li> <li>• o as in clock</li> <li>• u as in noodle</li> </ul> Children can recite a growing range Spanish phrases from memory. | Children can confidently converse in short conversations with their teacher and peers focused on the content knowledge unit being studied. Pronunciation and intonation is mostly accurate. | Children begin to combine 2+ content knowledge units when conversing with their teacher and peers (i.e. About Me + School and Careers to hold a short conversation about themselves. Or, Time + Daily Routines to briefly but clearly describe their day). Pronunciation and intonation is mostly accurate. |
|  |   | <b>Listening: With their aural skills...</b> | In a closed context, children can recognise the Spanish words that they are studying.  | Children can recognise the Spanish phrases that they are studying.  | Children can recognise key words within the phrases and sentences they are studying.   | Children can recognise the phrases and sentences they are studying.   | Children can select and identify the phrases and sentences they are studying from a wider passage.  |   |
|  |   | <b>Reading (incl. Reading aloud)</b>         | With support, children can recognise and read the initial sounds of very simple Spanish words.                                       | With growing independence, children can read the initial sounds of simple Spanish words.  | Children can identify key words within the phrases and sentences they are studying.  | Children can read the phrases and sentences they are studying.  | From authentic texts, children can read the phrases and sentences they are studying from a wider passage. Children begin to decode simple, unknown words (pronunciation and meaning).       |   |
|  |   | <b>Writing</b>                               | Modality not introduced in Year One.   | Some simple written work such as colour by number sheets, matching activities, multiple choice activities and drawing pictures. | Children label key Spanish words. Children begin to write in some simple sentences in the Summer term.   | Children begin to write in longer and fuller sentences.   | Children write in full sentences and begin to write short paragraphs in the Summer term.  | Children write in full sentences and longer paragraphs.   |

| Number of Lessons/Sessions Guide |                             |  |        |        |        |        |        |
|----------------------------------|-----------------------------|--|--------|--------|--------|--------|--------|
|                                  |                             | Year 1   | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Content Knowledge                | Greetings and Introductions | 5  | 5      | 3      | 4      |        |        |
|                                  | About Me                    | 5  | 4      | 4      | 4      | 5      | 7      |
|                                  | My Family                   | 5  | 4      | 4      | 4      | 4      |        |
|                                  | Colours                     | 4  | 3      | 3      | 3      | 4      | 7      |
|                                  | Numbers                     | No discrete lesson time for numbers – best practice would be to have a few minutes of number work in every lesson, either as a starter or plenary. All year groups have ‘spare’ lessons though and the option is there to have some lessons on numbers if appropriate. |        |        |        |        |        |
|                                  | Time                        | 4  | 4      | 3      | 4      | 6      |        |
|                                  | Food                        | 4  | 4      | 4      | 4      | 5      | 7      |
|                                  | Transport                   | 3  | 4      | 3      | 4      | 4      |        |
|                                  | The Weather                 | 3  | 4      | 4      | 4      |        |        |
|                                  | Animals                     | 3  | 4      | 4      | 3      | 4      |        |
|                                  | Daily Routines              |  |        | 4      | 3      | 4      | 7      |

## Music



With over fifty languages, cultures and communities at Featherstone Primary School, we recognise how music is a universal language and can bind and bring our school community together by having a Music Curriculum that inspires our children to develop a love of, and talent for, music. We teach singing

across all Key Stages as well as teaching children how to play both tuned and untuned instruments, encouraging creativity and confidence in performing along the way.

Music objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Music results in Featherstone children being equipped with:


|               |   |
|---------------|---|
| Knowledge     | of music: pitch, duration, dynamics, tempo, timbre, texture, structure and notations<br>of a history of music and its traditions  |
| Skills        | Perform: independently and co-operatively, communicating ideas through performances<br>Listen<br>Review<br>Working with others to gain insight and give/receive feedback<br>Improving own learning – acting upon advice and feedback<br>Create: experiment, improvise and compose |
| Understanding | Critical thinking, including: <ul style="list-style-type: none"> <li>• appreciation of music</li> <li>• appraisal of music</li> </ul>   |

































**Intent:** With over fifty languages, cultures and communities at Featherstone Primary School, we recognise how music is a universal language and can bind and bring our school community together by having a Music Curriculum that inspires our children to develop a love of, and talent for, Music. We teach singing across all Key Stages as well as teaching children how to play both tuned and untuned instruments, encouraging creativity and confidence in performing along the way.


|                          |  | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|--------------------------|--|---|--|--|---|---|---|
| <b>Content Knowledge</b> |  | Range of familiar songs, rhymes and chants  | African Music<br>Songs from History  | Samba<br>Indian Music  | Jazz<br>Pop   | Music from Movies<br>Wartime Music  | Black musicians<br>Classical Music  |
| <b>Skills</b>            | <b>Singing</b>                                     | Use voices expressively and creatively by singing songs and speaking chants and rhymes, with a focus on: confidence, knowing when to take a breath and showing an awareness of other performers   | Use voices expressively and creatively by singing songs and speaking chants and rhymes with a focus on: pitch, rhythm and dynamics   | Sing with control over breathing, mouth shapes, posture and sound projection so that pitch and rhythm are very effective   | Identify melodic phrases to sing in a round in at least two parts and know how it'll fit together   | Sing songs in-tune with an awareness of the parts that make up the whole of the song (i.e. verse, chorus and bridge with emphasis, volume, build-up)<br>Sing songs as a class, in groups and if appropriate, alone  | Use voices with accuracy, fluency, control and expression<br>Begin to have an awareness of voice improvisation (i.e. link to artists' covers of songs)  |
|                          | <b>Composing</b>                                   | Play untuned instruments musically, with a basic understanding of beat and rhythm<br>Verbally identify when/if a beat or rhythm has gone wrong and explain how (i.e. it is too fast)<br>Understand volume as 'loud and quiet sounds' and experiment with volume using bodies and untuned instruments<br>Follow basic pictures to show a volume (i.e. shark for loud; fish for quiet). | Play tuned instruments musically, with a growing understanding of pitch, rhythm and texture<br>Recap volume and understand its musical terminology of 'dynamics'<br>Experiment with, create, select and combine sounds using the inter-related dimensions of music (dynamics, pitch, rhythm and texture)<br>Follow basic pictures to hold a steady rhythm, (i.e. triangle = 1 beat, square = 2 beat) | Compose music for a range of purposes using the inter-related dimensions of music, embedding understanding of dynamics, pitch, rhythm and texture<br>Know that musicians use the staff to read music<br>Introduce Quaver – ½ Beat (coffee)<br>Crotchet - 1 Beat (tea)  | Master understanding and use of pitch, rhythm and texture<br>Compose music for a range of purposes using the inter-related dimensions of music, with a focus on duration<br>Understand staff and musical notations, knowing that the notes show different pitch and duration<br>Master Quaver – ½ Beat (coffee)<br>Crotchet - 1 Beat (tea)  | Master understanding and use of duration<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on timbre<br>Understand staff and musical notations, knowing that the notes show different pitch and duration (quaver ½ beat, crotchet 1 beat, minim 2 beat, semibreve 4 beat)  | Master understanding and use of timbre and tempo.<br>Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on tempo (how the speed builds up a mood)<br>Use and fully understand staff and musical notations                                  |
|                          | <b>Appraising</b>                                  | Listen to a range of high-quality live and recorded music, and talk about likes, dislikes and which types of sounds they can hear (i.e. loud, soft, fast, slow)   | Listen with concentration and understanding to a range of high-quality live and recorded music, and make evaluations based on their opinions and Y2 musical elements (dynamics, pitch, rhythm and texture)   | Listen to music and identify, recall and discuss sounds, focusing on the pitch, rhythm and texture<br>Appreciate a wide range of high-quality music drawn from Samba and Indian traditions, and from composers and musicians as listed in the 'Featherstone Dictionary'<br>Develop an understanding of the history of Samba and Indian music | Listen to music and identify, recall and discuss sounds and types of instrument, focusing on the duration<br>Appreciate a wide range of high-quality music drawn from Jazz and Pop traditions, and from composers and musicians as listed in the 'Featherstone Dictionary'<br>Develop an understanding of the history of Jazz and Pop music | Listen to music and identify, recall and discuss sounds and types of instrument, focusing on timbre<br>Discuss how the mood of the music is made and how it makes them feel<br>Appreciate a wide range of high-quality music drawn from the Movies and Wartime Music, and from composers and musicians as listed in the 'Featherstone Dictionary'<br>Develop an understanding of the history of Music from Movies and Wartime Music | Listen with attention to detail and recall sounds with increasing aural memory<br>Appreciate a wide range of high-quality music drawn from black and classical musicians as listed in the 'Featherstone Dictionary'<br>Develop an understanding of the history of Classical Music and Black Musicians |
|                          | <b>Performance (Singing and Using Instruments)</b> | In music lessons, know why it is important to stand up straight and face the audience when performing in groups of 15   | In music lessons, perform in front of the class in a smaller group of 6 – 8  | Confidently play and perform in ensemble contexts of different sizes (i.e. whole class and small groups)   | Perform as a quartet, understanding that each member has to have a specific role in order to be successful  | Combine singing and musical instruments in a controlled, rehearsed performance<br>Perform with an awareness of different parts (i.e. harmonies)   | Present performances effectively with an excellent awareness of audience, venue and occasion, applying all KS2 music elements   |
|                          | <b>Evaluating</b>                                  | Say what they like and dislike about a performance  | Evaluate classmates' performances focusing on use of pitch, rhythm and texture<br>Basic justifications   | Evaluate classmates' performances focusing on confident use of pitch, rhythm and texture<br>Clear justifications, understanding that opinions might differ   | Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture and duration<br>Clear justifications based on if the piece has met its purpose and why  | Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture, duration and timbre<br>Clear justifications based on different parts of the piece (i.e. instrument, bridge, etc.) and their purpose  | Evaluate classmates' performances focusing on all KS2 music elements<br>Clear justifications based on if the piece matches the intended mood and purpose, or not, and why   |

## Featherstone Music Dictionary - Additional Planning and Subject Knowledge Guidance

| Element                                 | Definition  | Y1  | Y2  | Y3   | Y4   | Y5   | Y6   |
|---|---|---|---|--|--|--|--|
| Beat                                    | Continuous pulse  | Heartbeat<br><i>Compose</i><br><i>Appraise</i>  | Steady Beat   | Steady Beat  | Continuous beat  | A basic unit of time marking out the speed at which the music is played.   | A basic unit of time marking out the speed at which the music is played.   |
| Rhythm                                  | Length of notes/ Group of notes to fit over a steady beat | Fast/ Slow<br><i>Compose</i><br><i>Appraise</i> | Fast/ Slow<br><i>Compose</i><br><i>Appraise</i>   | Sequence of a pattern of sounds<br><i>Compose</i><br><i>Appraise</i>   | Sequence of a pattern of sounds<br><i>Compose</i><br><i>Appraise</i>   | ½ Beat = Quaver<br>1 Beat = Crotchet<br>2 Beat = Minim<br>4 Beat = Semibreve   | ½ Beat = Quaver<br>1 Beat = Crotchet<br>2 Beat = Minim<br>4 Beat = Semibreve   |
| Dynamics                                | Volume  | Loud/ Quiet                                     | Loud/ Quiet – Know the volume as “Dynamics”<br><i>Compose</i><br><i>Appraise</i>  | Know the volume as “Dynamics”<br><i>Compose</i><br><i>Appraise</i><br><br>Forte = Loud<br>Piano = Quiet<br><br>Crescendo = Getting louder<br>Decrescendo = Getting quieter | Musical Dynamics – Recognise the musical symbol<br><br><i>Compose</i><br><i>Appraise</i><br>Forte = Loud<br>Piano = Quiet<br><br>Crescendo = Getting louder<br>Decrescendo = Getting quieter | Musical Dynamics – Recognise the musical symbol<br><br><i>Compose</i><br><i>Appraise</i><br>Forte = Loud<br>Piano = Quiet<br><br>Crescendo = Getting louder<br>Decrescendo = Getting quieter | Musical Dynamics – Know the Musical terminology and symbols<br><br>very soft (pianissimo) ( <i>pp</i> )<br>soft (piano) ( <i>p</i> )<br>moderately soft (mezzo-piano) ( <i>mp</i> )<br>moderately loud (mezzo-forte) ( <i>mf</i> )<br>loud (forte) ( <i>f</i> )<br>very loud (fortissimo) ( <i>fff</i> ) |
| Pitch                                   | How high or low the note                                  |   | Identify whether a note is high or low<br><i>Compose</i><br><i>Appraise</i>   | <i>Compose</i><br><i>Appraise</i><br>   |  |  |  |
| Texture<br><br>(Thin and thick texture) | How tempo, harmonies and melodies link together.          |   | Introduce: ‘thin texture,’ where the listener can hear only one instrument, i.e. only a drum is being played or one person is singing alone.<br>Introduce: ‘thick texture,’ multiple instruments, i.e. a full orchestra.<br><i>Compose</i><br><i>Appraise</i> | In Y4, children understand that texture can change throughout one piece of music. I.E. It begins as a thin texture and builds to thick, then back down.                    | Children build on understanding of ‘thick texture’ as not just multiple instruments but more than one voice singing different harmonies and instruments playing different tempos.            | Y6 children use their understanding of thin and thick texture to link to the purpose within a piece of music i.e. the texture is thick because it is a dramatic part of the song/piece.      |  |
| Duration                                | Length of note/ phrase                                    |   |   | ½ Beat = Quaver (coffee)<br>1 Beat = Crotchet (tea)  | <i>Compose</i><br><i>Appraise</i><br>½ Beat = Quaver (coffee)<br>1 Beat = Crotchet (tea)   | <i>Compose</i><br><i>Appraise</i><br>½ Beat = Quaver<br>1 Beat = Crotchet<br>2 Beat = Minim<br>4 Beat = Semibreve  | <i>Compose</i><br><i>Appraise</i><br>½ Beat = Quaver<br>1 Beat = Crotchet<br>2 Beat = Minim<br>4 Beat = Semibreve  |
| Timbre                                  | The tone of the sound                                     |   |   |  |  | <i>Compose</i><br><i>Appraise</i>  | <i>Compose</i><br><i>Appraise</i>  |
| Tempo                                   | The speed the music is played                             |   |   |  |  |  | <i>Compose</i><br><i>Appraise</i><br>Largo = Very slow/ solemn<br>Adagio = Slow<br>Adante = moderate walking speed<br>Moderato = Moderate speed<br>Allegro = Fast<br>Presto = Very fast  |



| Musical notations | A visual representation of Music in symbols | <u>Non-Statutory</u>   | <u>Non-Statutory</u>   | <u>Statutory</u><br>Know that musicians use a staff to read music.   | Understand staff and musical notations, knowing that the notes show different pitch and duration             | Knowing that the notes show different pitch and duration:  | Use and fully understand staff and musical notations   |
|-------------------|---|--|--|--|--|--|--|
|                   |   |  |  |  |  |  |  |
|                   |   | Fast<br>  | Fast    Slow<br>  |  | Quaver ½ beat<br>COFF-EE  | Quaver ½ beat<br>COFF-EE    | Quaver ½ beat<br>COFF-EE    |
|                   |   | Slow<br>  | High/ Low<br>   | Quaver ½ beat<br>COFF-EE  |  | crotchet 1 beat<br>   | crotchet 1 beat<br>   |
|                   |   | Loud<br>  | Quiet – Loud<br>  | crotchet 1 beat<br>TEA    | crotchet 1 beat<br>TEA    | minim 2 beat<br>  | minim 2 beat<br>  |
|                   |   | Quiet<br> | 1 beat <br>2 beats <br>3 beats  | Rest<br>                  | Rest<br>                  | semibreve<br>4 beat   | semibreve<br>4 beat   |
|                   |   |  |  |  |  | Rest<br>  | Rest<br>  |
|                   |   |  |  |  |  | <u>Forte</u> = Loud<br><u>Piano</u> = Quiet<br>   | <u>Forte</u> = Loud<br><u>Piano</u> = Quiet<br>   |
|                   |   |  |  |  |  | <u>Treble Clef</u> - placed on the stave at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces.  | <u>Treble Clef</u> - placed on the stave at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces.  |

|   |  |  |  |   |  |  |
|---|--|--|--|---|--|--|
|   |  |  |  |    |  |  |
| Appreciating high-quality music<br>Example of Song/ artist/year<br>(Not set pieces – suggestions) | -Nursery Rhymes<br>-Rhyming stories<br><br>Link to your topics | <u>African Music</u><br>Focus on different types:<br>-North African Music<br>-Western African Music<br>-Southern African Music<br>-Eastern African Music | <u>Samba Music</u><br><br>- Brazil - Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown)<br>- Brazil Asa Branca | <u>Jazz Music</u><br><br>-Stan Getz & Joao Gilberto – The Girl From Ipanema<br>-Miles Davis – So What<br>-Frank Sinatra – Fly Me To The Moon<br>-Duke Ellington & His Famous Orchestra – Mood Indigo<br>-Louis Armstrong – What A Wonderful World | <u>Music from Movies</u><br><br>(Instrumental backing soundtracks/ theme tunes and songs)<br><br>Link to your topics:<br><i>“This is who I am... So what?”</i> | <u>Classical Music</u><br><br>- 1786- 3rd movement from Horn Concerto<br>- 1791- 2nd movement from Clarinet Concerto in A major (Mozart) 6 No. 4 (Mozart)<br>- 1803- Overture from Zemira (José Maurício Nunes Garcia)<br>- 1824 1st movement String Quartet No. 14 in D minor ‘Death and the Maiden’ (Schubert) |
|   |  | <u>Traditional Music</u><br><br>-London’s Burning<br>- Frere Jaques<br>- Kumbaya My Lord<br>- Orange and Lemons  | <u>Indian Music</u><br><br>- India - Sahela Re (Kishori Amonkar)<br>- Ghana Senwa de Dende (various)               | <u>Pop Music</u><br><br>Link to your topics:<br><i>“Music is the Universal language it brings people closer together... So what?”</i>   | <u>Wartime Music</u><br><br>-Keep the Home Fires Burning<br>-Pack Up Your Troubles<br>-Le tombeau de Couperin<br>-In Flanders<br>-Slavic Woman’s Farewell      | <u>Black Music</u><br><br>Black History Month List of songs:<br><a href="https://www.toledolibrary.org/blog/10-influential-songs-to-celebrate-black-history-month">https://www.toledolibrary.org/blog/10-influential-songs-to-celebrate-black-history-month</a>  |

## Physical Education



At Featherstone Primary School, Physical Education (P.E.) ensures that our children have the knowledge to begin and maintain a healthy lifestyle. Through competitive sports, which promote individual and co-operative skills,

children are taught to become physically active for sustained periods of time.

The main aim of our P.E. Curriculum is to inspire children to be physically confident in their abilities in order to then challenge themselves to beat others in competitions and out-do their personal bests. We want P.E. to build character and leave active, healthy lives.

P.E. objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys, specifically linking to Science and Healthy Mind, Healthy Body – our curriculum supports health and fitness. Teaching the statutory knowledge, skills and understanding of P.E. results in Featherstone children being equipped with:

|               |   |
|---------------|---|
| Knowledge     | of running, jumping, catching and throwing<br>of balance, agility and co-ordination<br>of flexibility, strength, technique, control and balance<br>of attacking and defending games<br>of dance<br>of competitive games<br>of swimming and water safety |
| Skills        | Independence<br>Co-operation<br>Application<br>Combination<br>Communication<br>Working with others to gain insight and give/receive feedback<br>Improving own learning – acting upon advice and feedback  |
| Understanding | Critical thinking, including: <ul style="list-style-type: none"> <li>• analysis</li> <li>• reflectiveness</li> </ul>  |



**Intent:** At Featherstone Primary School, Physical Education (P.E.) ensures that our children have the knowledge to begin and maintain a healthy lifestyle. Through competitive sports, which promote individual and co-operative skills, children are taught to become physically active for sustained periods of time. The main aim of our P.E. Curriculum is to inspire children to be physically confident in their abilities in order to then challenge themselves to beat others in competitions and out-do their personal bests. We want P.E. to build character and lead active, healthy lives.

|        |                      | Year 1  | Year 2  |
|--------|----------------------|---|---|
| Skills | Ball skills          | Roll a ball with two hands, showing control<br>Throw a ball a short distance, showing some control<br>Catch/receive a ball<br>Kick with control                   | Roll a ball with one hand, showing control<br>Throw a ball longer distances, showing some control<br>Catch/receive a ball<br>Kick and move with control   |
|        | Fundamental Movement | Run at different speeds<br>Take small, medium and large steps<br>Run and jump with some balance and control<br>Move with some awareness of space                  | Hurdle a small obstacle and maintain effective running<br>Move in different ways, creating space  |
|        | Gymnastics           | Show contrast (i.e. small and tall)<br>Climb safely on low level apparatus<br>Make a two-part sequence<br>Jump on two feet and land with some control and balance | Copy and remember actions, making a three-part sequence<br>Roll forwards, backwards and sideways<br>Hold a position whilst balancing<br>Climb safely on larger equipment<br>Jump in a variety of ways and land with control and balance |
|        | Dance                | Make a two-part sequence to music   | Copy and remember actions, making a three-part sequence with some good timings to the music<br>Can choose some appropriate movements to show basic mood, feelings or ideas  |
|        | Sportsmanship        | Encourage classmates to do well   | Understand the positive effect/impact of cheering for others and the negative effect/impact of booing   |
|        | Evaluating           | Say what was good and bad about a game or performance   | Evaluate classmates' performances with basic justifications   |

|                                  |                              | Year 3   | Year 4  | Year 5  | Year 6  |
|----------------------------------|------------------------------|--|---|---|---|
| <b>Content Knowledge: Sports</b> |                              | <b>Striking and fielding:</b> Rounders<br><b>Net and wall:</b> Badminton<br><b>Invasion:</b> Tag Rugby   | <b>Striking and fielding:</b> Cricket<br><b>Net and wall:</b> Tennis<br><b>Invasion:</b> Football   | <b>Striking and fielding:</b> Rounders<br><b>Net and wall:</b> Volleyball<br><b>Invasion:</b> Basketball  | <b>Striking and fielding:</b> Cricket<br><b>Net and wall:</b> Mini competitions in all three<br><b>Invasion:</b> Hockey   |
|                                  | <b>Striking and fielding</b> | Develop a fixed position and stance when fielding<br>Understand the importance of spacing out when fielding<br>Use fielding techniques to stop the ball  | Develop a flexible position and stance when fielding<br>Begin to respond to events on the pitch<br>Use fielding techniques to stop the ball effectively   | Throw and catch under pressure<br>Use fielding techniques to stop the ball in the quickest, most appropriate way (i.e. long barrier, wide open palms)   | Use fielding techniques to stop the ball tactically and know where the ball needs to go next  |
|                                  | <b>Net and wall</b>          | To hit objects in different ways (i.e. high, low, fast, slow)  | Send an object to its required target accurately  | Use control and accuracy to send an object to its required target, applying understanding of distance<br>Apply basic tactics to games   | Use any piece of equipment to outwit an opponent and gain advantage in a game situation<br>Apply tactics to games   |
|                                  | <b>Invasion</b>              | Use hand-eye co-ordination to control a ball with more accuracy<br>To pass balls in different ways (i.e. high, low, fast, slow)<br>Maintain possession of a ball<br>Show an awareness of others in a game situation<br>Understand how to intercept<br>Understand the concept of attack and defence | Master passing and receiving techniques to maintain control of the ball, including some dribbling<br>Intercept with growing accuracy being aware of position and timing<br>Develop skills with a range of shooting techniques (both long and short distances)           | Dribble with accuracy<br>Develop skills with a range of passes (i.e. chest, bounce, overhead)<br>Intercept with precision<br>Demonstrate the best time to keep possession or shoot compared to knowing when to set a teammate up, applying understanding of distance<br>Apply basic tactics to games (i.e. anticipate the direction of an opponent; make space by moving away, coming back and dodging; understand how to mark an opponent) | When under pressure, apply the required pass, dribble, shot and interception based on the distance and power needed<br>Apply tactics to games   |
|                                  | <b>Athletics</b>             | Understand the technique to run fast (hands up, knees up, opposites, head focused)<br>Sprint over a short distance, up to 60m<br>Understand the technique for the required throw (shotput, javelin, discus)<br>Jump growing distances from a standing position<br>Improve personal best            | Begin to apply the technique to run fast (hands up, knees up, opposites, head focused)<br>Sprint over a short distance, up to 100m<br>Begin to apply the technique for the required throw (shotput, javelin, discus)<br>Gain distance in jumps from a standing position | Apply the technique to run fast (hands up, knees up, opposites, head focused)<br>Run over longer distances, conserving energy to sustain performance<br>Choose the correct technique to run at speed or length<br>Apply the technique for the required throw (shotput, javelin, discus)<br>Use a run up and arm mobility to jump at length  | Investigate running styles and changes in speed<br>Apply the technique for the required throw with power and accuracy (shotput, javelin, discus)<br>Show control in take-off and landing when jumping<br>Identify and refine running, jumping and throwing performances by analysing technique and body shape |
|                                  | <b>Gymnastics</b>            | Refine movements into more fluid sequences<br>Create interesting body shapes<br>Change direction and speed during performance  | Plan a sequence, rehearse and perform it<br>Movements are clear, fluent and expressive<br>Combine and move in a variety of ways (shapes, jump, roll, speed, level)<br>Change direction, speed and level during performance  | Create complex, linked and well-executed sequences that include a range of movements (travel, balance, swing, bend, stretch, twist)<br>Hold a body posture<br>Demonstrate kinaesthetic awareness  | Create complex, linked and well-executed sequences that include a range of movements (spring, flight, vaults, inversions, rotations)<br>Vary speed, direction and level to achieve the desired effect   |
|                                  | <b>Dance</b>                 | Refine movements into more fluid sequences<br>Move with growing control and co-ordination<br>Change direction and speed during performance based on the rhythm of the music<br>Begin to show expression  | Plan a sequence, rehearse and perform it from a given stimulus/scaffold (i.e. photo, advert, piece of music)<br>Movements are clear, fluent and expressive<br>Dance conveys a clear idea  | Create complex, linked and well-executed sequences that show some individuality and imagination<br>Demonstrate expressive, kinaesthetic awareness<br>Improvise, demonstrating an awareness of the mood, feelings and ideas of the music   | Perform expressively<br>Perform with appropriate themes such as high energy or slow grace; maintain throughout the performance<br>Combine strength and stamina gained through gymnastics  |
|                                  | <b>Swimming</b>              | Use front crawl<br>Understand basic water safety<br>Swim 15m   | Master front crawl<br>Use back stroke<br>Tread water for at least 30 seconds<br>Recognise and explain potential dangers when swimming<br>Swim 20m   | Master back stroke<br>Use breast stroke<br>Tread water for at least 60 seconds<br>Perform the safe self-rescue technique of treading water in clothes for 60 seconds<br>Swim 25m  | Master breast stroke<br>Use butterfly stroke<br>Tread water for at least 90 seconds<br>Perform a range of safe self-rescue techniques<br>Swim at least 25m  |
|                                  | <b>Sportsmanship</b>         | Know how to manage getting annoyed or frustrated in sports<br>Follow rules and play fairly   | Show respect before, during and after game situations (i.e. wishing others good luck, clapping, shaking hands)  | Be a consistent good role models to others  | Uphold the spirit of fair play and respect in all competitive situations<br>Recognise when this does not happen (i.e. from TV sporting events) and explain the consequences   |
|                                  | <b>Evaluating</b>            | Evaluate classmates' performances with clear justifications, understanding that opinions might differ  | Evaluate classmates' performances with clear justifications, based on one part of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship)  | Evaluate classmates' performances with clear justifications, based on multiple parts of the game (i.e. performance, application of skills, speed, teamwork, sportsmanship)  | Evaluate classmates' performances focusing on all KS2 sports elements<br>Clear justifications based on if the game/performance was successful or not, and why   |

## Science



Albert Einstein said, “The important thing is not to stop questioning; curiosity has its own reason for existing.” Through our teaching and learning of Science, children develop a sense of excitement and curiosity about natural phenomena and whilst there are often answers in Science, this knowledge is only as good as the latest, accepted theory and so children are encouraged to question evidence and discoveries from the scientific

greats of the past and present.

During learning, the knowledge, methods, processes and uses of Science are taught and learnt in a variety of contexts. We apply constructivist theory to many areas of our Curriculum and especially Science, acknowledging that children are not ‘empty vessels’ that come to school to be ‘filled’ with ‘real, correct Science.’ Children question and often lead the line of scientific enquiry. Ultimately, learning is an active, not passive process, and teachers facilitate this learning, helping children to deepen their scientific understanding.

Science objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Science results in Featherstone children being equipped with:

|           |   |
|-----------|---|
| Knowledge | <ul style="list-style-type: none"> <li>of plants</li> <li>of animals, including humans</li> <li>of everyday materials – their properties and how they change</li> <li>of seasonal changes</li> <li>of living things and their habitats</li> <li>of rocks</li> <li>of light</li> <li>of forces and magnets</li> <li>of states of matter</li> <li>of sound</li> <li>of electricity</li> <li>of Earth and space</li> <li>of evolution and inheritance</li> </ul> |
|-----------|---|

|               |  |
|---------------|--|
| Skills        | <p>Working scientifically:</p> <ul style="list-style-type: none"><li>• asking questions and problem solving</li><li>• predicting</li><li>• observation and working with others</li><li>• testing and taking measurements through using and applying number</li><li>• identifying and classifying</li><li>• making suggestions</li><li>• gathering, recording and reporting data – communicating all of this scientific understanding</li></ul> |
| Understanding | <p>Critical thinking, including:</p> <ul style="list-style-type: none"><li>• enquiry</li><li>• analysis</li><li>• evaluation</li><li>• making connections and contrasts</li></ul>  |



**Intent:** Albert Einstein said, “The important thing is not to stop questioning; curiosity has its own reason for existing.” Through our teaching and learning of Science, children develop a sense of excitement and curiosity about natural phenomena and whilst there are often answers in Science, this knowledge is only as good as the latest, accepted theory and so children are encouraged to question evidence and discoveries from the scientific greats of the past and present.

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|  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|--|--|--|--|--|---|---|
| <b>Content Knowledge (refer to NC)</b>     | Plants<br>Animals incl. humans<br>Everyday materials<br>Seasonal changes   | Living things and their habitats<br>Plants<br>Animals incl. humans<br>Everyday materials   | Plants<br>Animals incl. humans<br>Rocks<br>Light<br>Forces and magnets   | Living things and their habitats<br>Animals incl. humans<br>States of Matter<br>Sound<br>Electricity   | Living things and their habitats<br>Animals incl. humans<br>Properties and changes in materials<br>Earth and Space<br>Forces  | Living things and their habitats<br>Animals incl. humans<br>Evolution and inheritance<br>Light<br>Electricity   |
| <b>Scientists and Inspirational People</b> | Plants: Beatrix Potter<br>Animals incl humans: Chris Packham and Helen Adams Keller<br>Everyday materials: Williams Addis, Charles Mackintosh<br>Seasonal Changes: Dr Steve Lyons, Holly Green | Living things and their habitats: Steve Backshall, Liz Bonnin<br>Plants: Agnes Arber, Alan Titchmarsh<br>Animals incl. humans: Steve Irwin, Robert Winston, Joe Wicks<br>Everyday materials: John MacAdam, John Dunlop | Plants: Joseph Dalton Hooker<br>Animals incl. humans: Adelle Davis, Marie Curie, Mae C. Jemison<br>Rocks: Mary Anning, Inge Lehmann<br>Light: Hasan Lbn al-Haytham, William Herschel, Isaac Newton<br>Forces and magnets: Williams Gilbert, Andre Marie Ampere, Leo Theremin | Living things and their habitats: Carl Linnaeus, David Attenborough, President Teddy Roosevelt<br>Animals incl. humans: Ivan Pavlov, Alexander Fleming<br>States of Matter: Robert Boyle, Dmitri Mendeleev, Anders Celsius, Daniel Fahrenheit, Svante Arrhenius<br>Sound: Aristotle, Galileo Galilei, Alexander Graham Bell<br>Electricity: Thomas Edison, Joseph Swan | Living things and their habitats: Jaques Cousteau, Dame Jane Morris Goodall, James Brodie of Brodie<br>Animals incl. humans: Marian Merian, Eva crane, John Tyler Bonner<br>Properties and changes in materials: Spencer Silver, Ruth Benerito<br>Earth and Space: Galileo Galilei, Stephen Hawkins, Brian Cox<br>Forces: The Ancient Greeks, Aristotle, Foucault, Galileo, Isaac Newton, Albert Einstein, Otto Von Guericke, John Kemp Starley | Living things and their habitats: Carl Linnaeus<br>Animals incl. humans: Justus von Liebig, Sir Richard Doll, Leonardo Da Vinci<br>Evolution and inheritance: Mary Anning, Charles Darwin and Alfred Wallace<br>Light: Thomas Young, Percy Shaw, James Clerk Maxwell<br>Electricity: Alessandro Volta, Nicola Tesla |



|   |   |   |   |  |   |  |   |
|---|---|---|---|--|---|--|---|
| Planning stage                              | Planning a scientific investigation                                     | With support, identify whole-class questions that can be tested<br>Perform simple tests | Identify questions that can be tested with growing independence<br>Identify what needs to be measured so the question can be answered<br>Understand that questions can be answered in a variety of ways | Identify variables with growing independence:<br><b>Independent</b> (the variable(s) that are altered, i.e. changing the amount of water a plant receives in an experiment about plant growth)<br><b>Controlled</b> (the variable(s) that are kept the same, i.e. the type of battery in a circuit experiment)<br><b>Dependent</b> (the variable being tested or measured, i.e. time taken, height reached, power shown)<br><br>Choose a question to answer in a scientific enquiry<br>Make predictions with some clear justifications | Identify and list multiple variables: independent, dependent and controlled<br>Suggest and refine a question to answer in a scientific enquiry<br>Suggest a method and equipment<br>Make and fully justify predictions<br>Suggest risks and safety advice |  |   |
|   | Observations in a range of scientific contexts                          | Observe closely the changes over time, noticing the patterns and relationships          |   | With teacher support and guidance, make systematic and careful observations and understand why scientists need to do this  | Make systematic and careful observations (i.e. knowing to observe the phenomena every five minutes precisely)   | No new observation over time experiments/ expectations in Year Six. Teaching may include observations over time if appropriate to the content knowledge and/or to ensure that learning is not lost.  |   |
| Scientific methods used to answer questions | Identifying, classifying and grouping in a range of scientific contexts | Name materials<br>Sort and group  | Make and explain comparisons  | Identify differences, similarities or changes relating to content knowledge and/or scientific experiments  |   | No new identifying, classifying and grouping experiments/expectations in Years Five to Six. Teaching may include identifying, classifying and grouping if appropriate to the content knowledge and/or to ensure that learning is not lost.   |   |
|   | Fair testing in a range of scientific contexts                          | Scientific method of fair testing not taught in Key Stage One                           |   | During the fair test experiment, show an awareness of the variable(s) identified during the planning stage so that the test is conducted to the level of fairness that was pre-planned.  |   |  |   |
|   |   |   |   | Can talk about why a test is or is not fair in general terms   | Can talk about why a test is or is not fair, linking this to some understanding of the variables that were identified   | Can talk about why a test is or is not fair, linking this understanding to: <ul style="list-style-type: none"><li>the variables (i.e. a control variable was missed and/or an accidental independent variable) and/or</li><li>the process of the experiment (i.e. alterations made during an enquiry; not enough data collected)</li></ul> |   |
|   | Pattern seeking in a range of scientific contexts                       | Scientific method of pattern seeking not taught in Years One – Three                    |   |  | Identify patterns<br>Identify anomalies   | Identify patterns and why it occurred<br>Identify and explain anomalies  | Use patterns and anomalies to refute or prove ideas |

|                                |   |  |   |   |  |  |   |
|--------------------------------|---|--|---|---|--|--|---|
| Knowledge of data and analysis | <b>Working with data to take measurements (incl. apparatus)</b> | Use senses and simple equipment to gather data   | Use appropriate non-standard measurements (i.e. cubes) and a greater range of equipment to gather data    | Take standard unit measurements (i.e. centimetres) using a range of scientific equipment, including thermometers and data loggers<br>Show growing accuracy when taking measurements |  | Take accurate and more complex measurements using a range of scientific equipment<br>Show accuracy when taking measurements<br>Take repeated readings where needed and justify           | Take accurate and more complex measurements using a range of scientific equipment<br>Show accuracy when taking measurements<br>Take repeated readings where needed and justify<br>Know and explain when they have enough data/readings  |
|                                | <b>Working with data to record and present</b>                  | Record what happened with labelled diagrams<br>Present data in templates provided  | Construct simple pictograms, tally charts, block diagrams and simple tables to show results               | Present scientific data with diagrams with labels and keys, tables and bar charts<br>Simple scientific language accurately spelt used when recording                                |  | Present scientific data with accurate diagrams and labels, tables, bar and line graphs   | Choose the most appropriate format to accurately present data, with increasing complexity, from: scientific diagrams and labels, classification keys, tables, bar and line graphs   |
|                                | <b>Working with data to explain and conclude</b>                | Discuss method and findings<br>Use their observations and ideas to suggest answers to questions  | Suggest ideas to scientific questions based on the data measured and recorded                             | Report and present findings from enquiries, including: verbal and written explanations, displays and presentations.   | Suggest answers to scientific questions based on the data measured and recorded<br>Make a simple conclusion about what the test shows<br>List another question that develops from the experiment | Suggest answers to scientific questions based on the data measured and recorded<br>Compare conclusion to prediction<br>List further questions that are raised by the experiment          | Suggest answers to scientific questions based on the data measured and recorded<br>Understand that there is not one scientific method to explore and phenomenon<br>Think about a further test raised by the experiment  |
| <b>Evaluation stage</b>        | <b>Evaluation of a scientific investigation</b>                 | Identify one way that they have 'acted like a mini scientist' during the lesson (i.e. looked closely; listened carefully; drew accurately; labelled with correct spelling; used a scientific word) | State one good thing about an investigation and one improvement that could be made<br>Basic justification | Identify methods that help to make scientific data valid<br>Suggest improvements<br>Give ideas about whether or not the scientific question has been answered                       | Explain what helps to make scientific data valid<br>Understand how/why accuracy is important in collecting data (i.e. reduction in the chance of an anomaly)                                     | Evaluate why or why not a test has been accurate or reliable by discussing what could be done differently/better, relating to the variables<br>Discuss how trustworthy their results are | Discuss the trustworthiness of results and prevent anomalies through: <ul style="list-style-type: none"> <li>Justifying the choice of the equipment to support data collection</li> <li>Repeating observations</li> <li>Suggesting alternative investigations to yield similar results</li> </ul> |