TVED Long Term Curriculum Map

Curriculum Aims and Ethos

We aim to ensure that our curriculum reflects the bespoke needs of our children, fostering curiosity and a passion for learning. We aim to ensure that our children are highly aspirational, deeply inspired and nurtured.

We aim to provide experiences that will widen and develop knowledge across all curriculum areas, with a priority on deepening learning for all. We strive to narrow the reading and vocabulary deficit, to enable pupils to communicate effectively, become independent learners and prepare them well for future life.

We want all of our children to make progress: to know more, remember more and do more.

'The limits of our language are the limits of our world' - Ludwig Wittgenstein

Long-term Rationale

The TVEd long-term plan has been designed to fulfil the national curriculum programme of study whilst taking into account the area in which we serve and the specific needs of the children. A coherent learning sequence has been developed to ensure that knowledge is built cumulatively from beginning to end. Our curriculum gives children the opportunities to activate and build on prior knowledge, drawing this from their long-term memory, to make meaningful connections and increase understanding. The key to developing this knowledge is providing children with experiential learning, linked to the local area and region, as well as first hand experiences. Ultimately we aim to build confidence, cultural capacity and raise aspirations for their future life.

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVEd Mathematics

We recognise that mathematics is essential to everyday life, critical to science, technology and engineering. A high-quality mathematics education allows pupils to reason and explain their thinking, solve problems in a range of contexts, note connections between areas of maths and prove their answers by using a wide range of mathematical vocabulary and thinking.

Children at TVEd will leave Year 6:

- fluent in mathematics and 'number happy';
- able to reason and explain mathematically using metacognitive strategies to support them;
- able to solve problems which allow them to apply their maths knowledge.

****Order of blocks to be determined by teaching staff****

Mathematics	Autumn		Spring		Summer	
Year 1	Number – PV 2wk Number- Calculation 3 wk Measuring- 1 wk	Number – PV 2wk Number- Calculation 3 wk Measuring- 2 wk Geometry- 1 wk	Number – PV 2wk Number- Calculation 3 wk Measuring- 1 wk	Number – PV 2wk Number- Calculation 3 wk Measuring- 1 wk	Number – PV 2wk Number- Calculation 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 2wk Number- Calculation 2 wk Measuring- 2 wk
Year 2	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 4 wk Measuring- 2 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 3 wk Measuring- 2 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 4 wk Geometry- 1 wk Measuring- 1 wk
Year 3	Number – PV 1wk Number- Calculation 4 wk Measuring- 2 wk	Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 2 wk	Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 2 wk	Number- Calculation 4 wk Geometry- 2 wk Measuring- 1 wk
Year 4	Number – PV 1wk Number- Calculation 4 wk Measuring- 2 wk	Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 2 wk	Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 2 wk	Number- Calculation 4 wk Geometry- 2 wk Measuring- 1 wk
Year 5	Number – PV 1wk Number- Calculation 4 wk Measuring- 2 wk	Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 2 wk	Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 2 wk	Number- Calculation 4 wk Geometry- 2 wk Measuring- 1 wk
Year 6	Number – PV 1wk Number- Calculation 4 wk Measuring- 2 wk	Number- Calculation 4 wk Algebra- 1 wk Measuring- 2 wk Geometry- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Algebra- 1 wk Statistics- 1 wk	Number- Calculation 3 wk Measuring- 2 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 5 wk Measuring- 1 wk

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVEd English

We recognise that English is essential to everyday life and to a child's ability to communicate effectively using a rich and varied vocabulary. A high-quality English education provides them with the best possible opportunities to become confident and literate with a deep love and understanding of English language and literature.

Children at TVEd will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- writing for a variety of audiences, acquiring the knowledge and skills to communicate effectively for a range of purposes
- well prepared for the next steps in their learning journey

****Order of genres to be determined by teaching staff****

English	Autumn		Spring		Summer	
Year 1	Instructions Narrative Recount	Narrative Non-chronological report Poetry	Instructions Narrative Poetry	Narrative Recount	Narrative Non-chronological report Poetry	Instructions Narrative Poetry
Year 2	Instructions Narrative Recount	Narrative Non-chronological report Poetry	Narrative Poetry Recount	Instructions Narrative	Narrative Non-chronical report Recount	Instructions Narrative Poetry
Year 3	Instructions Narrative Non-chronological report	Narrative Poetry Recount	Explanation Narrative Poetry	Narrative Recount	Explanation Narrative Poetry	Narrative Non-chronological report Poetry
Year 4	Instructions Narrative Recount	Explanation Narrative Poetry	Narrative Persuasion Poetry	Narrative Non-Chronological report	Narrative Persuasion Poetry	Narrative Poetry Recount
Year 5	Explanation Narrative Poetry	Narrative Non-chronological report Persuasion	Instructions Narrative Poetry	Narrative Recount	Narrative Persuasion Poetry	Explanation Narrative Poetry
Year 6	Narrative Poetry Recount	Discussion Explanation Narrative	Narrative Persuasion Poetry	Narrative Non-chronological report	Instructions Poetry Recount	Discussion Narrative
Timings for blocks	**Poetry x1 week**, **Narrative x2-3 weeks, Non-Narrative x2 weeks** Forms to be decided by Academy English Leads					

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED Science

We recognise that children need to understand themselves and the world around them. We aim to give them scientific knowledge in order to allow them to communicate whilst participating in scientific enquiries, posing and answering scientific questions using appropriate vocabulary.

By the end of KS1 most children will be able to:	By the end of Y3/4 most children will be able to:	By the end of Y5/6 most children will be able to:
• Ask simple questions • Observe closely, using simple equipment performing tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and recording data to help in answering questions.	• Ask relevant questions and using different types of scientific enquiries, setting up simple practical enquiries, comparative and fair tests • Make systematic and careful observations Gathering, recording, classifying and presenting data Recording findings • Report on findings from enquiries • Use results to draw simple conclusions, make predictions and raise further questions Identifying differences, similarities or changes • Use straightforward scientific evidence to answer questions	• Plan different types of scientific enquiries to answer questions, take measurements, use a range of scientific equipment and record data and results • Use test results to make predictions, to set up further comparative and fair tests and report and present findings from enquiries • Identify scientific evidence that has been used to support or refute ideas or arguments

	Autumn	Spring	Summer
EYFS			
Year 1	Seasonal changes	Animals, including humans Everyday materials	Plants
	What is your favourite season and why?	A cat is an animal, a fish is an animal a bird is an animal – are you an animal? What is a material?	What is growing in your garden?
Year 2	Uses of every day materials Living things and their habitats	Animals, including humans	Plants
	Does it bend, squash, twist or stretch? Is it dead or alive?	When and how will I grow up?	How does a garden grow?
Year 3	Animals, including humans Rocks	Forces and magnets	Plants Light
	How do you move and grow? Where do rocks come from?	Does it push or pull?	Is it fruit, shoot, leaf or root? How do you see things?
Year 4	Sound Electricity	Living things and their habitat States of matter	Animals, including humans
	How do you hear things? What is electricity?	Does the world need a variety of habitats? Is it a solid, liquid or gas?	What happens to your food when you eat it?
Year 5	Living things and their habitat Animals, including humans	Earth and space Properties and changes of materials	Forces
	What is a life cycle? What happens to you when you get older?	Does the Earth move? Reversible or irreversible?	What is a force and what is its effect?
Year 6	Evolution and inheritance Light	Animals, including humans Living things and their habitats	Electricity
	What is survival of the fittest? Can you see round a corner?	How does your heart stay healthy? Can a penguin survive in the desert?	Can you find the fault?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED History

We aim to provide children with an understanding of chronology and the knowledge to communicate the impact of significant historical events and individuals on our lives today, and the lives of others, using appropriate vocabulary.

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• speak and write about familiar and famous people and events from the recent and more distant past, using everyday terms concerned with the passing of time; • distinguish between aspects of their own everyday lives and the lives of people in the past; • identify some ways in which the past is represented; • find out about the past by asking and answering questions using a range of sources of information.	• describe the contribution made by people, events and developments in the recent and more distant history of Britain and other countries and make links across the periods of history studied; • give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did; • find out about the past by asking and answering questions using a range of sources of information; • give some explanations for the different ways the past is represented and interpreted; • record their knowledge and understanding about the past in a variety of ways using dates and historical terms.

History	Autumn	Spring	Summer
EYFS			
Year 1	Past and present	Life of a significant local individual: Captain Cook	*Local history study: The Transporter Bridge*
	How was life different for children a long time ago?	Why is Captain Cook important?	*What was Middlesbrough like when the transporter bridge was built?*
Year 2	Significant events locally or nationally: The Great Fire of London	*Local history study: Middlesbrough a mining town*	Life of a significant individual: Queen Elizabeth II
	What and how do we know about the Great Fire of London?	*What was life like for a mining family?*	Why is our monarchy important?
Year 3	Stone Age through to Iron Age	*Local history study: The bridges of the River Tees*	The Vikings and the Anglo Saxons
	What changes occurred between the Stone Age and the Iron Age and how do we know?	*Can you name a bridge that goes across the River Tees and explain why it is important?*	Where did the Vikings come from and what impact did they have on Britain?
Year 4	Roman Empire and its impact on Britain	*Local history study: Academy specific eg Pennyman family/Steel river/Railways*	British Kings and Queens
	What did the Romans do for us?	*How has your community been shaped by local history?*	How have Kings and Queens impacted on Britain?
Year 5	Ancient Egypt	Ancient Greece	Britain since the 1980s
	Why were the Ancient Egyptians important?	How did the Ancient Greeks influence us?	How has Britain changed since the 1980s?
Year 6	Britain and World War II	Opening up America	
	What was the impact on the life of a child during World War II?	Who are the Americans and where did they come from?	

*Units in italics are additional to the requirements of the programme of study

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED Computing	
We aim to ensure children use technology safely and respectfully, developing an understanding of how technology works and communicating effectively, using relevant vocabulary, across a range of platforms whilst understanding the role digital devices play in their lives and the impact this has on them as digital citizens.	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	Autumn	Spring	Summer
	****Online safety and digital literacy will be taught throughout all strands****		
EYFS			
Year 1	Programming (To code)	Connecting online (To connect) Understanding and sharing data (To collect)	Communication, text, images and multimedia (to communicate)
	Can you programme the BeeBot to reach a specific destination?	Can you log on using your password? Can you take a photograph and download it?	Can you make a poster that includes a picture?
Year 2	Programming (To code)	Connecting online (To connect) Understanding and sharing data (To collect)	Communication, text, images and multimedia (to communicate)
	Can you write an algorithm to move a screen turtle around a route?	Can you explain how you keep safe on the internet? Can you interpret and present information in a simple database?	Can you use the internet to present information about a topic?
Year 3	Programming (To code)	Connecting online (To connect) Understanding and sharing data (To collect)	Communication, text, images and multimedia (to communicate)
	Can you use blocks of code to move the sprite?	Can you interact with a blog? Can you create a branching database?	Can you use pages to create a poster?
Year 4	Programming (To code)	Connecting online (To connect) Understanding and sharing data (To collect)	Communication, text, images and multimedia (to communicate)
	Can you create a game using broadcast and receive commands?	Can you contribute to a blog online? Can you create a simple spreadsheet?	Can you select a program to present information effectively?
Year 5	Programming (To code)	Connecting online (To connect) Understanding and sharing data (To collect)	Communication, text, images and multimedia (to communicate)
	Can you transfer coding skills from Scratch Jnr to Scratch?	Can you collaborate with others online? Can you navigate and use filters in a database to find specific information?	Can you evaluate and refine programs to produce effective presentations?
Year 6	Programming (To code)	Connecting online (To connect) Understanding and sharing data (To collect)	Communication, text, images and multimedia (to communicate)
	Can you create a game for a specific age range?	Can you send an email with an attachment? Can you manipulate data in a database?	Can you present information suitable for a specific audience?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED Design Technology

We aim to equip children with technical knowledge to develop life skills for the world beyond school. To make and create products through independent and creative thinking, individually and as part of a team. They will also be able to evaluate effectively utilising acquired vocabulary.

By the end of KS1 most children will be able to:	By the end of KS2 most children will be able to:
• use a range of materials to design and make simple products; • select materials, tools and techniques and explain their choices; • understand simple mechanisms and structures; • measure, assemble, join and combine materials in a variety of ways using basic tools safely; • investigate and evaluate simple products, commenting on the main features.	• use knowledge and understanding of a range of materials, components and techniques to design and make quality products; • evaluate work as it develops and, if necessary, suggest alternatives; • produce designs and plans which list the stages involved in making a product, and list tools and materials used; • accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and others; • understand the use of electrical and mechanical systems and more complex structures; • evaluate what is or is not working well in a product.

	Autumn	Spring	Summer
EYFS			
Year 1	Cooking and nutrition: Making vegetable soup	Technical knowledge: bridge building	Design, make, evaluate: a miniature garden
	How do you make a healthy soup?	How do you build a strong bridge?	What plants would you include in your miniature garden?
Year 2	Technical knowledge: Making a castle including a drawbridge	Design, make, evaluate: Where does food come from: Start a vegetable patch	Cooking and nutrition: Bake a cake
	How do you make a drawbridge open and close?	Which vegetables can you grow in a British garden?	How do you make a cake?
Year 3	Design, make, evaluate: Make a clay coil pot	Technical knowledge: Make a game	Cooking and nutrition: Build a burger
	What is a good material for making a pot and why?	Why would your friends want to play your game?	Where has your burger come from?
Year 4	Cooking and nutrition: Pizza	Design, make evaluate: Sustainability and our planet – making things from recyclable materials	Technical knowledge: Use sewing techniques to make something
	How do you make a pizza base?	Why is recycling waste important?	How can you use textiles to create a picture?
Year 5	Design, make, evaluate: A wooden bird box	Technical knowledge: Design and make an electrical powered vehicle.	Cooking and nutrition: Plan and cook a balanced meal
	What skills does a carpenter need?	How does your vehicle move?	How do you create a balanced meal?
Year 6	Cooking and nutrition: Make a dessert	Design, make and evaluate: Learn to knit/sew/crochet to make a bag	Technical knowledge: Use a mechanical system using pulleys to create a product
	What skills does a patisserie chef need?	What techniques can you use to make a bag?	How can you make a product move?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED Geography	
We aim to provide children with the knowledge and vocabulary to understand how the human and physical features of a place shapes its location and can change over time.	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• describe the main features of localities and recognise similarities and differences; • recognise where things are and why they are as they are; • express their own views about features of an environment and recognise how it is changing; • find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.	• explain the physical and human characteristics of places, and their similarities and differences; • know the location of key places in the United Kingdom, Europe and the world; • explain patterns of physical and human features; • recognise how selected physical and human processes cause changes in the character of places and environments; • describe how people can affect the environment and explain the different views held by people about environmental change; • undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

Geography	Autumn	Spring	Summer
EYFS			
Year 1	Locational knowledge: the geography of our school and the surrounding area- Inc. maps	Locational knowledge: overview of the continents and oceans- Inc. maps	Human and physical: weather patterns in the UK and the world - Inc. polar regions and the Equator
	Where do you live?	What continent do you live in?	What is the weather like in different parts of the world?
Year 2	Locational geography: Middlesbrough, the UK and the surrounding seas	Physical and human features of the continents of the world	Place Knowledge: focus on Australia
	Where is Middlesbrough?	How do the physical and human features of two continents differ?	How is Australia different to England?
Year 3	Local and UK geography: Wales, Scotland and Northern Ireland	World geography: volcanoes and earthquakes	European geography: Scandinavia
	Which countries make up the UK?	What happens when the Earth moves?	How is Scandinavia different to the UK?
Year 4	European geography: Italy (cities, physical features and broad climate zones)	Hot and cold areas of the world	Local study: North East – hills, rivers, coast
	How has the geography of a region of Italy and the UK affected the way people live there?	How does the location of a place affect its temperature?	What are the physical features of where you live?
Year 5	Rivers and basins- Inc. the water cycle	Biomes and vegetation belts	Local and UK geography: Pollution and climate change
	Why are rivers important in the development of human settlements?	Can you name a biome and its characteristics?	How are our weather patterns changing?
Year 6	European geography	World geography: North, South and Central America	Locating places and countries, map skills
	How do geographical features explain why some settlements expand as centres of population?	What makes America unique?	Can you name some of the countries that make up the continent of Europe and their capital cities?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED Art

We aim to give children the opportunity to know more about a diverse range of local, national and international artists and be proficient in drawing, painting, understanding colour, shade and sculpture whilst developing an ability to critique art with their own opinion.

By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

	Autumn	**Spring**	**Summer**
EYFS			
Year 1	Artist: Angie Lewin Techniques: Drawing and **Printing**	Artist: Trevor Grimshaw Techniques: **Drawing**	Artist: Iris Scott Techniques: Drawing and **Painting**
	What techniques does Angie Lewin use and do you like her work?	What techniques does Trevor Grimshaw use and do you like his work?	What techniques does Iris Scott use and do you like her work? Which artists work did you like the most and why?
Year 2	Artist: Friedensreich Hundertwasser Techniques: Drawing and **Painting**	Artist: Mackenzie Thorpe Techniques: **Drawing**	Artist: Nick Park (animator) Techniques: Drawing and **Sculpture**
	What techniques does Friedensreich Hundertwasser use and do you like their work?	What techniques does Mackenzie Thorpe use and do you like their work?	What techniques does Nick Park use and do you like their work? Which artists work did you like the most and why?
Year 3	Artist: Lowry Techniques: Drawing and **Painting**	Artists: Giuseppe Arcimboldo Techniques: Drawing and **Collage**	Artist: William Morris (designer) Techniques: Drawing, **Textiles and Printing**
	What techniques does Lowry use and do you like their work?	What techniques does Giuseppe Arcimboldo use and do you like their work?	What techniques does William Morris use and do you like their work? Which artists work did you like the most and why?
Year 4	Artist: Anthony Gormley (architect) Techniques: Drawing and **Sculpture**	Artist: David Hockney Techniques: Drawing and **Painting (ipad tech)**	Artist: Claude Monet Techniques: Drawing and **Painting**
	What techniques does Anthony Gormley use and do you like his architecture?	What techniques does David Hockney use and do you like their work?	What techniques does Claude Monet use and do you like their work? Which artists work did you like the most and why?
Year 5	Artist: Andy Goldsworthy Techniques: Drawing and **Sculpture**	Artist: Peter Thorpe Techniques: Drawing and **Painting**	Artist: Joe Cornish (photographer) Techniques: Drawing and **Photography**
	What techniques does Andy Goldsworthy use and do you like his sculptures?	What techniques does Peter Thorpe use and do you like their work?	What techniques does Joe Cornish use and do you like their work? Which artists work did you like the most and why?
Year 6	Artists: Barbara Hepworth Techniques: Drawing and **Sculpture**	Artist: Vivienne Westwood (designer) Techniques: Drawing and **Textiles**	Artists: Andy Warhol Techniques: Drawing and **Printing**
	What techniques does Barbara Hepworth use and do you like her work?	What techniques does Vivienne Westwood use and do you like their work? Which artists work did you like the most and why?	What techniques does Andy Warhol use and do you like their work?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED RE	
We aim to help children to appreciate the way that religious beliefs shape people's lives and behaviours. They will develop the ability to make reasoned and informed judgements about religious and moral issues, enhancing their spiritual, moral, social and cultural knowledge and their understanding of key religious concepts.	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To reflect • To understand values • To study the main stories of Christianity. • To study Judaism. • To study other religions of interest to pupils.	• To understand beliefs and teachings • To understand practices and lifestyles • To understand how beliefs are conveyed • To reflect • To understand values • To study the beliefs, festivals and celebrations of Christianity. • To study Buddhism, Hinduism, Islam and Sikhism. • To study other religions of interest to pupils.

	Autumn	**Spring**	**Summer**
EYFS			
Year 1	What is religion? Religious Festivals	Christianity Easter	Religious Stories: Parables of Jesus eg Good Samaritan
	Can you name some religious festivals?	Can you retell the Easter story?	What is the moral of the parable you have learnt?
Year 2	Christianity	Judaism Easter	Religious Stories: Miracles of Jesus e.g, Feeding the 5000
	What are the key features of the Christian faith?	Why was Passover important to the Jewish faith?	What miracles did Jesus perform?
Year 3	Use of light in religion	The Christian Year	Judaism: beliefs, customs and practices
	Why is light important in religions?	Can you name the key events in the Christian year and why are they important?	What is important in the Jewish faith?
Year 4	Different Christian denominations	Islam: beliefs, customs and practices	Use of colour in religion
	Can you name and explain the differences between Christian denominations?	What is important in the Muslim faith?	Why is colour important in religions?
Year 5	Creation stories across religion	Sikhism: Beliefs, customs and practices	Buddhism: Beliefs, customs and practices
	How did the world begin according to different religions?	What is important in the Sikh faith?	What is important in the Buddhist faith?
Year 6	Hinduism: Beliefs, customs and practices	Humanism: Beliefs, customs and practices	Multicultural Britain
	What is important in the Hindu faith?	What do humanist believe?	What is it like to live in a multicultural Britain?

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED PE	
We aim to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. Physical fitness is an important factor into leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, cooperate, collaborate and demonstrate resilience.	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations. • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.	• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations. • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Autumn	**Spring**	**Summer**
Year 1	Gymnastics Mini rugby	Dance Sports hall athletics	Striking/fielding Athletics
Year 2	Football/rugby Gymnastics	Fitness Dance	Striking/Fielding Athletics
Year 3	Athletics Rugby/Football	Fitness Dodgeball	Dance Athletics
Year 4	Rugby/Football Basketball	Dodgeball Fitness	Dance Athletics
Year 5	Rugby/Football Dance	Netball Orienteering	Athletics Cricket
Year 6	Rugby/Football Dance	Table Tennis Fitness	Tennis Athletics

TVED Long Term Curriculum Map

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

Aim for TVED Music	
By the end of KS1 most children will be able to:	**By the end of KS2 most children will be able to:**
•	•

	Autumn	Spring	Summer
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			