

### Whole School 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: EYFS

### *Learning for today....preparing for tomorrow*

The TVEd long-term plan for EYFS has been designed to fulfil the early years framework, whilst taking into account the area in which we serve.

The 'characteristics of effective learning' are at the heart of our early years curriculum which provides opportunities for pupils to develop in environments which enable learning and ignite curiosity and enthusiasm.

We recognise communication and language as fundamental skills which we need to prioritise, and therefore these are a 'golden thread' throughout our EYFS provision. The development of spoken language is pivotal in all seven areas of the curriculum, forming the foundations of language and cognitive development. Spoken language and vocabulary development, through direct and continuous provision, is crucial to developing knowledge and understanding, and therefore the extensive opportunities we aim to offer will give all children the opportunity to thrive.

The coherent long term learning sequence has been developed to ensure a secure foundation for social and academic development and readiness for year 1.

Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum aims to develop each child's unique characteristics, build resilience, self-regulation and independence, increase their knowledge and sense of themselves and the wider world.

The documentation is based upon the Early Years Framework with the statutory requirements for September 2021. It reflects the expectations of sequential and progressive direct teaching, using the supporting documents of Development Matters and Birth to Five.

In addition to this the trust has an expectation that continuous provision reflects all prime areas, meeting the needs of the children in the setting.

Characteristics of Effective Learning	Areas of Development	Aspects 2020-2021	Aspects September 2021
<b>Engagement: Playing and exploring</b> <ul style="list-style-type: none"> <li>Finding out and exploring</li> <li>Playing with what they know</li> <li>Being willing to 'have a go'</li> </ul>	<b>Prime Areas</b>		
	<b>Personal, Social and Emotional Development</b>	Making relationships	Self-regulation
		Self-confidence and self-awareness	Managing self
Managing feelings and behaviour		Building relationships	
<b>Motivation: Active learning</b> <ul style="list-style-type: none"> <li>Being involved and concentrating</li> <li>Keeping trying</li> <li>Enjoying achieving</li> </ul>	<b>Physical Development</b>	Moving and handling	Gross motor skills
		Health and self-care	Fine motor skills
	<b>Thinking: Creating and thinking critically</b> <ul style="list-style-type: none"> <li>Having own ideas</li> <li>Making links</li> <li>Choosing ways to do things</li> </ul>	<b>Communication and Language</b>	Listening and attention
Understanding			Speaking
Speaking			
<b>Literacy</b>		Reading	Comprehension
		Writing	Word reading Writing
<b>Mathematics</b>	Numbers	Number	
	Shape, space and measure	Numerical patterns	
<b>Understanding the World</b>	People and communities	Past and present	
	The world	People, culture and communities	
	Technology	The natural world	
<b>Expressive Arts</b>	Exploring and using media and materials	Creating with materials	
	Being imaginative	Being imaginative and expressive	



## EYFS PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

**Aim:** To provide opportunities for pupils to develop a positive sense of self, and create strong relationships with those around them. By learning how to manage their emotions, pupils will develop skills in co-operation and dealing conflict, in order to support their ability to achieve in school and later life.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Self-Regulation

- Talk with others to find solutions to conflicts and rivalries
- Talk about their feelings using words like happy, sad, angry, worried

### Managing Self

- Increasingly be able to follow rules and understand why they are important
- Select and use activities and resources with help when needed

### Building Relationships

- Be more outgoing with unfamiliar people in the context of the setting
- Play with one or more children, extending and elaborating play ideas

**By the end of reception (ELG) most children will be able to:**

### Self-Regulation

- Show understanding of own feelings and those of others and begin to regulate their own behaviour
- Set and work towards simple goals appropriately, being able to wait for what they want and control their impulses
- Give focussed attention to what the teacher says, responding appropriately
- Show an ability to follow instructions involving several ideas or actions

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play co-operatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and others' needs

## PSED: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery Self-Regulation</b>	All about me (Understanding feelings, and recognising self - worth)	AfL direct teaching based on needs of the class	AfL direct teaching based on needs of the class
<b>Nursery Managing Self</b>	All about me (self - care)  Being Healthy (healthy eating: fruit salad)	Create and model activities designed to allow independence and perseverance in the face of challenge.	Health and Happy: How high can I jump? (independence, resilience, perseverance, being healthy)
<b>Nursery Building Relationships</b>	All about me (co-operative play / positive relationships)	AfL direct teaching based on needs of the class	AfL direct teaching based on needs of the class
<b>Reception Self-Regulation</b>	Me, my family, my friends (regulating behaviour, understanding others)	AfL direct teaching based on needs of the class	AfL direct teaching based on needs of the class
<b>Reception Managing Self</b>	Healthy Eating (exotic fruits and shakes)	Create and model activities designed to allow independence, resilience and perseverance in the face of challenge.	Health and Happy: How far can I run? (independence, resilience, perseverance, being healthy)

# TVED Long Term Curriculum Map

Reception	Me, my family, my friends	Chinese New Year cultural similarities and differences	AfL direct teaching based on needs of the class
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## EYFS PRIME AREA: PHYSICAL DEVELOPMENT

**Aim:** To develop all-round physical development to enable healthy and active lives. Through specialist and direct teaching and ongoing weekly provision, opportunities are provided to develop both gross and fine motor skills and develop co-ordination and control.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Gross motor

- Use large muscle movements to wave flags, streamers and may be linked to sequences and patterns of movement
- Move in a variety of ways and choosing the appropriate movement such as walking inside, running in a larger space
- Collaborate with others to choose correct resources and move equipment safely

### Fine motor

- Use one handed tools and equipment
- Show a preference for a dominant hand
- Be increasingly independent in getting dressed and undressed

**By the end of reception (ELG) most children will be able to:**

### Gross motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrates strength, balance and co-ordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### Fine motor

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to use accuracy and care when drawing

## PHYSICAL: CONTINUOUS PROVISION AND DIRECT TEACHING\*\*Order to be determined by teaching staff\*\*

	Autumn	Spring	Summer
<b>Nursery</b> <b>Gross motor</b>	PE: Movement including spatial awareness, ball skills including catching and throwing	PE: Gymnastics and ball skills	PE: Basic Orienteering and Athletics Happy and healthy - How high can I jump?
<b>Nursery</b> <b>Fine motor</b>	Use a range of small tools- see Expressive Arts plan plan	Show accuracy when drawing - see Expressive Arts plan plan	Drawing v painting - see Expressive Arts plan plan
<b>Reception</b> <b>Gross motor</b>	PE: Movement including spatial awareness and gymnastics	PE: Indoor Athletics and Orienteering	PE: Dance and Athletics Happy and healthy - How far can I run?
<b>Reception</b> <b>Fine motor</b>	Use a range of small tools- see Expressive Arts plan plan	Drawing v painting - see Expressive Arts plan plan Show accuracy when drawing - see Expressive Arts plan plan	Use a range of small tools- see Expressive Arts plan plan Show accuracy when drawing - see Expressive Arts plan plan



## EYFS SPECIFIC AREA: LITERACY

**Aim:** To develop secure foundations in communication, language, reading and writing. The curriculum aims to instil a love of books and reading, with the offer developing skills in both word reading and comprehension. Children will be able to listen to, and talk about stories, poems, rhymes and non-fiction, and develop secure foundations in decoding printed words. Equally as important, children will develop good language comprehension which will support the development of self and wider world. Reading, is crucial to the development of writing and direct and continuous opportunities to record will be offered provide a secure foundation in handwriting, spelling and writing for meaning in readiness for year 1.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Comprehension

- Engage in extended conversations about stories

### Word Reading

- Understand that print has different purposes
- Talk about the different parts of a book and understand how to hold it and follow the print

### Writing

- Use print in early writing
- Write some or all of their name
- Write some letters accurately

**By the end of reception (ELG) most children will be able to:**

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate-where appropriate- key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sounds for each letter of the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common expectation words

### Writing

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

## READING AND WRITING: DIRECT TEACHING

**\*\*Order to be determined by teaching staff\*\***

	Autumn		Spring		Summer	
<b>Nursery</b>	Fiction Nursery Rhymes	Fiction Nursery Rhymes Non-Fiction	Fiction Nursery Rhymes Non-Fiction	Fiction Nursery Rhymes Non-Fiction	Fiction Nursery Rhymes Non-Fiction	Fiction Rhymes Non-Fiction
<b>Word reading and comprehension</b>	Adults share books- how to hold	Adults share books - print has meaning	share books in groups- name different parts of the book	share books in groups- how follow text	Count/clap syllables in a word Introduce RWI pictures	Recognise words with the same initial sound Introduce RWI pictures
<b>Writing</b>	Adding marks to their pictures to show meaning	Adding marks to their pictures to show meaning	Begin to create individual marks to represent meaning	Use print and letter knowledge to write a list	Begin to form some letters correctly in their name	Begin to form some letters correctly in their name
<b>Reception</b>	Fiction Nursery Rhymes Non-Fiction/	Fiction Nursery Rhymes Non-Fiction /	Narrative Rhymes & Repeated refrains Non-Fiction /	Narrative Rhymes & Repeated refrains Non-Fiction	Narrative Rhymes and poetry Recount	Narrative Rhymes and poetry Recount
<b>Word reading and comprehension</b>	Begin 1:1 reading Read individual letters by saying the sound	Blend sounds into words	Read some letter groups that represent one sound	Read simple phrases and sentences	Read simple phrases and sentences with some CEW	Read simple phrases and sentences with some CEW



## TVED Long Term Curriculum Map

	(SET 1)	(SET 1 and begin blending)	( SET 1 Photocopy ditty)	( SET 1 Red ditty)	( SET 1 Red ditty/ SET 2 Green)	( SET 2 Green/purple)
<b>Writing</b>	Form lower case letters correctly	Write lists/model labels using known sound-letter correspondance	Write captions using known sound-letter correspondance	Write short sentences using a capital letter and full stop	Write short sentences using a capital letter and full stop	Reread what they have written to check it makes sense

## EYFS SPECIFIC AREA: MATHEMATICS

**Aim:** To provide a strong grounding in numbers to 10, developing a deep conceptual understanding of which to provide the building blocks for future mathematical concepts. Curiosity around number, shape, space and measures will be developed through a range of opportunities to support their readiness for school and the mathematical world around them.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Number

- Recognise up to 3 objects without counting them (subitising)
- Say one number for each item in order and know that the last number reached is the total
- Show finger numbers up to 5 with a set finger pattern
- Link numerals and amounts to show the right number of objects to match a numeral up to 5 e.g pencils in a pot

### Numerical patterns

- Recite past 5 forwards and backwards
- Compare quantities using language 'more than' 'fewer than'
- Experiment with their own symbols and marks as well as numerals
- Talk about and identify patterns around them including repeating patterns
- Describe a familiar route
  
- Talk about and explore 2d and 3d shapes using language such as sides, corners, flat, round
- Select shapes appropriately e.g. flat surfaces for building
- Understand position through words only, not gestures
- Make comparisons between objects relating to size, length, weight and capacity

**By the end of reception (ELG) most children will be able to:**

### Number

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers to 10, including evens and odd, double facts and how quantities can be distributed evenly.
  
- Select, rotate and manipulate shapes in order to develop spatial awareness
- Investigate how shapes can be combined to make new shapes
- Copy, continue and create repeating patterns
- Compare length, weight and capacity using comparative language

## MATHS: DIRECT TEACHING

**\*\*Order to be determined by teaching staff\*\***

	Autumn	Spring	Summer
Nursery	Counting rhymes and songs using fingers to represent numbers Recite numbers counting past 5 Talk about and explore 2D shapes and language associated	Compare quantities using vocabulary such as more than, less than Talk about and explore 3D shapes and language associated Talk about and identify patterns Discuss routes and locations using appropriate vocabulary	Recognition of up to 3 objects Show finger numbers up to 5 Link numerals amounts up to 5 Make comparisons between size, length, weight and capacity

# TVED Long Term Curriculum Map

<b>Reception</b>	<b>Number Number Patterns</b>  Representing, comparing, composition of 1-3 Matching and sorting	<b>Number Number Patterns</b>  Introduce zero Representing, comparing, composition of 4-6 1 more and 1 less Repeating patterns	<b>Number Number Patterns 7-10</b>  Representing, comparing, composition of 7-10 making pairs Combining 2 groups	<b>Number Number Patterns</b>  Consolidation 1-10 Bonds to 10 Adding more Taking away	<b>Number Number Patterns</b>  Building numbers beyond 10- comparing and ordering Counting patterns beyond 10- adding to full sets of 10 Doubles Odd and even Sharing and grouping
	<b>Measure</b> Compare size, capacity and mass <b>Shape</b> Circles and triangles Shapes with 4 sides	<b>Measure</b> Compare mass and capacity Length and height <b>Shape</b> 3d shape and patterns		<b>Shape</b> Spatial reasoning - visualise and build	

## EYFS SPECIFIC AREA: UNDERSTANDING THE WORLD

**Aim:** To ensure a range of personal experiences which increases the children’s knowledge and sense of the world around them, fostering an understanding of our diverse world. The opportunities would enrich and widen vocabulary, supporting the development in oracy and comprehension.

**By the end of nursery (taken from Development Matters) most children will be able to:**

### Past and present

- Talk about their own family and memories they have
- Understand people have different occupations and use this in their play
- **People Culture and Communities**
- Describe their immediate environment using knowledge from observation, discussion,
- Notice and talk about the differences between people, families and communities
- Know there is different countries in the world and that they may be different

### The Natural World

- Explore collections of materials with similar or different properties, talking about what they see
- Explain the key features of a plant and animal life cycle
- Understand the need to respect and care for the natural environment
- Talk about different forces they can feel

**By the end of reception (ELG) most children will be able to:**

### Past and present

- Talk about the lives and roles of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate– maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## UNDERSTANDING THE WORLD: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery <b>Past and present</b>	Remembering People (ways of remembering those close, who have passed away)	My Family	
Nursery <b>People, culture and communities</b>	Diwali and Christmas (what are they)	My House  Chinese New Year and Easter (what are they)	Birthdays (why and how)
Nursery <b>The Natural World</b>	Seasons: Weather and Self (autumn / winter)	Seasons: Weather and Self (winter / spring)  Pets	Seasons: Weather and Self (summer)  Woodland Environment (inc comparison to local area)  Mini beasts and woodland animals

## TVED Long Term Curriculum Map

<b>Reception</b> <b>Past and present</b>	People who help us (people's lives and their roles in society)  Remembering People (remembrance day)	Past V Present (homes or toys)	
<b>Reception</b> <b>People, culture and communities</b>	Diwali: Cultural similarities and differences  Christmas: How is it celebrated around the world	Chinese New Year : Cultural similarities and differences  The Easter Story	
<b>Reception</b> <b>The Natural World</b>	Seasons: Changes in the natural world (autumn / winter)	Seasons: changes in the natural world (winter / spring)	Seasons: Changes in the natural world (summer)  Seaside Environment (inc. comparison to local and woodland area) Farm Animals

## EYFS SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN

**Aim:** To develop artistic and cultural awareness which allows creativity and imagination to be fostered. Repetition and depth of their experiences is fundamental to enhancing their appreciation across the arts.

**By the end of nursery (taken from Development Matters) most children will be able to:**

Creating with Materials

- Use objects to represent something else in imaginative small worlds
- Explore different materials and decide which materials to use
- Draw with increasing complexity

Being Imaginative and Expressive

- Show different emotions in drawings or paintings
- Sing entire songs and clap simple rhythms
- Play instruments with increasing control to express their feelings

**By the end of reception (ELG) most children will be able to:**

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music.

### EXPRESSIVE ARTS AND DESIGN: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
<b>Nursery</b> <b>Creating with materials</b>	Colours of the rainbow- painting	Mark making leading to drawing	Artist study- Kandinsky- abstract art painting v drawing
<b>Nursery</b> <b>Being imaginative and expressive</b>	Performance for others: Christmas	Sing a range of nursery rhymes	Performance for others: music and singing
<b>Reception</b> <b>Creating with materials</b>	Experiment with colour and materials	Artist study- Seurat- pointillism	Artist study-Mondrian- abstract art Show and explain their creations
<b>Reception</b> <b>Being imaginative and expressive</b>	Performance for others: Christmas	Performance for others- invent own performance for peers	Performance for others- rhythm and rhyme

Area	PSED	Understanding the world			Expressive arts and design		Physical	
	Self-regulation Managing self Building relationships	Past and Present	People, Culture and communities		Natural world	Creating with materials	Being imaginative and expressive	Gross motor Fine motor (PE)
	PSHE	History	Geography	RE	Science	Art	Music	PE
N	All about me  Healthy eating (fruit salad)	My family  Remembrance Day (general)	My house  Explore the environment around me- Woodland vs town	Birthdays  Diwali  Chinese new year  Christmas  Easter	Seasons – (weather/ self)  Pets  Mini beasts & woodland animals	Colours of Rainbow  draw v painting  Kandinsky  painting	Performance: songs and nursery rhymes	Healthy & Happy – developing co-ordination  Accuracy in drawing Using cutlery  How high can I jump?
R	Me, my family, friends.  Healthy v Happy (exotic fruits/shakes)	Remembrance Day (WW2)  People who help us.  Past v present, Homes or toys	Houses v Homes  Environment: Seaside vs town and woodland	Diwali Chinese new year Christmas Easter  Similarities and differences between cultures community	Seasons – change in natural world  Farm animals Sea creatures  Plant/ flowers / growing	Experimenting with colour & materials  Drawing v painting  Seurat Mondrian	Performance: Rhythm v rhyme - move in time!	Healthy & Happy – building strength in muscles  How far can I run?

## **Long-term Rationale KS1 and KS2**

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.



<b>Aim for TVEd Mathematics</b>						
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.						
<b>**Order of blocks within each half term to be determined by teaching staff**</b>						
Mathematics	Autumn		Spring		Summer	
<b>Year 1</b>	Number – PV 2wk Number- Calculation 4 wk Measuring- 1 wk	Number – PV 1wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 2wk Number- Calculation 3 wk Measuring- 1 wk	Number – PV 1wk Number- Calculation 4 wk Geometry- 1 wk	Number – PV 2wk Number- Calculation 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 1wk Number- Calculation 3 wk Measuring- 2 wk
<b>Year 2</b>	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 4 wk Geometry- 1 wk Measuring- 1 wk
<b>Year 3</b>	Number – PV 2wk Number- Calculation 4 wk Measuring- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Geometry – 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Geometry- 1 wk Measuring- 1 wk
<b>Year 4</b>	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk
<b>Year 5</b>	Number – PV 1wk Number- Calculation 4 wk Measuring- 1 wk Geometry – 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 1 wk Statistics- 1 wk	Number – PV 1 wk Number- Calculation 3 wk Measuring- 1 wk Geometry- 1 wk	Number- Calculation 3 wk Number- Fraction 2 wk Measuring- 1 wk
<b>Year 6</b>	Number – PV 1wk Number- Calculation 2 wk Number- Fraction 2 wk Measuring- 2 wk	Number- Calculation 2 wk Number – Fraction 2 wk Algebra- 1 wk Geometry- 1 wk	Number- Calculation/Fraction 3 wk Geometry- 1 wk Measuring- 1 wk Statistics- 1 wk	Number- Calculation/Fraction 3 wk Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk	SATS REVISION/REVISITING CONCEPTS	Application and extension into other mathematical projects/enterprise.

## 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.

### To be used in conjunction with TVED Narrative and Poetry genres

English	Autumn		Spring		Summer	
<b>Year 1</b>	Instructions Narrative: Fairy Tales Recount	Narrative: Story with a dilemma, issue or moral Non-chronological report Poetry	Instructions Narrative: Quest or journey Poetry	Narrative: Mystery Recount	Narrative: Myth or legend Non-chronological report Poetry	Instructions Narrative: Overcoming a monster Poetry
<b>Year 2</b>	Instructions Narrative : Fairy Tales Recount	Narrative: Story with a dilemma, issue or moral Non-chronological report Poetry	Narrative: Quest or journey Poetry Recount	Instructions Narrative: Mystery	Narrative: Myth or legend Non-chronical report Recount	Instructions Narrative: Overcoming a monster Poetry
<b>Year 3</b>	Poetry Narrative: Fairy Tales Non-chronological report	Narrative: Story with a dilemma, issue or moral Recount Instructions	Explanation Narrative: Quest or journey Poetry	Narrative: Mystery Recount	Explanation Narrative: Myth or legend Poetry	Narrative: Overcoming a monster Non-chronological report Poetry
<b>Year 4</b>	Instructions Narrative: Fairy Tales Recount	Explanation Narrative: Story with a dilemma, issue or moral Poetry	Narrative: Quest or journey Persuasion Poetry	Narrative: Mystery Non-Chronological report	Narrative: Myth or legend Persuasion Poetry	Narrative: Overcoming a monster Poetry Recount
<b>Year 5</b>	Explanation Narrative: Fairy Tales Poetry	Narrative: Story with a dilemma, issue or moral Non-chronological report Persuasion	Instructions Narrative: Quest or journey Poetry	Narrative: Mystery Recount	Narrative: Myth or legend Persuasion Discussion	Explanation Narrative: Overcoming a monster Poetry
<b>Year 6</b>	Narrative: Fairy Tales Poetry Recount	Discussion Non-chronological report Narrative: Story with a dilemma, issue or moral	Explanation Narrative: Quest or journey Poetry	Narrative: Mystery Persuasion	Instructions Poetry Narrative: Myth or legend	Discussion Recount

**\*\*Sequence of genres to be determined within the term by the academy English Leader \*\***

<b>Timings for blocks Genres</b>	<p><b>Poetry x1 week, Narrative x2-3 weeks, Non-Narrative x2 weeks</b></p> <p><b>Non-narrative:</b> If an academy wishes to link topics from curriculum subjects to teach writing, please see ‘<b>Bank of Ideas for Teaching Non-narrative Genres</b>’ document</p> <p><b>Narrative genres are to include:</b> Fairy Tales, Story with a dilemma, issue or moral, Quest or journey, Mystery, Myth or legend, Overcoming a monster (order at academy discretion – see TVED Narrative and Poetry genres document for examples and overviews)</p> <p><b>Poetry genres are to include:</b> Haiku, Free Verse, Rhyming Couplets, Kennings</p>
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## 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.

### All children will work scientifically through:

Identifying, Classifying Grouping, Observing Over Time, Pattern Seeking, Research using secondary sources and Comparative and Fair Testing. Elements of working scientifically need to be within all blocks.

**\*\*Refer to the TVED Working Scientifically document\*\***

	Autumn	Spring	Summer
<b>Year 1</b>	Seasonal changes	Everyday materials	Animals, including humans Plants
	What are the changes over the four seasons?	Can you name and compare materials?	How can animals be compared? Can you name types of plants and trees?
<b>Year 2</b>	Uses of every day materials Living things and their habitats	Animals, including humans	Plants
	Can you classify materials? How is an animal suited to its habitat?	What do humans need to grow and be healthy?	What does a plant need to stay healthy?
<b>Year 3</b>	Animals, including humans Rocks	Forces and magnets	Plants Light
	How do you move and grow? How are rocks formed?	What is a magnetic force?	What is the life cycle of a flower? How is a shadow formed?
<b>Year 4</b>	Sound Electricity	States of matter	Living things and their habitat Animals, including humans
	How do you hear things? How does a circuit work?	What makes a solid, liquid or gas?	Does the world need a variety of habitats? What happens to your food when you eat it?
<b>Year 5</b>	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?	When is a change reversible or irreversible? What is a force and what is its effect?
<b>Year 6</b>	Evolution and inheritance Light	Electricity	Animals, including humans Living things and their habitats
	How have animals, humans and plants adapted over time? How does light travel?	How do components affect a circuit?	How does your heart work and stay healthy? What characteristics could you use to classify animals and plants?

<b>Aim for TVED Computing</b>			
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.			
<b>By the end of KS1 most children will be able to:</b>		<b>By the end of KS2 most children will be able to:</b>	
<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	
<b>Autumn</b>		<b>Spring</b>	
<b>**Online safety and digital literacy will be taught throughout all strands as identified on the TVED E-Safety Document**</b>			
<b>Year 1</b>	Communication, text, images and multimedia (to communicate)	Programming	Connecting online Understanding and sharing data (To collect)
	Can you make a poster that includes a picture?	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?
<b>Year 2</b>	Communication, text, images and multimedia	Programming	Connecting online (To connect) Understanding and sharing data (To collect)
	Can you present information about a topic?	Can you write an algorithm to move a sprite to a specific destination?	Can you explain how you keep safe on the internet? Can you interpret and present information in a simple database?
<b>Year 3</b>	Communication, text, images and multimedia (to communicate)	Programming	Connecting online (To connect) Understanding and sharing data (To collect)
	Can you use Key Note to create a poster?	Can you use blocks of code to move the sprite?	Can you interact with a blog? Can you create a branching database?
<b>Year 4</b>	Communication, text, images and multimedia (to communicate)	Programming	Connecting online (To connect) Understanding and sharing data (To collect)
	Can you select a program to present information effectively?	Can you create a game using broadcast and receive commands?	Can you contribute to a blog online? Can you create a simple spreadsheet?
<b>Year 5</b>	Communication, text, images and multimedia (to communicate)	Programming	Connecting online (To connect) Understanding and sharing data (To collect)
	Can you evaluate and refine work to produce effective presentations?	Can you create a game for a specific topic?	Can you collaborate with others online? Can you navigate and use filters in a database to find specific information?
<b>Year 6</b>	Communication, text, images and multimedia (to communicate)	Programming	Connecting online (To connect) Understanding and sharing data (To collect)
	Can you present information suitable for a specific audience?	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?

<b>Aim for TVED History</b>			
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.			
<b>By the end of KS1 most children will be able to:</b>		<b>By the end of KS2 most children will be able to:</b>	
<ul style="list-style-type: none"> <li>• 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;</li> <li>• distinguish between aspects of their own everyday lives and the lives of people in the past;</li> <li>• identify some ways in which the past is represented;</li> <li>• find out about the past by asking and answering questions using a range of sources of information.</li> </ul>		<ul style="list-style-type: none"> <li>• 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;</li> <li>• give some reasons for, and results of, main events and changes and provide explanations about why people in the past acted as they did;</li> <li>• find out about the past by asking and answering questions using a range of sources of information;</li> <li>• give some explanations for the different ways the past is represented and interpreted;</li> <li>• record their knowledge and understanding about the past in a variety of ways using dates and historical terms.</li> </ul>	
<b>History</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Past and present	Life of a significant local individual: Captain Cook	Local history study: The Transporter Bridge
	What was different when my parents and grandparents were little?	Why is Captain Cook important?	What was Middlesbrough like when the transporter bridge was built?
<b>Year 2</b>	British History: The Great Fire of London	Local history study: Middlesbrough	Life of a significant individual: Queen Elizabeth II
	What and how do we know about the Great Fire of London?	How has Middlesbrough changed in the last 200 years?	Why is Queen Elizabeth II important?
<b>Year 3</b>	Empires and Civilisations: Stone Age through to Iron Age	Local history study: Impact of the River Tees	Empires and Settlements: The Vikings and the Anglo Saxons
	What changes happened between the Stone Age and the Iron Age and how did it impact on Britain?	How has the River Tees changed Middlesbrough?	Who were the Vikings and what impact did they have on Britain?
<b>Year 4</b>	Empires and Civilisations: Roman Empire and its impact on Britain	Local history study: Academy specific eg Pennyman family/Steel works/Chemical works	British History: British Kings and Queens
	Who were the Romans and what was their impact on Britain?	How has (the Pennyman Family/ Middlesbrough Football Club/local industry) impacted on our academy community?	How did Henry VIII impact Britain and how does he compare to Queen Elizabeth II?
<b>Year 5</b>	Empires and Civilisations: Ancient Egypt	Empires and Civilisations: Ancient Greece	Significant individuals: Margaret Thatcher
	Who were the Ancient Egyptians and what impact did they have?	Who were the Ancient Greeks and what impact did they have?	Who was Margaret Thatcher and what was her impact on Britain?
<b>Year 6</b>	British History: Britain and World War II	Empires and Civilisations: Opening up America	
	What was the impact on the life of a child during World War II?	Who were the North Americans and what impact did they have?	

<b>Aim for TVED Design Technology</b>			
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.			
<b>By the end of KS1 most children will be able to:</b>		<b>By the end of KS2 most children will be able to:</b>	
<ul style="list-style-type: none"> <li>use a range of materials to design and make simple products;</li> <li>select materials, tools and techniques and explain their choices;</li> <li>understand simple mechanisms and structures;</li> <li>measure, assemble, join and combine materials in a variety of ways using basic tools safely;</li> <li>investigate and evaluate simple products, commenting on the main features.</li> </ul>		<ul style="list-style-type: none"> <li>use knowledge and understanding of a range of materials, components and techniques to design and make quality products;</li> <li>evaluate work as it develops and, if necessary, suggest alternatives;</li> <li>produce designs and plans which list the stages involved in making a product, and list tools and materials used;</li> <li>accurately measure, mark, cut, join and combine a variety of materials, working safely and recognising hazards to themselves and others;</li> <li>understand the use of electrical and mechanical systems and more complex structures;</li> <li>evaluate what is or is not working well in a product.</li> </ul>	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Cooking and nutrition: Making soup	Technical knowledge: bridge building	Design, make, evaluate: a miniature garden
	What makes a healthy soup?	How do you build a strong bridge?	How did you make your miniature garden?
<b>Year 2</b>	Technical knowledge: Making a drawbridge for a castle	Design, make, evaluate: Make a windmill as a garden decoration	Cooking and nutrition: Bake a cake
	How do you make a drawbridge open and close?	How did you make your windmill and make it turn?	How do you make a cake?
<b>Year 3</b>	Design, make, evaluate: Make a clay coil pot for a purpose	Technical knowledge: Make a game	Cooking and nutrition: Build a burger
	What is a good material for making a pot and why?	How did you make your game engaging?	How can you create the best burger?
<b>Year 4</b>	Cooking and nutrition: Pizza	Design, make evaluate: Sustainability and our planet – making a product using recyclable materials	Technical knowledge: Use sewing techniques to make something
	How do you make a pizza base?	Which recyclable materials are best for your product?	How did you create a picture using a range of stitches?
<b>Year 5</b>	Design, make, evaluate: A wooden bird box	Technical knowledge: Design and make an electrical powered vehicle.	Cooking and nutrition: Make a dessert
	What skills does a carpenter need?	How does your vehicle move?	How did you make two different types of pastry?
<b>Year 6</b>	Cooking and nutrition: Plan and cook a three course balanced meal	Design, make and evaluate: Sew a bag for a purpose	Technical knowledge: Create a product using pneumatics, cams and pulleys
	What did you include to make your meal balanced?	What techniques can you use to make a bag?	How did you make your product move?

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:	
<ul style="list-style-type: none"> <li>describe the main features of localities and recognise similarities and differences;</li> <li>recognise where things are and why they are as they are;</li> <li>express their own views about features of an environment and recognise how it is changing;</li> <li>find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.</li> </ul>		<ul style="list-style-type: none"> <li>explain the physical and human characteristics of places, and their similarities and differences;</li> <li>know the location of key places in the United Kingdom, Europe and the world;</li> <li>explain patterns of physical and human features;</li> <li>recognise how selected physical and human processes cause changes in the character of places and environments;</li> <li>describe how people can affect the environment and explain the different views held by people about environmental change;</li> <li>undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.</li> </ul>	
Geography	Autumn	Spring	Summer
<b>Year 1</b>	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
	Can you explain where you live?	Can you name the continents of the world and which one England is in?	What is the weather like in different parts of the world?
<b>Year 2</b>	Locational geography: The UK and the surrounding seas	Human and physical: Comparing contrasting areas	Place Knowledge: focus on Australia
	Which countries make up the UK and what are their capital cities?	Can you compare the physical and human features of two different areas?	What are the similarities and differences between Middlesbrough and Sydney?
<b>Year 3</b>	Locational Knowledge: Wales, Scotland and Northern Ireland	Human and physical geography: Volcanoes and earthquakes	Place Knowledge: Scandinavia
	Can you locate a county in the UK and describe the human features?	What happens when the Earth moves?	How is mainland Scandinavia different to the United Kingdom?
<b>Year 4</b>	Place knowledge: Italy	Human and physical: Hot and cold areas of the world	Locational knowledge: North East - hills, rivers, coasts
	How has the geography of Lazio, in Italy and the North East of England affected the way people live there?	How does the location of a place affect its temperature?	What are the physical and human features of where you live?
<b>Year 5</b>	Human and physical: Rivers and basins including the water cycle	Human and physical geography: Biomes and vegetation belts	Human and physical: 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?
<b>Year 6</b>	Human and physical: Settlements	Place knowledge : North, South and Central America	Locational knowledge - Europe and the capital cities
	How does the geography of a settlement explain its population?	What makes the Americas unique?	What are the similarities and differences of countries that make up the continent of Europe and can you name their capital cities?

## 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:

- 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.

### By the end of KS2 most children will be able to:

- 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
<b>Year 1</b>	Artist: Iris Scott Techniques: Drawing and <b>Painting</b>	Artist: Axel Scheffler Techniques: <b>Drawing</b>	Artist: Angie Lewin Techniques: Drawing and <b>Painting</b>
	What process does Iris Scott use to create her artwork?	How does the work of Axel Scheffler make books more exciting?	How does nature inspire Angie Lewin's artwork?
<b>Year 2</b>	Artist: Friedensreich Hundertwasser Techniques: Drawing and <b>Painting</b>	Artist: Mackenzie Thorpe Techniques: <b>Drawing</b>	Artist: Nick Park (animator) Techniques: Drawing and <b>Sculpture</b>
	How does Friedensreich Hundertwasser's work incorporate the environment?	How does Mackenzie Thorpe's artwork support local culture?	How have Nick Park's sculptures contributed to film and television?
<b>Year 3</b>	Artist: Lowry Techniques: Drawing and <b>Painting</b>	Artists: Giuseppe Arcimboldo Techniques: Drawing and <b>Collage</b>	Artist: William Morris (designer) Techniques: Drawing, <b>Textiles and Printing</b>
	How does Lowry engage you in his pictures?	What inspiration does Giuseppe Arcimboldo use and how does he create his portraits?	Why is William Morris important in the world of textiles?
<b>Year 4</b>	Artist: Anthony Gormley (architect) Techniques: Drawing and <b>Sculpture</b>	Artist: David Hockney Techniques: Drawing and <b>Painting (ipad tech)</b>	Artist: Claude Monet Techniques: Drawing and <b>Painting</b>
	What is Anthony Gormley most famous for?	What is digital art and how has David Hockney developed this medium?	How has Claude Monet contributed to impressionism?
<b>Year 5</b>	Artist: Andy Goldsworthy Techniques: Drawing and <b>Sculpture</b>	Artist: Peter Thorpe Techniques: Drawing and <b>Painting</b>	Artist: Joe Cornish (photographer) Techniques: Drawing and <b>Photography</b>
	How does Andy Goldsworthy use natural products to create ombre effects in his sculpture?	How does Peter Thorpe use colour to create dramatic effect in paintings?	How does Joe Cornish use light and dark to create a mood in photography?
<b>Year 6</b>	Artists: Barbara Hepworth and Henry Moore Techniques: Drawing and <b>Sculpture</b>	Artists: Andy Warhol Techniques: Drawing and <b>Printing</b>	Artist: Costume Design (Linked to Trust Performance) Techniques: Drawing and <b>Textiles</b>
	How does the work of Barbara Hepworth/Henry Moore capture the feeling of the people of World War Two?	Why was the work of Andy Warhol so popular and what effect did it have on popular culture?	How do costumes enhance the experience during theatrical productions?



Aim for TVED RE			
We aim to help children appreciate that they live in a multicultural country. They will develop an understanding of how religious beliefs shape people's lives and behaviours, evidenced through discussions using appropriate vocabulary. 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:	
<ul style="list-style-type: none"> <li>To understand beliefs and teachings</li> <li>To understand practices and lifestyles</li> <li>To understand how beliefs are conveyed</li> <li>To reflect</li> <li>To understand values</li> <li>To study the main stories of Christianity.</li> <li>To study Judaism.</li> <li>To study other religions of interest to pupils.</li> </ul>		<ul style="list-style-type: none"> <li>To understand beliefs and teachings</li> <li>To understand practices and lifestyles</li> <li>To understand how beliefs are conveyed</li> <li>To reflect</li> <li>To understand values</li> <li>To study the beliefs, festivals and celebrations of Christianity.</li> <li>To study Buddhism, Hinduism, Islam and Sikhism.</li> <li>To study other religions of interest to pupils.</li> </ul>	
	Autumn	Spring	Summer
Year 1	Introducing Religion	Christianity: Easter	Religious Stories: Parables of Jesus e.g. Good Samaritan
	What does it mean to belong in Christianity?	Why is Easter important to Christians?	What do parables teach Christians?
Year 2	Christianity: beliefs, customs and practice	Judaism: beliefs, customs and practices	Religious Stories: Miracles of Jesus e.g. Feeding the 5000
	What is important in the Christian faith?	What is important in the Jewish faith?	What do the miracles of Jesus teach Christians?
Year 3	Use of light in religion	The Christian Year	Judaism: Passover
	Why is light important in religions?	Can you name the key events in the Christian year and why they are important?	Why was Passover important to the Jewish faith?
Year 4	Different Christian denominations	Islam: beliefs, customs and practices	Use of colour in religion
	Can you name and explain some 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 Christians, Jews and Muslims?	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?	How do Humanists live their lives?	What is the benefit of a multicultural Britain?

## 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:

- Master basic movements including running, jumping, throwing and catching
- Develop 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

### By the end of KS2 most children will be able to:

- 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
- 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.

	Autumn	Spring	Summer
<b>Year 1</b>	<b>Invasion Games</b> Can you keep a ball under control?	Net/Wall	Striking Fielding
	<b>Gymnastics</b> Can you show a starting position for a shape/movement?	Dance	Athletics
<b>Year 2</b>	<b>Invasion Games</b> Can you pass/send a ball accurately to a partner or target?	Net/Wall	Striking Fielding
	<b>Gymnastics</b> Can you show how to move from a starting position to a shape/movement?	Dance	Athletics
<b>Year 3</b>	<b>Invasion Games</b> Can you pass/send a ball accurately to a partner whilst moving?	Net/Wall	Striking Fielding
	<b>Gymnastics</b> Can you move from one shape / movement to another?	Dance	Athletics
<b>Year 4</b>	<b>Invasion Games</b> Can you use a range of passes in a game situation?	Net/Wall	Striking Fielding
	<b>Gymnastics</b> Can you show a sequence of shapes / movements?	Dance	Athletics
<b>Year 5</b>	<b>Invasion Games</b> Can you pass, receive and move into space to create attacking opportunities?	Net/Wall	Striking Fielding
	<b>Gymnastics</b> Can you show a complex sequence of shapes / movements?	Dance	Athletics
<b>Year 6</b>	<b>Invasion Games</b> Can you pass, receive and move to maintain possession?	Net/Wall	Striking Fielding
	<b>Gymnastics</b> Can you move in a variation of ways with increased control and fluency?	Orienteering	Athletics
	<b>Invasion Games include:</b> Football, Tag-Rugby, Basketball, Netball, Boccia, Wheelchair Basketball; <b>Artistic includes:</b> Gymnastics, Cheerleading and Dance; <b>Striking Fielding:</b> Cricket, Rounders, Table Cricket, Tri-Golf; <b>Net Wall Games:</b> Tennis, Badminton, Volleyball, Seated Volleyball, Table Tennis; <b>*Dance/orienteering academy specific and timetabled around specialist availability</b>		

<b>Aim for TVED Music</b>			
We aim for children at TVED to enjoy a rich music curriculum that gives them opportunities to sing, play instruments, compose, listen to and appraise music. They will develop new skills, learning to read music, understand the importance of music on our mental health and well being as well as understanding how a rich musical background can bring enjoyment and fulfilment in our lives. The children will have a wide range of opportunities to perform in a range of settings and enjoy the music of professional musicians and specialists and we aim to provide music and performing arts to the children in our disadvantaged communities giving experiences that would be outside of their normal world.			
<b>By the end of KS1 most children will be able to:</b>		<b>By the end of KS2 most children will be able to:</b>	
<ul style="list-style-type: none"> <li>Use their voices expressively and creatively singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music;</li> <li>Experiments with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>		<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression;</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music;</li> <li>Listen with attention to detail and recall sounds with increasing aural memory;</li> <li>Use and understand staff and other musical notations;</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Have some understanding of the history of music.</li> </ul>	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Untuned percussion and songs & Christmas performance	Samba music and singing using Musik8 musical terms	Tuned percussion and styles of music
	Can you create rhythms and sound effects, using graphic scores, on an untuned instrument?	Can you sing a range of songs, chants and rhymes including question and answer phrases?	Can you create sound effects to enhance a story?
<b>Year 2</b>	Untuned percussion and songs & Christmas performance	Samba music and singing	Tuned percussion and styles of music
	Can you create a piece of music to represent a rocket launch?	Can you compose and perform question and answer phrases using untuned percussion instruments?	Can you to read notation to perform a simple tune?
<b>Year 3</b>	Recorders	Recorders	Recorders and singing
	Can you play a melody using 3 notes?	Can you compose your own melody using a known rhythm?	Can you perform in a group?
<b>Year 4</b>	Music Technology & Christmas performance	Boomwhackers	African Drumming
	Can you compose a piece of music using Garageband?	Can you read and perform a piece of music using notes C-A?	Can you perform a piece of African music?
<b>Year 5</b>	Music Technology & Christmas performance	African Drumming	Samba music
	Can you compose and play a melody using the keyboard on Garageband with a chord accompaniment?	Can you read and perform notation for African drumming?	Can you perform for an audience?
<b>Year 6</b>	African Drumming & Christmas performance	Music Technology	Musical Performances
	Can you compose and perform a piece of African music using African drumming notation?	Can you compose and play a piece of music using a whole octave?	Can you contribute to the performance of a school concert?

<b>Aim for TVED Relationships Education, Relationships and Sex Education and Health Education (RSE)</b>			
At TVED, Relationship Education is learning about the emotional, social and physical aspects of growing up. It will prepare children, building knowledge, vocabulary and confidence, to value who they are and understand how they relate to other people in this ever-changing world.			
<b>By the end of KS1 most children will be able to:</b>		<b>By the end of KS2 most children will be able to:</b>	
<ul style="list-style-type: none"> <li>Value and respect one another</li> <li>Appreciate themselves and those around them</li> <li>Understand how to keep safe and healthy</li> <li>Be respectful and kind</li> </ul>		<ul style="list-style-type: none"> <li>Value each other and act in a responsible and ethical way</li> <li>Have a sense of self so they can become engaged citizens</li> <li>Understand how to stay safe individually and with others</li> <li>Be confident and independent</li> </ul>	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Caring friendships: Importance of friendships Respectful relationships: Differences	Families and people who care for me: Importance of family Mental Wellbeing: Being healthy	Being safe: Personal boundaries Physical Health: Being healthy
	Who are your friends and why? How are we all different?	Why are families important when growing up? What is mental health?	What are appropriate boundaries? Why do I need to exercise and eat healthily?
<b>Year 2</b>	Caring friendships: Characteristics of friends Respectful relationships: Respect	Families and people who care for me: Characteristics of a healthy family Mental Wellbeing: My feelings	Being safe: Secrets Physical Health: Illness
	What are the characteristics of a good friend? What is respect and why is it important?	What are the characteristics of a healthy family? How can I express my feelings and why is that important?	When is it right to keep a secret? What can I do if I feel unwell?
<b>Year 3</b>	Caring friendships: Healthy friendships Respectful relationships: Manners	Families and people who care for me: Differences Mental Wellbeing: Myself and others	Being safe: Physical contact Physical Health: Sleep
	How do good friends make you feel? What are good manners?	What makes a family a family? How can I look after my own and others wellbeing?	What is appropriate physical contact? How can a lack of sleep impact on my health?
<b>Year 4</b>	Caring friendships: Resolving conflict Respectful relationships: Respecting myself	Families and people who care for me: Security Mental Wellbeing: Hobbies and interests	Being safe: Strangers Physical Health: Diet
	What do I do when a friend falls out with me? How do I respect myself?	How does my family make me feel safe and secure? Why are my hobbies important for my wellbeing?	How do you know which adults to trust? What is the impact of diet on my health?
<b>Year 5</b>	Caring friendships: Building trust Respectful relationships: Bullying and stereotypes	Families and people who care for me: Commitment Mental Wellbeing: Being isolated	Being safe: Being unsafe Changing me: Puberty and personal hygiene Physical Health: Keeping clean
	Who can I trust? What are stereotypes and why are they unfair? What is the impact of bullying?*	How do individuals show their commitment to each other? How does loneliness and bullying affect wellbeing?	What is risk taking behaviour? How does my body change as I get older? What are bacteria, viruses and vaccinations?
<b>Year 6</b>	Caring friendships: Judgement calls Respectful relationships: Mutual respect	Families and people who care for me: Respect Mental Wellbeing: Seeking support	Being safe: Getting help Changing me: SRE Physical Health: Drugs, alcohol and tobacco
	When is a friend not a friend? How do we show mutual respect in society?	Are my family always right? How do I seek support if I am worried about my own or someone else's wellbeing?	How can I get help if I do not feel safe? Why are my emotions changing? What are the dangers of different substances?
<b>Additional Content</b>	*Basic first aid *Age appropriate self-care *Online relationships to be covered through Computing curriculum *Safer Internet Day		