

Trust Intent & Entitlement

At Tees Valley Education our knowledge-rich national curriculum-based offer is mapped to reflect, and meets, the bespoke needs of all children in the trust; across mainstream, unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, using the latest research in the science of learning, the inclusive practice and provision demonstrates the trusts determination to achieve excellence.

We want all our children to make progress: to know more, remember more and do more. We provide learning opportunities that will widen, deepen and build on prior knowledge across all curriculum areas, fostering curiosity, aspirations, a passion for learning and the cultural capital needed to succeed in life.

At Tees Valley Education we are utterly committed to narrow the gaps and support the development of the reading, vocabulary and oracy as we recognise the trusts community needs, supported during the transition phase through blended learning and digital agency. The intentions are to enable pupils to communicate effectively, become independent learners and prepare them well for the next stage of their education, their future lives and employment and to be responsible active citizens.

'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 considering the area in which we serve.

Intent:

Our early years curriculum aims to develop the pupils holistically, taking into consideration early childhood development and their cognitive stage.

The curriculum is progressive and coherently planned to engage all learners and to build upon the children's prior knowledge. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, our curriculum develops each child's unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows pupils to be increasingly articulate in their learning and prepare them for the next stage of their education

Overview

The documentation is based upon the Early Years Framework with the statutory requirements. It reflects the expectations of sequential and progressive direct teaching, using the supporting documents of Development Matters and Birth to Five. 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. 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. The coherent long-term learning sequence has been developed to ensure a secure foundation for social and academic development and readiness for year 1.

Characteristics of Effective Learning	Areas of Development	Aspects
Engagement: Playing and exploring <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to 'have a go' Motivation: Active learning <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving Thinking: Creating and thinking critically <ul style="list-style-type: none"> Having own ideas Making links Choosing ways to do things 	Prime areas	
	Personal, Social and Emotional Development	Self-regulation
		Managing self
		Building relationships
	Physical Development	Gross motor skills
		Fine motor skills
	Communication and Language	Listening, attention and understanding
		Speaking
	Specific areas	
	Literacy	Comprehension
		Word reading
		Writing
	Mathematics	Number
		Numerical patterns
	Understanding the World	Past and present
		People, culture and communities
		The natural world
	Expressive Arts	Creating with materials
		Being imaginative and expressive

EYFS PRIME AREA: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Intent: 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 (based Development Matters) most children will be able to:

- Talk about family and friends
- Talk about similarities / differences between how we feel
- Develop strategies for dealing with feelings, emotions and behaviours
- Begin to make / develop new friendships
- Understand how to deal with mistakes – take ownership of own learning
- Understand cause and effect – follow school rules and routines
- Celebrate other people's achievements

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
Nursery Self-Regulation	All about me and my family Learning about different emotions	Understand emotions / Talk about feelings	Show confidence in new situations (transition) Understand how other people might be feeling
Nursery Managing Self	All about me (self - care) – Toilet training and hand washing Introduce classroom rules and routines	Create and model activities designed to allow independence and perseverance in the face of challenge. Select and use resources independently Understand and follow rules and routines	Being healthy - exercise Talk with others to solve conflict Follow rules and routines without adult support
Nursery Building Relationships	All about me (co-operative play / positive relationships) Playing alongside others. Being aware of others in their environment.	Playing with one or more children, turn taking, sharing.	Being confident with unfamiliar adults. (transition) Extending playing ideas with others.
Reception Self-Regulation	Me, my family, my friends Adapt behaviour to match environment	Control their own impulses, being able to wait	Understanding of own feelings and how others might feel in a given situation
Reception Managing Self	Understand cause/effect consequences for actions. See themselves as a valuable individual Create and model activities designed to allow independence, resilience and perseverance in the face of challenge.	Healthy Eating Celebrate others achievements Explain reasons for rules	Being healthy: exercise Ownership of own learning. Mistakes are a part of learning
Reception Building Relationships	Me, my family, my friends (positive attachments, showing sensitivity) Make/develop new friendships Talk about own family and friends	Chinese New Year cultural similarities and differences. Why are we all different/same? (Show sensitivity to their own and others' needs) Understand other people's needs and feelings Discuss conflicts in play and negotiate solutions	Following instructions to build constructive and respectful relationships

EYFS PRIME AREA: PHYSICAL DEVELOPMENT

Intent: 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 (based Development Matters) most children will be able to:

- Move in different ways including running, walking, climb on different surfaces, climb stairs using alternate feet
- Have developing control with ball skills including throwing, catching and kicking
- Link a sequence of movements together
- Create lines and circles pivoting from the shoulder and elbow
- Uses a range of small tools-brushes, pencils, chalk, whisks, pegs, threading
- Shows accuracy when drawing using lines and circles
- Hold scissors correctly to snip
- Use a range of lines and shapes when painting and drawing to create a representation

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 TEACHINGOrder to be determined by teaching staff****

	Autumn	Spring	Summer
Nursery Gross motor	Movement in different ways including running, walk, run and climb on different surfaces, climb stairs using alternate feet	Ball skills including throwing, catching and kicking Create lines and circles pivoting from the shoulder and elbow	Refine movements in different ways such as running forwards and backwards, jumping upwards and forwards Link a sequence of movements together
Nursery Fine motor	Use a range of small tools-brushes, pencils, chalk, whisks, pegs, threading Develop grip strength in hands- dough disco- Squeeze, stretch, pinch, roll	Show accuracy when drawing using lines and circles Focus on developing tripod pencil grip Hold scissors correctly to snip	Learn to write some letters in their name Use a range of lines and shapes when painting and drawing to create a representation
Reception Gross motor	Move in a range of ways, speed and directions to avoid obstacles slithering, shuffling, rolling, crawling, jumping, skipping, sliding and hopping Move around, over, under and through balancing and climbing equipment Jump off objects and land appropriately	Ball skills including throwing, catching, kicking, batting and aiming using a variety of equipment and with increasing accuracy and precision Movement including spatial awareness negotiating space successfully, adjusting speed and direction to avoid obstacles	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Reception Fine motor	Refine pencil grip Writing letters/numbers using correct formation Use cutlery with increasing control	Adding smaller details to drawing and paintings using a range of media Writing letters/numbers using correct formation	Increase accuracy, size and orientation of letters and numbers

EYFS PRIME AREA: COMMUNICATION AND LANGUAGE

Intent: To develop the spoken language and vocabulary of pupils to enable them to access all areas of learning. Through conversation, questioning and modelling, children will be able communicate effectively with people around them.

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

- Listens when somebody else is talking
- Talk in sentences using 4-6 words
- Begin to extend some sentences using and or because
- Talk about the future and past with increasing accuracy around tense
- Answer simple why questions
- Asks questions to find out more
- Participate and respond in small group discussions or 1:1 interactions
- Listens to and talks about stories to build familiarity and understanding
- Retell a story using some exact repetition and some of their own words

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

Listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

COMMUNICATION AND LANGUAGE: DIRECT TEACHING (order to be determined by teaching staff)

	Autumn	Spring	Summer
Nursery Listening, attention and understanding	Listen and respond when they are spoken to by an adult. Listen to and identify sounds from the indoor and outdoor Explore instruments for listening and response skills Sit still, listen and join in for rhymes, stories or register routine Follow a simple single instruction	Answer questions in a small group situation linked to well-known stories. Answers are becoming more appropriate to the question Listen for a growing length of time in a small group Follow a simple two step instruction	Understand why questions. Listen and maintain attention for a growing length of time as a class Give greater detail in answers Follow a more complex set of instructions
Nursery Speaking	Answer the register. Talking one to one with a key adult. Repeating key vocabulary modelled. Begin to understand the conventions of talk and response	Start a conversation and continue to turn take. Use talk to organise themselves and their play Communicate to meet needs Communicate for a purpose Use a wider range of appropriate vocabulary	Retell well-known stories and sing a repertoire of rhymes. Name a story that they like and say why
Reception Listening, attention and understanding	Take turns in a group and class situation Listen with intent to other people when they speak Give reasons for their answers Identify main characters in a story	Ask own relevant questions to find out more (who, where, why) Use story language and subject specific language in context to answer questions	Use talk to help work out problems and organise thinking. Explain how things work and why they might happen. Answer how do you know questions Sequencing events and words in sentences to describe detail
Reception Speaking	One to one and small group discussions around direct teaching areas. Focus on speaking in sentences. Develop social phrases	Sharing own ideas and opinions. Articulate their ideas and thoughts in well-formed sentences	Connect ideas using a range of connectives. Opportunities to offer own ideas and explanations Speaking in more complex sentences.

EYFS SPECIFIC AREA: LITERACY

Intent: 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 (based Development Matters) most children will be able to:

- Engage in extended conversations about stories, learning new vocabulary.
- Recognise words with the same initial sound
- Spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Begin to join in with rhyming strings like 'hat' and 'cat'.
- Orally segment and blend
- Use some print and letter knowledge in their early writing.
- Write some or all their name

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 sound 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
Nursery Word reading Comprehension	Adults share books- how to hold, print has meaning, identify print in the environment Tuning into sounds through songs, rhymes, body sounds Copying sequences with your body and voice	share books in groups- name different parts of the book share books in groups- how follow text Engage in rhythm and rhyme to learn vocabulary and responses Learn that names and objects start with a sound Count/clap syllables in a word	Sounds effects and letter sounds using their voice Orally segment and blend – using objects then pictures Introduce RWI pictures Recognise words with the same initial sound
Nursery Writing	Adding marks to their pictures to show meaning	Adding marks to their pictures to show meaning Begin to create individual marks to represent meaning	Begin to form some letters correctly in their name
Reception Word reading Comprehension	Begin 1:1 reading Read individual letters by saying the sound (SET 1) Blend sounds into words (SET 1 and begin blending)	Read some letter groups that represent one sound (SET 1 Photocopy ditty) Read simple phrases and sentences (SET 1 Red)	Read simple phrases and sentences with some CEW (SET 1 Red ditty/SET 2 Green) Read simple phrases and sentences with some CEW (SET 2 Green/purple)
Reception Writing	Form lower case letters correctly Write cvc words Write lists using known sound-letter correspondence	Write cvcc words and some red words Write captions using known sound-letter correspondence Write phrases/ short sentences	Write short sentences using a capital letter and full stop Reread what they have written to check it makes sense

EYFS SPECIFIC AREA: MATHEMATICS

Intent: 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 (based Development Matters) most children will be able to:

- Know that the last number reached when counting a small set of objects tells you how many there are in total.
- Show 'finger numbers' up to 5.
- Matches numerals and amounts up to 5.
- subitise up to 3.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Understand position through words alone.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identify the patterns around them.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.

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 Number Number Patterns	Counting rhymes and songs using fingers to represent numbers Recite numbers counting past 5	Cardinal value to 3 and counting groups to 3 Link numeral amounts up to 3 Compare quantities using vocabulary such as more than, less than Talk about and identify patterns Discuss routes and locations using appropriate vocabulary	Recognition of up to 3 objects Show finger numbers up to 5 Cardinal value to 5 Link numeral amounts up to 5 Notice and correct an error in a repeating pattern
Nursery Shapes and Measures	Talk about and explore 2D shapes and language associated	Talk about and explore 3D shapes and language associated Investigate size, length, weight and capacity	Combining shapes to make new shapes Select appropriate shape for building Make simple comparisons between size, length, weight and capacity
Reception Number Number Patterns	Recite numbers to 10 Subitise to 6 Representing, comparing, composition of 1-3 Matching and sorting Introduce zero Representing, comparing, composition of 4-6 1 more and 1 less Copy a repeating pattern	Recite numbers past 10 Cardinal and ordinal to 10 Representing, comparing, composition of 7-10 Combining 2 groups Consolidation 1-10 Bonds to 10 Adding more Taking away Continue a repeating pattern	Recite numbers beyond 20 Building numbers beyond 10- comparing and ordering Counting patterns beyond 10- adding to full sets of 10 Instant recall of bonds to 10 Recognise doubles facts Odd and even Sharing and grouping Create repeating patterns
Reception Shapes and Measures	Measure Compare size, capacity and mass Shape Recognise circles and triangles Recognise shapes with 4 sides and know simple properties	Measure Compare size-(length, height) mass and capacity Length and height Shape Find 2d shapes within 3d shape and patterns Simple properties of 3d shapes	Shape Spatial reasoning - visualise and build Comparing simple properties of 2d and 3d shapes

EYFS SPECIFIC AREA: UNDERSTANDING THE WORLD

Intent: 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 (based on Development Matters) most children will be able to:

- Remember and talk about significant events in their own experience.
- Talk about some of the similarities and differences between places they have been, where they live
- Show care and concern for living things and the environment.
- Use technology for a purpose and with a simple outcome
- Notice and talk about the differences between people, families and communities

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 Past and present	Talk about weekend news	Remember and talk about significant recent events in their own experience Look at photos of events in their lives	Remember and talk about significant recent events in their own experience
Nursery People, culture and communities	Bonfire night, Diwali and Christmas - (what are they) Birthdays- (why and how) Children in Need Look at different occupations	Chinese New Year and Easter (what are they) Talk about similarities and differences between people Comic Relief	Talk about similarities and differences between places they have been and where they live
Nursery The Natural World	Seasons: Weather (autumn / winter) Exploration of the immediate environment grass, mud, puddles, plants, animals Using senses, sights, sounds and smells Identify through stories different environments and nature	Seasons: Weather (winter / spring) To talk about some of the things they have observed such as plants, animals, natural and found objects To plant seeds and care for them	Seasons: Weather (summer) Woodland Environment including comparison to local area Mini beasts and woodland animals Show care and concern for the environment
Reception Past and present	Remembrance Day- look at pictures and stories	Past V Present -homes or toys Discuss images of a familiar past What happened before they were born?	Compare and contrast characters from stories including figures from the past
Reception People, culture and communities	Children in Need Diwali: Cultural similarities and differences Christmas: How is it celebrated around the world People who help us (people's lives and their roles in society)	Chinese New Year: Cultural similarities and differences The Easter Story Comic Relief	Reading simple maps Talk about important figures in the community Know that some places are special to members of their community
Reception The Natural World	Seasons: Changes in the natural world (autumn / winter) Recognise some environments are different to the ones they live in	Seasons: changes in the natural world (winter / spring) Complete an investigation linked to British Science week Understand change of state- melting, freezing	Seasons: Changes in the natural world (summer) Seaside Environment including comparison to local and woodland area Investigate forces- push, pull

EYFS SPECIFIC AREA: EXPRESSIVE ARTS AND DESIGN

Intent: 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 (based on Development Matters) most children will be able to:

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc
- Engage in imaginative role-play based on own first-hand experiences
- Create simple representations of events, people and objects
- Make simple models which express their ideas
- Use various construction materials to build, balance and create their own representations and designs
- Join different materials and explore different texture
- Recite a range of nursery rhymes
- Enjoy creating simple beat and rhythm activities
- Respond to what they have heard, expressing their thoughts and 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
Nursery Creating with materials	Explore different materials Create closed shapes with continuous lines Explore colour Mark making leading to drawing	Explore different materials using all senses Show emotions in paintings and pictures	Artist study- Kandinsky- abstract art Make simple models Use drawing to represent ideas
Nursery Being imaginative and expressive	Introduce pretend play Listen with increased attention to sounds Performance for others: Nursery Rhymes Christmas	Sing a range of nursery rhymes – recognise rhythm and repetition Take part in pretend play Remember and sing entire songs Performance for others: Easter concert	Make imaginative small worlds Respond to what they have heard, expressing their thoughts and feelings Sing pitch of a tone sung by another person Performance for others: music and singing Graduation
Reception Creating with materials	Explore colour mixing Join different materials and explore different textures	Develop own ideas and decide which materials to use for a purpose Artist study- Seurat- pointillism	Artist study-Mondrian- abstract art Show and explain how they made their creations to others
Reception Being imaginative and expressive	Begin to develop / make complex 'small worlds' Listen attentively, move to and talk about music, expressing their feelings and responses Performance for others: Nursery Rhyme Week Christmas	Developing story lines in their pretend play Sing the melodic shape of familiar songs Watch and talk about dance and performance art, expressing their feelings and responses Performance for others- invent own performance for peers	Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Sing in a group or on their own increasingly matching the pitch and following the melody Performance for others- rhythm and rhyme

Long-term Rationale KS1 and KS2

The TVEd long-term plan has been designed to fulfil the national curriculum programme of study whilst considering 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.

Intent:

Across the formal curriculum we ensure our pupils have the learning dispositions and attitudes to question and explore subject specific learning through a structured approach, modified accordingly.

We provide opportunities for pupils to develop their knowledge and skills, with growing confidence, resilience and independence, so they can apply their learning in a range of situations. All pupils access opportunities to develop metacognitively to support them to take risks in their learning. Teaching is delivered on a whole class, small group and targeted approach and is designed with end goals and outcomes at the forefront in order that we build deep, long lasting knowledge cumulatively.

TVED Long Term Curriculum Map

English Long-Term Plan

Intent: We recognise that English is essential to everyday life and to a child's ability to communicate effectively using a rich and varied vocabulary. We aim to provide a high-quality English education which 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
Year 1	Instructions Narrative Recount Non-chronological report	Instructions Narrative Recount Non-chronological report	Instructions Narrative Recount Non-chronological report Narrative: overcoming a monster
Year 2	Instructions Narrative: Fairy Tales Recount Narrative: Story with a dilemma, issue or moral Non-chronological report	Narrative: Quest or journey Recount Instructions Narrative: Mystery	Narrative: Myth or legend Non-chronical report Recount Instructions Narrative: Overcoming a monster Poetry
Year 3	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 Narrative: Overcoming a monster Non-chronological report Poetry
Year 4	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 Narrative: Overcoming a monster Poetry Recount
Year 5	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
Year 6	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

Use professional judgement to inform length and order of teaching blocks throughout the year (Leaders/teacher discussion)

Timings for blocks Genres	<p>Y1- Genres will be fluid throughout the term, however there must be direct teaching of each genre a minimum of twice per term. A text or curriculum links may provide opportunities for multiple genres to be taught and applied. Y2-Y6 Poetry x1 week, Narrative x2-3 weeks, Non-Narrative x2-3 weeks Non-narrative: If an academy wishes to link topics from curriculum subjects to teach writing, please see 'Bank of Ideas for Teaching Non-narrative Genres' document Narrative genres are to include: 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) Poetry genres are to include: Haiku, Free Verse, Rhyming Couplets, Kennings</p> <p>Please see appendix 1 for clarity on definitions of narrative forms and appendix 2 for non-narrative teaching ideas. Appendix 6 Provides key features for each text type.</p>
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Mathematics Long-Term Plan

We recognise that mathematics is essential to everyday life, critical to science, technology and engineering. We aim to deliver a high-quality mathematics education which 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.

****Order of blocks within each half term to be determined by teaching staff****

Mathematics	Autumn		Spring		Summer	
Year 1	Number and Place Value Number- Calculation Number - Fractions Measurement Geometry		Number and Place Value Number- Calculation Number - Fractions Measurement Geometry		Number and Place Value Number- Calculation Number-Fractions Measurement Geometry	
Year 2	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
Year 3	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
Year 4	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
Year 5	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
Year 6	Number – PV 1wk Number- Calculation 2 wk Number- Fraction 2 wk	Number- Calculation 2 wk Number – Fraction 2 wk Algebra- 1 wk	Number- Calculation/Fraction 3 wk Geometry- 1 wk Measuring- 1 wk	Number- Calculation/Fraction 3 wk	SATS REVISION/REVISITING CONCEPTS	Application and extension into other mathematical projects/enterprise.

TVED Long Term Curriculum Map

	Measuring- 2 wk	Geometry- 1 wk	Statistics- 1 wk	Measuring- 1 wk Geometry – 1 wk Statistics- 1 wk		
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Intent for TVED Science

We aim for all children to become scientifically knowledgeable, scientifically literate and methodical problem solvers, by facilitating independent inquiry, nurturing curiosity and bringing current, relevant, real-world science into the classroom. This will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

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
Year 1	Seasonal changes What are the changes over the four seasons?	Everyday materials Can you name and compare materials based on their properties?	Animals, including humans Plants How can animals be compared? What are the different parts and types of plants and trees?

TVED Long Term Curriculum Map



Year 2	Uses of every day materials Living things and their habitats	Animals, including humans	Plants
	Can you name, compare and classify materials based on their properties? How do the characteristics of plants and animals suit their habitats?	What do humans need to grow and be healthy?	What does a plant need to stay healthy?
Year 3	Animals, including humans Rocks	Forces and magnets	Plants Light
	How do you move and grow? How are rocks formed?	What is a force?	What is a life cycle of a plant? What is a source of light and what happens when it is blocked?
Year 4	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 liquid, solid or gas?	How do animals thrive in their habitat? 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 are the life cycles and processes of reproduction in some plants and animals? How do humans change and develop from birth to old age?	How does Earth move within the solar system?	When is a change reversible or irreversible? How do forces act and what are their effects?
Year 6	Evolution and inheritance Light	Electricity	Animals, including humans Living things and their habitats
	How have animals, humans and plants adapted over time? How do we see things?	How do components affect a circuit?	How does your heart work and stay healthy? What characteristics could you use to classify animals and plants?

Intent for TVED Art

Art allows pupils to become confident independent artists who are creative and have the ability to express themselves using a wide range of materials and media. Through exposure to diverse local, national and international cultural heritage, pupils will foster a love of art and understand how art contributes to the creativity and wealth of our nation and wider world. The curriculum is artist driven and structured to ensure drawing is the strand that underpins and is woven through the entire curriculum.

Outcomes

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
Year 1	Artist: Iris Scott Techniques: Drawing and Painting	Artist: Lucy Pittaway Techniques: Drawing	Artist: Angie Lewin Techniques: Drawing and Printing
	How does Iris Scott use colour in her artwork?	How is the work of Lucy Pittaway influenced by local landscapes?	How does Angie Lewin use printing to reflect nature in her artwork?
Year 2	Artist: Friedensreich Hundertwasser Techniques: Drawing and Painting	Artist: Mackenzie Thorpe Techniques: Drawing	Artist: Alberto Giacometti Techniques: Drawing and Sculpture
	How does Friedensreich Hundertwasser's work incorporate nature?	How is Mackenzie Thorpe's work influenced by local landmarks?	How does Giacometti draw and sculpt figures?
Year 3	Artist: Lowry Techniques: Drawing and Painting	Artist: Giuseppe Arcimboldo Techniques: Drawing and Collage	Artist: William Morris Techniques: Drawing and Printing
	How does Lowry use perspective in his artwork?	What inspiration does Giuseppe Arcimboldo use and how does he create his portraits?	How does William Morris use printing to create repeated patterns in his artwork?
Year 4	Artist: Anthony Gormley Techniques: Drawing and Sculpture	Artist: David Hockney Techniques: Drawing and Digital art	Artist: Claude Monet Techniques: Drawing and Painting
	How does Anthony Gormley use shape and form in his artwork?	What is digital art and how has David Hockney developed this medium?	What painting techniques does Claude Monet use in his work?
Year 5	Artist: Andy Goldsworthy Techniques: Drawing and Sculpture	Artist: Jean-Michel Basquiat Techniques: Drawing and Painting	Artist: Joe Cornish Techniques: Drawing and Photography
	How does Andy Goldsworthy use natural products to create his sculptures?	What is Jean-Michel Basquiat's artwork inspired by and how can we use our own heritage in our artwork?	How does Joe Cornish use light and dark to create a mood in photography?
Year 6	Artist: Barbara Hepworth Techniques: Drawing and Sculpture	Artist: Andy Warhol Techniques: Drawing and Printing	Artist: Frida Kahlo Techniques: Drawing and Painting
	How does the work of Barbara Hepworth capture the feeling of family life in her art?	Why was the work of Andy Warhol so popular and what effect did it have on popular culture?	How are Frida Kahlo's life experiences and culture reflected in her artwork?

Intent for TVED Computing

Our ambition is for our children to be digitally literate and to develop digital agency across a range of domains and tools creatively. We want to develop well rounded digital citizens who can navigate and shape their digital world responsibly and safely to be digital creators, not digital consumers. Our curriculum will equip children with the attitudes, knowledge and skills to succeed in an increasingly digital world in education, home and the workplace. The curriculum will, throughout each unit, be underpinned by consistent and relevant E-Safety and Digital Literacy teaching with links made to the PSHE curriculum.

The computing curriculum is designed with three clear strands:

- Computer science – programming strand.
- Information Technology (IT) – this is broken into the teaching of three different digital artefacts (text and image, visual and audio)
- Digital literacy (this is embedded across all units and delivered as part of our PSHE curriculum)

Outcomes

By the end of KS1 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.

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

- 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 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	IT – Text and Image Can I make a poster that includes text and a picture?	IT – Visual Can I create a simple movie with a voiceover?	IT – Audio Can I create sound and music in an app for a given theme?	Computer Science Can I explain what an algorithm is and create one to move a person?	Computer Science Can I programme a Beebot to reach a specific destination?	Computer Science Can I move a sprite using blocks and commands in Scratch Jr?
Year 2	IT – Text and Image How do I digitally present information about a topic? Can you use a checklist?	IT – Visual How do I create and edit a simple movie?	IT – Audio How do I use an app to create a performance?	Computer Science How do I write an algorithm to move a robot to a set destination?	Computer Science How do I produce sequences and work with sprites in Scratch Jr?	Computer Science How do you produce and edit sequences in Scratch?
Year 3	IT – Text and Image How do I create an informative poster/flyer using digital technology? How do I work with basic spreadsheets?	IT – Visual How do I create a movie for a specific audience?	IT – Audio How do I create a multi-layered tune?	Computer Science How do I produce multiple sequences and work with sprites in Scratch?	Computer Science How do I write algorithms to move a robot using multiple sequences of commands?	Computer Science How do I program sprites to interact with an event?
Year 4	IT – Text and Image How do I create a multi-layered document? How do I create an animated presentation?	IT – Visual How can I create a stop motion animation? How can I choose appropriate online content to use?	IT – Audio How do I create a voiceover track with multiple layered instruments?	Computer Science How do I create a story using timed sequences?	Computer Science How do create shortcuts in code using loops?	Computer Science How do you use a coding app to move a programmable toy?
Year 5	IT – Text and Image How do I produce an eBook incorporating a spreadsheet table?	IT – Visual How do I create objects in virtual/augmented reality?	IT – Audio How do I create a short podcast with multiple sections? How do I perform with other children on a 'jam' session?	Computer Science How do I program commands so that arrow keys control a sprite?	Computer Science How do I use 'if' and 'then' commands to control a quiz?	Computer Science How do I program a programmable toy to complete a specific task?
Year 6	IT – Text and Image How do I use my computing knowledge to support revision and recall?	IT – Visual How do I use my computing knowledge to support careers knowledge?	IT – Audio How do I use my computing knowledge to help prepare for Key Stage 3?	Computer Science How do I use variables in games to affect how the game is played and designed?	Computer Science How do I use my computing knowledge to create a design project?	Computer Science How do I use my computing knowledge to support the work of others?

Intent 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.

Outcomes

By the end of KS1 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.

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

- 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
Year 1	Cooking and nutrition: Make a salad	Mechanisms: Bridge building	Textiles: Make a sock puppet
	How do you make a healthy salad?	How can you build a stable bridge?	How can you join materials to make a sock puppet?
Year 2	Cooking and Nutrition: Make a soup	Mechanisms: Make a vehicle	Textiles: Make a finger puppet
	How do you make a healthy soup?	How can you make a vehicle that moves?	How can you join materials to make a finger puppet?
Year 3	Textiles: Make a bookmark	Cooking and Nutrition: Make a desert	Mechanisms: Pneumatics
	Which stitching techniques can you use to make a bookmark?	How do you bake a healthy desert (cake/biscuit)?	How do you make a moving toy using pneumatics?
Year 4	Textiles: Make a cushion	Cooking and Nutrition: Pizza	Mechanisms: Using cams
	Which sewing techniques can you use to make a cushion?	How do you make a healthy pizza?	How do you make a moving toy using cams?
Year 5	Mechanisms: Space buggy	Textiles: Make a soft toy	Cooking and nutrition: Make a meal
	How can you make a moving space buggy with an electrical system?	What complex sewing techniques can you use to create a soft toy?	How do you make a healthy two-course meal?
Year 6	Mechanisms: Merry go round	Textiles: Make a pencil case	Cooking and Nutrition: Preparation and making of a three-course meal
	How can you make a toy with two different systems?	What complex sewing and joining techniques can you use to create a pencil case?	How do you make a balanced three-course meal?

Intent 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. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.			
Outcomes			
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"> 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. 		<ul style="list-style-type: none"> 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
Year 1	Locational: Geography of our school and the surrounding area	Locational: Continents and Oceans	Human and Physical: Weather patterns around the world
	Can you describe the area where you live?	Can you name the world's seven continents and five oceans?	What is the weather like in different parts of the world?
Year 2	Locational: UK and the surrounding seas	Human and Physical/Place: Comparing UK regions, London and Tees Valley	Place: Compare and contrast UK/non-European country
	Which countries make up the UK and what are their capital cities?	What are the similarities and differences in human and physical features of London and Tees Valley?	What are the similarities and differences between Middlesbrough and Sydney?
Year 3	Locational: Name and locate counties and cities of the UK	Human and Physical/Locational: Rivers and Basins	Human and Physical: Mountains and the water cycle
	What are the key geographical features of counties around the UK including their biggest city?	What are the major rivers in the world and why are they important?	How are mountains made and what part do they play in the water cycle?
Year 4	Locational: Europe and the capital cities	Human and Physical: Volcanoes and earthquakes	Human and Physical geography: Settlements and land use
	What are the similarities and differences of countries that make up the continent of Europe and can you name their capital cities?	What happens when the Earth moves?	What are different types of settlements and how does the geography of a place effect its population?
Year 5	Human and Physical/Place: Geographical similarities and differences between UK/European country	Human and Physical: Biomes and vegetation belts	Human and Physical/Place: Region of the UK: North East England
	What are the similarities and differences between human and physical geography of the UK and mainland Scandinavia?	Can you name different biomes and their characteristics?	What are the key topographical features of North East England, including the Sofia Windfarm, and how they have changed over time?
Year 6	Human and Physical: Temperature zones of the earth	Place knowledge: North, South and Central America	Human and Physical: Trade and Economics
	How does the location of a place affect its temperature?	What makes the physical geography of the Americas unique?	What is economic activity including trade links and distribution of natural resources around the world like?

Intent 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. We want children to be curious to know more about the past and to have the skills required to explore their own interests. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

Outcomes

By the end of KS1 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.

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

- 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
Year 1	Local History: Life in Middlesbrough Past and Present	Significant Individual/British History: Queen Elizabeth II	Significant Individual History: Mary Seacole
	What is life like for a child in Middlesbrough?	Why was Queen Elizabeth II important?	Why was Mary Seacole important?
Year 2	Local History: Middlesbrough over the last 200 years	British History: Great Fire of London	Local History/Significant Individual: Life of Captain Cook
	How has Middlesbrough changed over the last 200 years?	What and how do we know about the Great Fire of London?	Why was Captain Cook important?
Year 3	British History: Stone Age through to Iron Age	Empires and Civilisations History: Ancient Egypt	Empires and Civilisations History: The Mayans
	What changes happened between the Stone Age and Iron Age and how did it change Britain?	Who were the Ancient Egyptians and what impact did they have?	What led to the decline in the Mayan population?
Year 4	Empires and Civilisations History: Ancient Greece	Empires and Civilisations History: Roman Empire and its impact on Britain	British History: The Anglo-Saxons
	Who were the Ancient Greeks and what impact did they have?	Who were the Romans and what impact did they have on life in Britain?	What was life like for the Anglo-Saxon settlers?
Year 5	Empires and Civilisations History: Vikings and impact on Britain	British History: Henry VIII (changing power of monarchs case study)	Local History Study: Academy specific Pennyman family/Middlesbrough Football Club/Steel and Chemical works
	Who were the Vikings and what impact did they have on life in Britain?	Who was Henry VIII and what impact did he have on life in Britain?	How has (the Pennyman Family/ Middlesbrough Football Club/ local industry) impacted on our academy community?
Year 6	British History: Britain and World War II	Thematic British History Social and Political Racial Equality	Thematic British History: Crime and Punishment
	How did WWII start and what was the impact on the life of a child?	How do the American and British Civil Rights Movements impact on life in Britain today?	How has crime and punishment changed over time in Britain?

Intent for TVED Modern Foreign Language - French

Our MFL curriculum will ensure all our children develop a love of language learning through positive experiences that will lay the foundations for future studies. As a result, our children will be able to understand and communicate their ideas, and those of others, in a foreign language. It will facilitate openness to culture, traditions and customs. They will be lifelong language learners in order to know their place in a multicultural society and become global citizens.

Outcomes

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

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

	Autumn		Spring		Summer	
Year 4	Theme – Personal Cultural – Etiquette and Greetings		Theme – Personal Cultural – Location of France Application Project – Birthday Party		Theme – Personal & Place Cultural – School Day	
	How do I talk about myself?	How do I spell my name?	How do I talk about my feelings?	How do I say when my Birthday is?	How do I describe an animal with a colour?	How do I talk about my classroom and school?
Year 5	Theme – Places & Personal Cultural – Celebrations		Theme – Places Cultural – Climate Application Project – Weather Forecast		Theme – Places Cultural – Landmarks	
	How do I say where I am from?	How do I talk about my family?	How do I say what the weather is like today?		How do I say which country I live in?	
Year 6	Theme – Food & Personal Cultural – French market		Theme – Food Cultural – French products		Theme – Food Cultural – Café life	
	What fruits and vegetables can you name?	How do I talk about my likes and dislikes?	How do I order a breakfast?		Application Project – Can you order/serve a meal in a French café?	

Intent for TVED Music			
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 wellbeing 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.			
Outcomes			
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"> Use their voices expressively and creatively singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically; Listen with concentration and understanding to a range of high quality live and recorded music; Experiments with, create, select and combine sounds using the interrelated dimensions of music. 		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing fluency, control and expression; Improvise and compose music for a range of purposes using the interrelated dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians Have some understanding of the history of music. 	
	Autumn	Spring	Summer
Year 1	Un-tuned 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 un-tuned 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?
Year 2	Un-tuned 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 un-tuned percussion instruments?	Can you read notation to perform a simple tune?
Year 3	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?
Year 4	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?
Year 5	Music Technology & Christmas performance	African Drumming	Samba music
	Can you record 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?
Year 6	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?

TVED Long Term Curriculum Map

Intent for TVED PE			
The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. 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. It teaches self-discipline and that to be successful you must work hard, cooperate, collaborate and demonstrate resilience.			
Outcomes			
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"> 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 		<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate, 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
Year 1	Movement – Jumping Can you use head, arms and feet and apply the correct technique when jumping?	Gymnastics – Body parts Can you explore movements and balances on big and small body parts in wide, narrow and curled ways?	Ball Skills – Hands Can you use sending and receiving skills, applying your developing technique?
	Movement - Running Can you use a developing technique to run at speed?	Dance – The Zoo Can you co-ordinate and control your body movements to create a sequence showing character expression?	Attack v Defence - Games for Understanding Can you create and apply simple tactics for attacking and defending?
Year 2	Movement - Dodging Can you apply your knowledge of how, where and why to dodge?	Gymnastics - Pathways Can you explore different ways to link movements and balances while travelling along a variety of pathways?	Ball Skills - Hands Can you combine dribbling, passing and receiving skills in order to keep possession and score a point?
	Movement - Jumping Can you apply jumping in game situations?	Dance - Explorers Can you create and develop characters, adding movements, expression and emotion to your performance?	Attack v Defence - Games for Understanding Can you create simple defending and attacking tactics, within a developing understanding of the transition from defence to attack?
Year 3	Gymnastics – Symmetry & Asymmetry Can you create sequences with symmetrical and asymmetrical balances?	Outdoor Adventure Activities - Problem Solving Can you develop effective team working through different problem-solving challenges?	Striking & Fielding – Rounders Can you and apply a variety of fielding skills through exploring the concept of batting and fielding?
	Dance – Wild Animals Can you bring together choreography to create a final performance?	Outdoor Adventure Activities – Communication & Tactics Can you explore how to orientate and locate points on a map, travel to them and record what you find?	Athletics - Year 3 Athletics Can you use the correct technique for running fast, jumping far and throwing for distance?
Year 4	Gymnastics - Bridges Can you create sequences combining movements and bridge balances applying flow and creativity?	Net/ Wall – Tennis Can you develop your ability to apply the principles of attack vs defence in order to play a game of tennis?	Striking & Fielding – Cricket Can you apply the principles of attack vs defence in cricket?
	Dance - Cats Can you sustain characters and extend dance skills by using more complex interacting movements and actions?	Invasion – Dodgeball Can you apply throwing, catching and dodging skills and understanding of team work in a game?	Athletics - Year 4 Athletics Can you develop your sprinting technique, explore throwing pacing and technique for triple jump and javelin?
Year 5	Gymnastics - Can you use counter balance & counter tension to construct a sequence and link movements?	Net/ Wall – Tennis Can you apply prior learning to develop your ability to serve and volley?	Striking & Fielding – Rounders Can you apply refined fielding skills in order to prevent the batters from scoring?
	Dance – The Circus Can you develop clear movements and expression to perform their routine as part of a group	Invasion – Netball How do you apply passing and moving skills to create attacks that result in a shooting opportunity. Develop and apply tactics for attacking and defending	Athletics - Year 5 Athletics How do you sprint effectively, develop technique for throwing a shot putt, explore and develop understanding of how to hurdle safely?
Year 6	Invasion Games - Tag Rugby Can you create tactics for attack and defence and apply them into game situations?	Dance - Carnival Can you develop group movements selecting and applying choreography into a performance?	Striking & Fielding – Cricket Can you use your knowledge, understanding and ability to apply a range of fielding skills, batting skills and tactics into mini games?
	Gymnastics - Matching and mirroring Can you create a sequence through a combination of movements?	Net/ Wall – Badminton Can you execute shots and think tactically in a game?	Athletics - Year 6 Athletics Can you apply your knowledge, understanding and skills into a competition?

TVED Long Term Curriculum Map

KS2	Swimming - planned by each individual academy to be delivered in KS2		
Intent for TVED Relationships Education, Relationships and Sex Education and Health Education (RSE)			
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.			
Outcomes			
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">Value and respect one anotherAppreciate themselves and those around themUnderstand how to keep safe and healthyBe respectful and kind		<ul style="list-style-type: none">Value each other and act in a responsible and ethical wayHave a sense of self so they can become engaged citizensUnderstand how to stay safe individually and with othersBe confident and independent	
	Autumn	Spring	Summer
Year 1	Caring friendships: Importance of friendships Respectful relationships: Manners	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? What are good manners?	Why are families important when growing up? What is mental health?	What are appropriate boundaries? Why do I need to exercise and eat healthily?
Year 2	Caring friendships: Characteristics of friends Respectful relationships: Differences	Families and people who care for me: Characteristics of a healthy family Mental Wellbeing: My feelings	Being safe: Secrets Physical Health: Diet
	What are the characteristics of a good friend? How are we all different?	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 is the impact of diet on my health?
Year 3	Caring friendships: Healthy friendships Respectful relationships: Respect	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 is respect and why is it important?	How are families different? 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?
Year 4	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: Illness
	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 can I do if I feel unwell?
Year 5	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
	What is a trustworthy friend? What are stereotypes and how may they lead to 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? Why is it important to keep clean?
Year 6	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: Puberty 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?
Additional Content	*Basic first aid *Age appropriate self-care *Online Relationships and Internet Safety and Harms		

Intent 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.			
Outcomes			
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"> 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. 		<ul style="list-style-type: none"> 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
Year 1	Introducing Religion	Christianity: Easter	Religious Stories: Parables
	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 practices	Judaism: beliefs, customs and practices	Religious Stories: Miracles of Jesus
	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
	What does light symbolise in different religions?	Can you name the key events in the Christian year and why they are important?	Why is 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 are the benefits of a multicultural Britain?