

The Howard School Curriculum Brochure

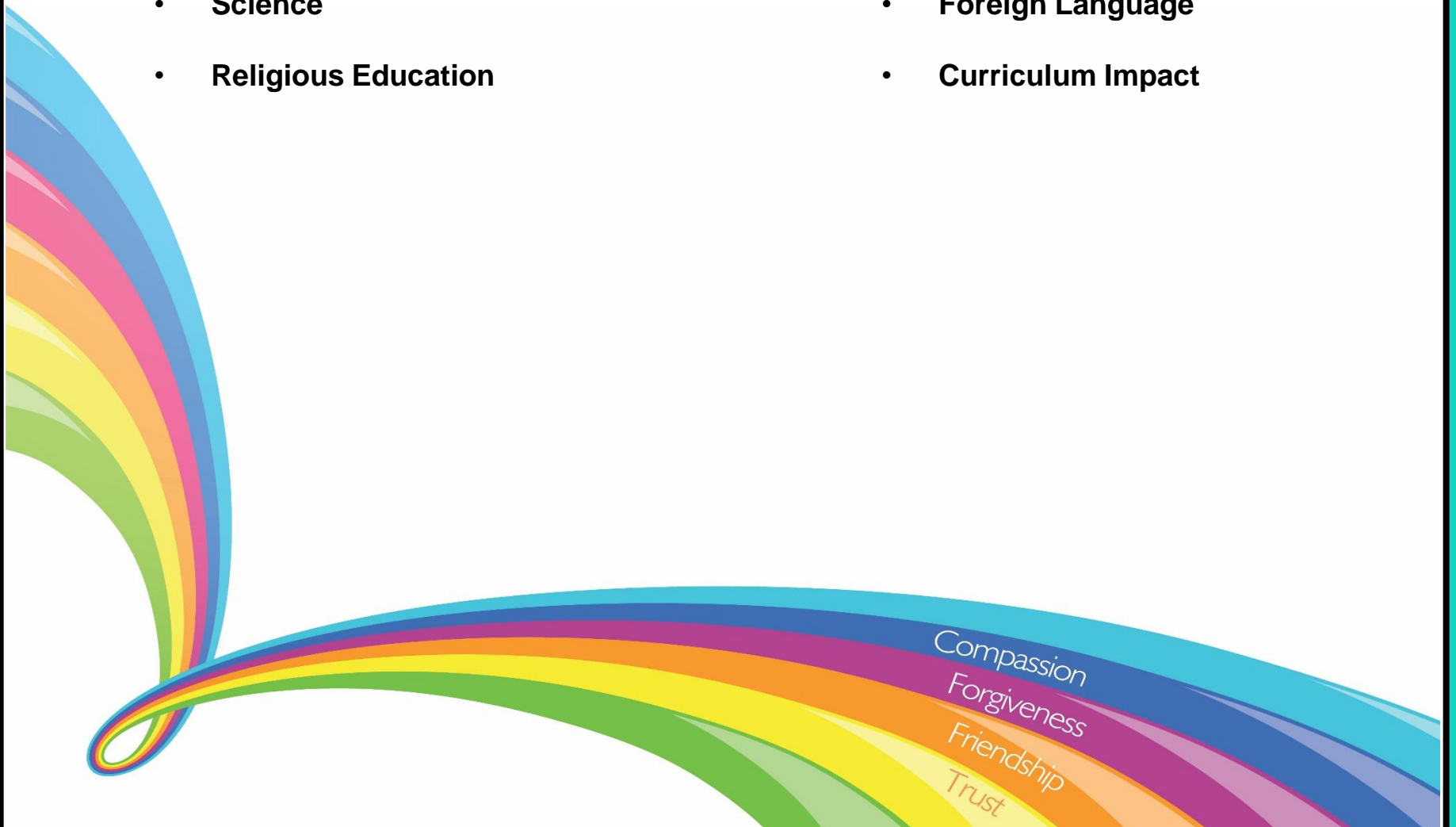


Educating for 'life in all its fullness.'



Contents

- Howard School Vision
- A Broad and Balanced, Local Curriculum
- Global Citizens
- Christian Distinctiveness
- Personal Development
- The Early Years
- Mathematics
- English
- Science
- Religious Education
- PSHE
- History
- Geography
- Computing
- Physical Education
- Design Technology
- Art & Design
- Music
- Foreign Language
- Curriculum Impact





The Howard School Vision

Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)



Mind

High expectations and aspirations in all areas of school life create an inspirational learning environment where knowledge is acquired through discovery. Creativity, the development of academic habits and skills, and broadening children's hopes and aspirations help to engender an enjoyment for learning and secure excellent pupil outcomes. Learners are well prepared for any future path they choose.



Body

Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.



Spirit

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.

Theological Rooting of the Vision:

As a Church of England school, the school mirrors the church's vision for an education which promotes 'life in all its fullness' (John 10:10). Its core purpose is to educate the whole child; uniting excellence and academic rigour with spiritual, social, moral and cultural development - enabling every child to flourish.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving shepherd. Offering protection and educating against dangers, ensuring positive global citizens and the safety of all God's children.

In this verse, Jesus says he has come 'in order that you might have life - life in all its fullness' it's a reminder that it is possible for us to know a full life, in which we know the security of being in the hands of the good shepherd. 'I am the good shepherd; I know my sheep and my sheep know me.' (John 10:14).

Another way of expressing the idea of life to the full is to ask yourself what's God's story for your life? As educators we understand the importance of our role in facilitating their journey in this stage of God's plan for them.

Jesus said 'Let the children come to me, Do not stop them. For the Kingdom of Heaven belongs to such as these' (Matthew 19:14). In saying this Jesus highlights the special place of children and their insight into the Gospel message. Children see what adults have become blind to, therefore have great gifts to offer. We see this in our school community time and time again: in the insight and wisdom of the children, their ability to see what we don't and we have to become like them to gain their wisdom.

Are we the right school for you? You are more than welcome to book in a tour and have a look around...





We are Vision Informed and Flourishing

Mind

High expectations and aspirations in all areas of school life create an **inspirational learning environment** where knowledge is acquired through **discovery**. **Creativity**, the development of **academic habits and skills**, and **broadening children's hopes and aspirations** help to engender an **enjoyment for learning** and secure **excellent pupil outcomes**. Learners are well prepared for any **future** path they choose.

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Trunk – Our Vision Statement

The ways in which our vision is feeding the growth of our school.



Theological Rooting

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Roots – What feeds and informs our vision?

The context of our school.



Leaves - What is seen?

The flourishing and outworking of our vision and the impact of all we do.

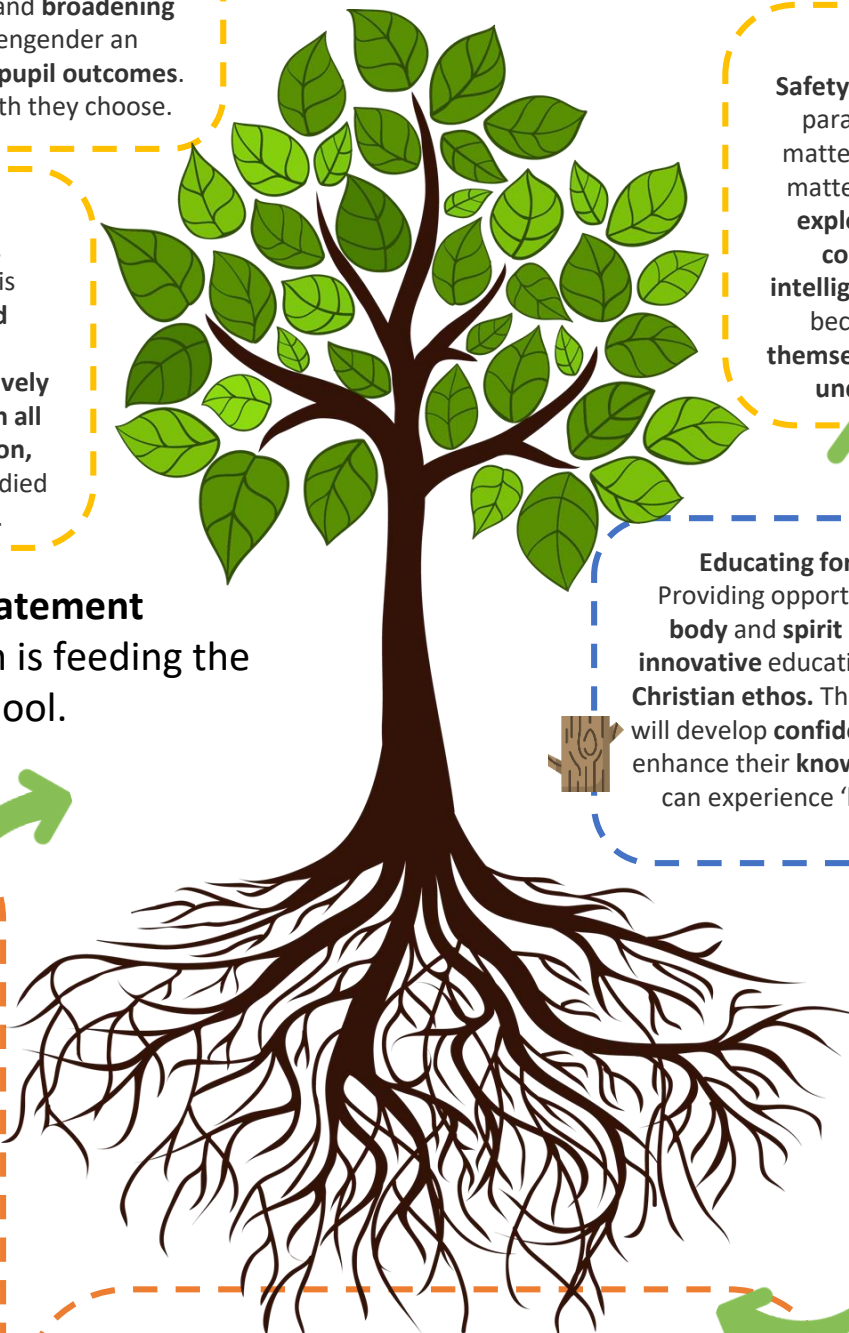


Body

Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to **explore who they are**, develop **confidence and emotional intelligence** thus ensuring that they become the **best versions of themselves** within an **accepting and understanding community**.

Educating for 'life in all its fullness.'

Providing opportunities for growth in **mind, body and spirit** through **inspirational and innovative** education underpinned by a **deeply Christian ethos**. Those who learn and work here will develop **confidence, embrace creativity** and enhance their **knowledge and skills** so that they can experience 'life in all its fullness.' (John 10:10)



School Characteristics – The Community we Serve

- Links with St. Cuthbert's, the wider community and to local history and tradition help us to flourish.
- The school has lower levels of deprivation than the national average so aspiration is prioritised to give children the best life chances.
- The proportion of children from diverse backgrounds is low, therefore conscious decisions are made to provide opportunities to encounter a wide range of experiences.
- Children start school with knowledge and skills higher than the national average so it is vital that this is capitalised upon.
- There has been a significant increase in families seeking support following the pandemic – our vision informs how we support and reflects the key risk factors.
- Further considerations are made to our curriculum based on our knowledge of our pupils barriers to learning.

School History

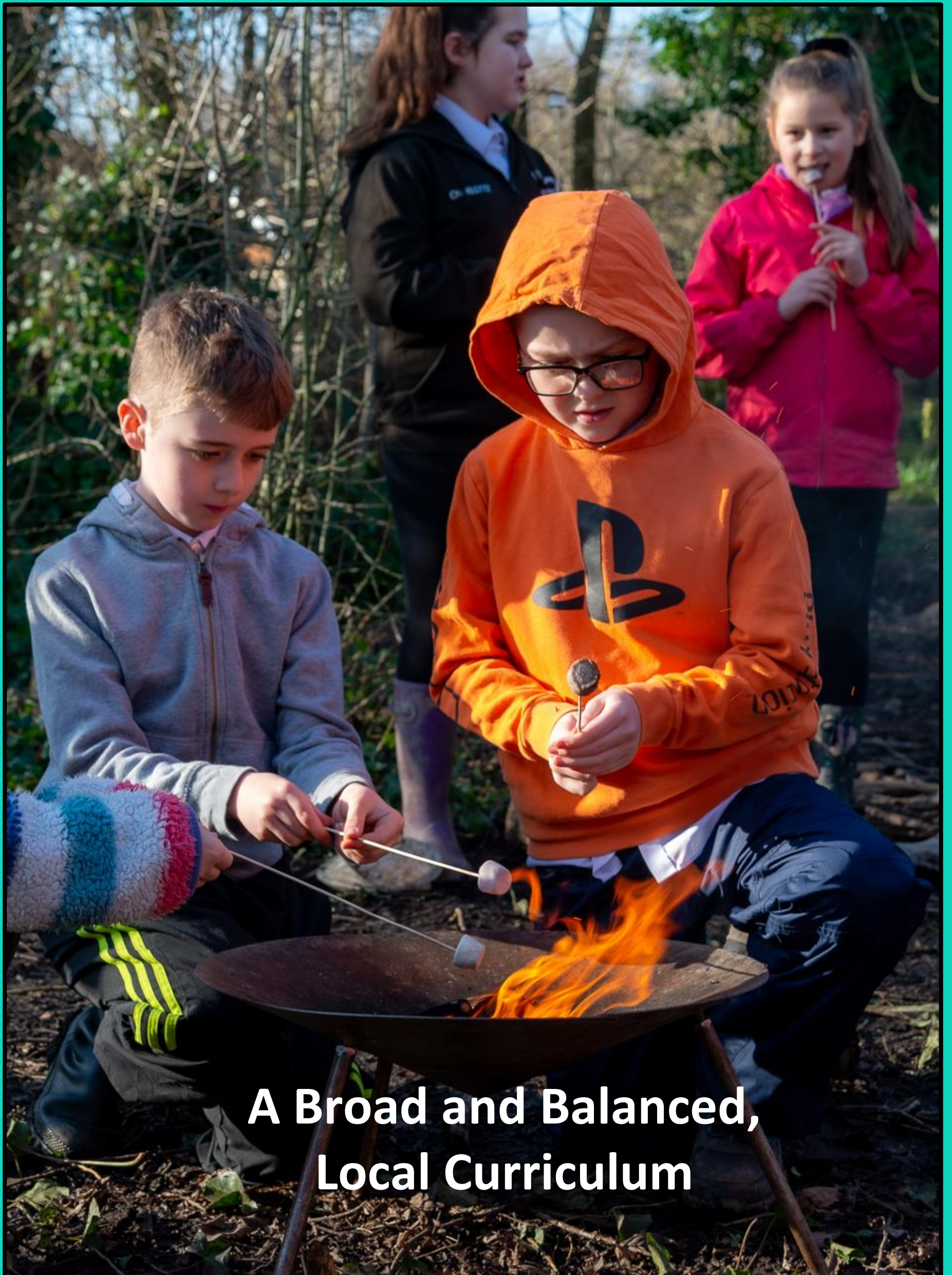
From its impassioned founding by Rachel Howard to its designation as a Church of England School, the school has always served the children of this parish, ensured all have access to education, embraced community and has been at the forefront of social mobility. The school is still solidly grounded in these traditions.



Stakeholder Consultations

Parents, staff, governors and children were consulted in the development of the vision and their opinions informed its content and captured all that we stand for and aspire to be.





**A Broad and Balanced,
Local Curriculum**



A Broad and Balanced, Local Curriculum

Guided by our vision, we have developed a curriculum that is well sequenced, coherently planned and builds upon the crucial knowledge, understanding and skills that pupils must learn.

Our curriculum serves as the comprehensive framework guiding all aspects of teaching and learning within our school. It is shaped, drawing from our school vision, statutory requirements such as the National Curriculum, and the distinctive characteristics of our local context. It is intentionally broad and balanced, ensuring that all subjects are valued and receive equitable emphasis. Through a focus on character education and social action, we aim to broaden our pupils' horizons and instil the values that are integral to our school ethos. In essence, our curriculum encompasses everything that children experience, both planned and unplanned, in order to support their learning, personal growth, and understanding of British values.

Early Years Foundation Stage (EYFS)

Our Nursery and Reception classes follow the framework laid down in the EYFS statutory framework which aims to support children's development in seven areas of learning and development.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS is underpinned by four overarching principles which acknowledge that each child is a unique and constant learner and needs to grow and develop through forming positive relationships in an enabling environment. In addition, children develop and learn at different rates and thus the framework supports the learning of all children including those with special needs and disabilities.

Key Stage 1 and Key Stage 2

As the children progress through the school, the subject areas of the National Curriculum become more distinct. Religious education and worship are an integral part of the children's experience and school life.

The school's defined essential knowledge, which is deeper and broader than the National Curriculum expectation, is taught coherently across all subjects. Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

At the heart of the curriculum are a core set of threads all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

The curriculum is tailored to meet the needs of our pupils specifically incorporating: purposeful and rich links to local heritage and community, research based pedagogy and in depth knowledge of the school's setting.

This culminates in children who know more, remember more and can do more, ready to experience 'life in all its fullness.'



A Broad and Balanced, Local Curriculum

Local Curriculum – What do we mean by this?

Preparing for Future Pathways:

Our curriculum is thoughtfully designed to prepare our pupils for the challenges and opportunities they will face in their future lives. We believe in equipping them with the knowledge, skills, and understanding necessary to confidently navigate the complexities of the world. Our educational approach is holistic, aimed at nurturing responsible, respectful, and active citizens, ensuring they are ready for the next stage in life.

- **Foundation as a Church School:** Our aim is to provide a holistic curriculum that seeks to engage all aspects of the learner, including mind, body and spirit.
- **Stakeholder Questionnaire:** Through a comprehensive questionnaire, we sought to understand the unique local context of our school and gather input from parents, children, staff, and governors. This invaluable feedback guided our curriculum development process, ensuring that it aligns with the aspirations and needs of our entire school community. By actively involving stakeholders, we foster a sense of ownership and collaboration, ultimately enriching the educational experience for all.
- **Local History:** We recognise the importance of our pupils appreciating the history and heritage of Ackworth and the wider local area.
- **Low Resilience:** Recognising the importance of developing resilience skills among our children, we provide opportunities for them to overcome challenges and setbacks. By fostering resilience, we empower our pupils to persevere in the face of adversity.
- **Low Cultural Diversity:** Although our school community may lack cultural diversity, we are committed to promoting understanding and appreciation of different cultures. Through our curriculum, we aim to broaden our pupils' perspectives and cultivate empathy for diverse cultural experiences.
- **Economic Background:** Despite our area's low deprivation levels, we acknowledge the importance of fostering empathy and understanding of socio-economic disparities. Our curriculum educates pupils about the challenges faced by communities affected by poverty and various barriers, preparing them to be compassionate and socially conscious individuals.
- **Semi-Rural Setting:** Embracing the unique characteristics of our semi-rural setting, we connect our pupils to nature, agriculture, and local traditions. Through hands-on experiences, we aim to instil a deep appreciation for the environment and our local community.
- **Community Engagement:** We actively nurture partnerships within and beyond our local community, enriching our pupils' educational experiences and strengthening community bonds. By collaborating with local stakeholders and extending our reach globally, we equip our pupils with the skills and understanding needed to thrive in an interconnected world.
- **High Parental Involvement:** Acknowledging the active engagement of our parents, many of whom are professionals deeply invested in their children's education, we prioritise and encourage their involvement in enhancing the learning experience. We provide comprehensive support and resources for families to further enrich their children's educational journey.
- **Language Proficiency:** Recognising that many of our pupils enter school with language skills above the average level, we strive to build upon this foundation by catering to varying levels of language proficiency.
- **Special Educational Needs and Disabilities (SEND):** We provide inclusive education and support for pupils with SEND, ensuring that all learners can access the curriculum.
- **Local Issues and PSHE:** Tailored experiences based on a variety of sources help to ensure further opportunities to understand the community and national area that they live in as well as equipping them with the tools they need to keep them safe and thrive.
- **Promoting Mental Health and Wellbeing:** Our curriculum places a strong emphasis on nurturing the physical and mental health of our pupils and their families. We provide comprehensive support to foster emotional resilience and equip our pupils with coping strategies.
- **Environmental Awareness:** Recognising the importance of environmental responsibility and sustainability both locally and globally, we aim to instil these values in our pupils. Through initiatives aimed at reducing waste and conserving resources, we empower our pupils to become stewards of the environment, preparing them to make positive contributions to the wider world.
- **Digital Literacy:** As our pupils are 'digital natives', we integrate technology into teaching and learning, recognising its importance in the modern world.
- **Cultural Heritage:** With its roots tracing back to 1833, our school holds a significant place in the local history and heritage of Ackworth. Alongside the fascinating history of the school, we also celebrate and preserve the broader cultural traditions, customs, and celebrations within our school community. By embracing both the school's legacy and the rich heritage of our locality, we aim to nurture a profound appreciation for our shared history and cultural identity in our pupils.
- **Interfaith Understanding:** Acknowledging the limits of our ethnic and cultural background, our school maximizes opportunities to explore other faiths and cultures. Pupils delve into various religious beliefs, building upon their prior knowledge to make comparisons with Christianity. This approach broadens pupils' understanding of different religious views and interpretations, fostering respect and understanding among children from diverse religious backgrounds. Through such exploration, we aim to cultivate inclusivity and tolerance within our school community.
- **Social Skills:** We prioritise fostering strong social skills and interpersonal relationships. Recognising the importance of these skills in navigating life, we integrate opportunities for teamwork, communication, and conflict resolution into our curriculum. We aim to equip pupils with the tools needed to thrive in various social settings, fostering confidence and competence. By nurturing these abilities, we prepare our pupils to interact positively and contribute meaningfully to society.
- **Play Opportunities:** We recognise the challenges faced by children in our community, such as limited play opportunities due to factors like heavier traffic, busier lifestyles, and fewer safe play areas. Understanding the importance of play in child development and well-being, we prioritise providing ample play opportunities. By doing so, we aim to counteract the effects of 'play deprivation' and ensure that all children in our school community have access to the essential benefits of play, fostering happier, healthier, and more resilient individuals.
- **Creativity and Innovation:** We nurture creativity and innovation through arts, music, drama, and other creative outlets.
- **Physical Activity:** We provide opportunities for regular physical activity and sports participation, promoting health and fitness among pupils.
- **Global Perspectives:** Children will need to navigate the complexities of the modern world. Therefore, we prioritise exposing pupils to diverse cultures, perspectives and world events. By fostering global awareness and empathy, our curriculum equips pupils with the understanding and skills needed to thrive in an interconnected global society.

In summary, our curriculum is tailored to reflect the unique context of our school community and the lived experiences of our pupils with the aim of providing a well-rounded education that prepares our pupils for success in an ever-changing world.



A Broad and Balanced, Local Curriculum

Reading is key to the curriculum offer and underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects.

Reading is a gateway into unfamiliar places, other people and alternative experiences. There are three aspects to reading in our school: the first is the teaching of reading which is delivered through high quality phonic lessons and the use of engaging and stimulating reading books which are closely matched to the children's phonic knowledge. In order to understand what they read, there is a focus on fluency which is the ability to read with speed, accuracy and appropriate expression. Reading comprehension is explicitly taught through regular one to one reading, guided reading groups and daily whole class reading lessons using the reading VIPERS as a vehicle to enable children to deepen their understanding and interrogate texts. The second is reading in subjects beyond English and the third is reading for pleasure.

Research in cognitive science suggests that the brain does not make a distinction between reading about an experience and actually encountering it in real life; in each case, the same neurological regions are stimulated. At the Howard School we are strong believers in the 'power of the book,' of children building a sustained relationship with a text over time and coming to understand its perspective and modes of narration, and how they shift. Only by glimpsing these changes and variations as part of a sustained relationship between reader and text can children really learn.

We opt for books of substance. One of the strongest drivers of reading ability is prior knowledge: once pupils are fluent decoders, much of the difference among readers is not due to whether you are a good or bad reader. Much of the difference among readers is due to how much knowledge they have. At Ackworth Howard we use drama and speaking and listening activities such as hot-seating and Conscience Alley to enable the children to explore texts and deepen their knowledge and understanding of the written word whilst experience days linked to class texts allow pupils to develop and extend their knowledge and understanding of vocabulary. Teaching content is teaching reading and our curriculum is designed for this.

Opportunities and expectations for reading are high at school to ensure we are able to build knowledge and vocabulary. Reading builds knowledge and as a by-product, pupils enjoyment. Studies show that there is a high correlation between reading for enjoyment and educational success. We aim to provide a vibrant and stimulating reading environment both inside and out of the classroom which engages the children and fosters a love of reading. Our reading ambassadors are enthusiastic readers themselves who lead by example and promote a reading culture within school, listening to children read, recommending books and taking responsibility for the running of the school library. We actively encourage children to support their peers and reading buddies across school support and encourage developing readers.

Pupils have the opportunity to read widely across the range of curriculum subjects which is fundamental to growing knowledge, vocabulary and ideas. The Howard School library, School's Library Service and carefully selected topic boxes provide stimulating texts to develop their reading and understanding and regular book fairs and themed days encourage the children to read a wide range of literature.

Teachers take responsibility for planning and developing reading for pleasure which complements more formal approaches to the teaching of reading. The Howard School Reading Spine ensures that children have access to a wide and varied range of texts as they progress through school. Teachers effectively use their wider knowledge of children's literature and other texts to enrich children's experience and pleasure in reading, let children control more of their own reading and exercise their rights as leaders. They make time and space for children to explore texts in greater depth; share favourites and talk spontaneously about their reading.

Teachers engage in their own reading of children's literature to develop their own subject knowledge and are encouraged to talk about the materials they read. They are able to make recommendations and broaden the range of what the children would normally read.

Another aspect of reading for pleasure is being read to for pleasure. Children enjoy the experience of being read to by their teachers which helps children build an emotional relationship with books.



A Broad and Balanced, Local Curriculum

Our School Values

Our aim is to provide a holistic curriculum that seeks to engage all aspects of the learner, including mind, body and spirit. Its philosophy is based on the premise that each person finds identity, meaning and purpose in life through connections to their local community, to the natural world and to Christian values. All essential qualities in enabling people to flourish – both adults and children!

Our school values consist of two strands: Our Christian Values and our Global Citizen Threads.

Christian Values

Our core values of Friendship, Forgiveness, Compassion and Trust reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions. Christian values are inherent to all we do in school and the children are encouraged to live them through a range of vehicles.

Global Citizen Threads

At the heart of the curriculum are a core set of threads, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

Our Core Christian Values

Compassion

Forgiveness

Friendship

Trust

Our Global Citizen Threads

Diversity

Values and Perceptions

Resilience

Aspirations

Health and Wellbeing

Social Justice





Christian Values



Academic Achievement



Character Education

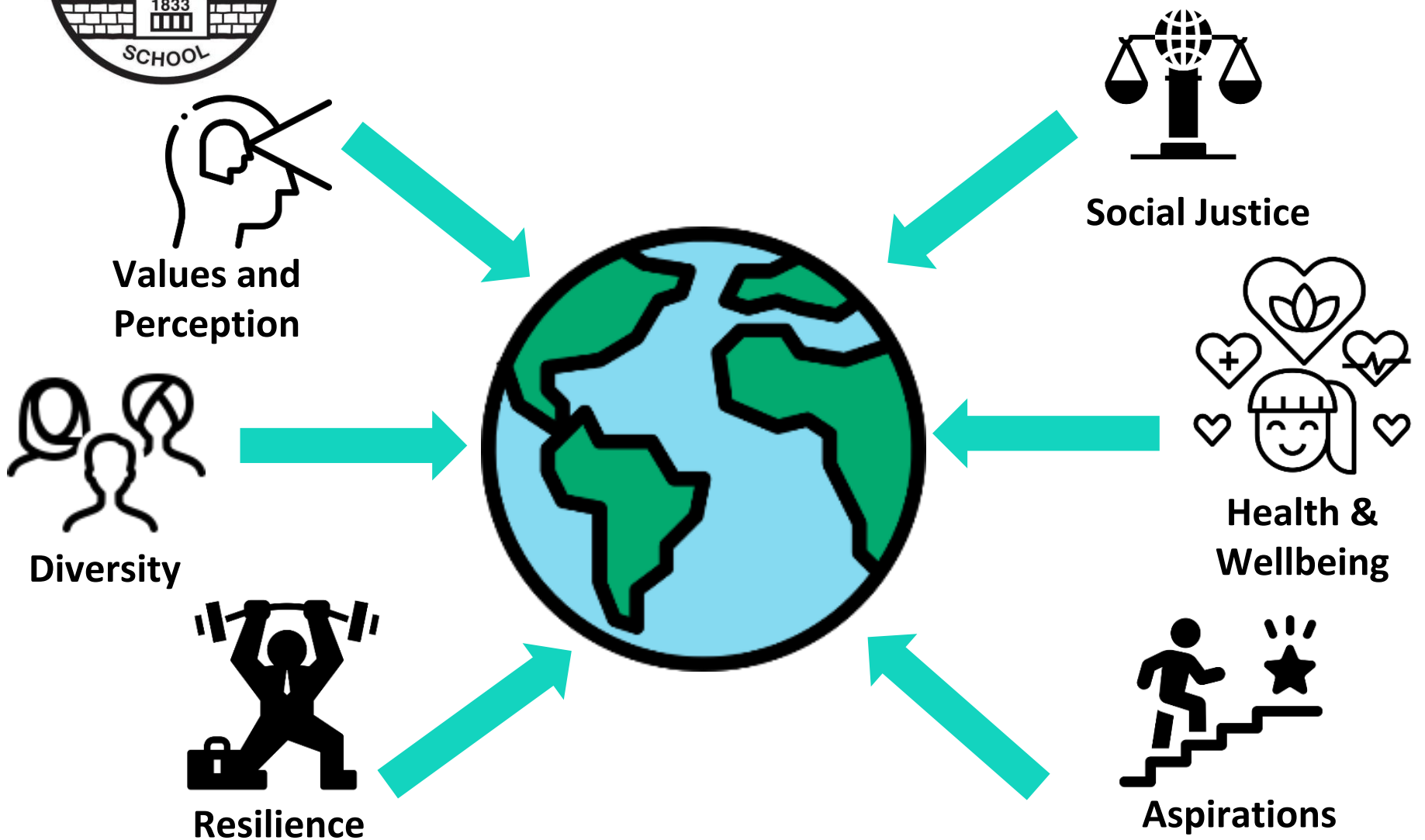


Global Citizens

'Developing the whole child through opportunities to develop the mind body and spirit ensuring confidence, growth, transformation and community, all essential qualities in enabling people to flourish – both adults and children!'



Global Citizens



At the heart of the curriculum are a core set of threads, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development drives our curriculum.

Our curriculum is designed with four goals in mind:


1. To provide a well sequenced, coherently planned curriculum that builds upon crucial content and leads to sustained mastery for all and a greater depth of understanding for those who are capable. Each subject has an individual curriculum planning document 'Howard Essentials,' which has been carefully designed by subject leaders to include a progressive balance of knowledge and skills. These essentials are our expected standard for children to be ready for each year group and inform our planning and assessment.
2. To give pupils learning experiences that are relevant, purposeful and interconnected. Our children will experience a broad and balanced, local curriculum where cross-curricular links are purposeful and where not subjects are taught distinctly.
3. To provide experiences that develop confident, reflective and aspirational global citizens. Our six threads allow children to explore current global themes and develop their own mind, body and spirit. Each thread allows children to broaden their understanding of the world, engage in topical discussion and in the long term develop the understanding of how to be a valued member of the community. The lead questions are developed further through our PSHE curriculum, our Christian values, worship and school reading spine.
4. Curriculum threads are designed on a two year rolling programme which is progressive. In the second year of the thread, pupils deepen their understanding of the theme.




Global Citizens Whole School Threads

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This is why we have developed 6 whole school threads that we believe enable pupils to become positive global citizens. Our curriculum is designed to put character education and PSHE at the very centre of what we do. The 6 threads are all characteristics of human beings who make moral informed choices and aspire to make a difference in the world. Interwoven with our PSHE scheme they provide opportunities for our pupils to broaden their understanding of global topical issues, help them understand the world and evaluate choices people make. These 6 threads also feed into our whole school reading spine.




Autumn 1 - Diversity


→ Be respectful →
→ Be thankful →
→ Show friendship →


EYFS	What makes us special?
YEAR 1/2	Can I recognise the beauty of different people and places?
YEAR 3/4	Can I find out what draws groups of people to certain places?
YEAR 5/6	Can I appreciate different perspectives of global issues?




PSHE
Exploring the importance of others and how to love them well.




Autumn 2 – Values & Perceptions


→ Be forgiving →
→ Show humility →
→ Build Trust →


EYFS	How do we celebrate special events?
YEAR 1/2	Can I understand that people have different values?
YEAR 3/4	Can I understand how our values affect the way we live?
YEAR 5/6	Can I understand how collective values build society?




PSHE
Understanding how to process negative emotion and choose forgiveness to restore relationships.




Spring 1 – Social Justice


→ Be compassionate →
→ Promote Justice →
→ Be truthful →


EYFS	What makes a good friend?
YEAR 1/2	Do I understand and value fairness?
YEAR 3/4	Do I recognise that actions have intended and unintended consequences?
YEAR 5/6	Can I challenge injustice and develop a prophetic voice?




PSHE
Unpacking how to bravely communicate truth and be proud of who we are.




Spring 2 – Health and Wellbeing


→ Be responsible →
→ Be generous →
→ Be peaceful →


EYFS	How can I look after myself?
YEAR 1/2	What do I need to be healthy?
YEAR 3/4	Can I recognise ways to improve my physical and emotional well-being?
YEAR 5/6	Can I understand the impact of positive and negative health choices?




PSHE
Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.




Summer 1 – Resilience


→ Be courageous →
→ Have wisdom →
→ Show perseverance →


EYFS	What do I need to do next?
YEAR 1/2	How do we recognise problems?
YEAR 3/4	What strategies do we use to solve problems?
YEAR 5/6	Can I understand how to apply problem solving strategies in various situations no matter how impossible they may seem?




PSHE
Knowing there is a way through every situation no matter how impossible it may seem.



Summer 2 – Aspirations


→ Be creative →
→ Have hope →
→ Show service →

EYFS	What can I be?
YEAR 1/2	Who should we admire?
YEAR 3/4	Who do I want to be and what do I want to achieve?
YEAR 5/6	How do I become the person I want to be?



PSHE
Learning how important, valued and loved we are.



Christian Distinctiveness

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.



Our Christian Ethos

As a Church of England school we are committed to and proud of our Christian distinctiveness and offer an environment that ensures all children experience the highest quality of teaching and learning opportunities. We actively support the spiritual growth of learners wherever they are on their faith journey. Religious Education has a high profile in school life with lessons providing fully for the needs of all learners.

Community Links

As a Church of England School, we have strong links with our local church, St Cuthbert's and the local community where we engage and lead in many projects. There are many ways in which these links are forged, including school services at the church, community gatherings, after school activity clubs and regular visitors from the church to lead and take part in worship and events. As well as St Cuthbert's where we hold our annual Harvest, Christmas, Easter and Leavers Services we also have close links with other churches in Ackworth: Methodist Church, All Saints and The Community Church.



The Hidden Curriculum

The curriculum, in its wider sense, offers exceptional opportunity for spiritual development. Quality opportunities for pupils to explore situations of injustice and equality so opening pupils' horizons and broadening first-hand experience, gives them a concern for others and a desire to practically undertake actions that challenge these identified injustices through meaningful social actions. A prominent vehicle for this is through the strong partnerships that we have developed. A broad range of enrichment activities enable pupils to flourish and they are supported to be the change they want to see in the world.



In addition to the range of enrichment experiences for our pupils and the experiences of our 'hidden curriculum,' older pupils benefit from two contrasting residential visits which have been carefully planned for specific purposes to meet the needs of our context and vision. The Year 6 residential to PGL Newby Wiske offers opportunity to develop leadership skills such as team work. Pupils also learn new skills, gain self-confidence and independence, develop their social and interpersonal skills and learn to appreciate the countryside and outdoor opportunities. Year 5 children experience our Northumberland residential which directly promotes the school's distinctiveness as a Church of England school, following in the footsteps of St. Cuthbert and making meaningful links, connection and experiences that promote the Christian vision and values.



Diocese

Close collaboration with the diocese enhances our practices. Leaders in school share best practice within the diocese and because of this are exposed to best practice from other schools, impacting the development of initiatives such as pupil leadership. Our link with the Diocese also provides learning opportunities for pupils and staff.



Global Link

The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.



We are proud of our partnership with Mshikamano (Solidarity) Primary School - Bega Kwa Bega (Shoulder to Shoulder)

Worship

As a Church of England school our daily act of Collective Worship is a special time that brings together members of the school community. Our Worship Committee Ministries take an active role in in our worship. The children are very independent when undertaking this responsibility. Worship is led by teachers, children and visitors. During class workshops, families are invited into school and we are extremely grateful for the tremendous parental support that we have. Groups of children are encouraged to prepare, lead and evaluate worship based on one of our themes. These opportunities allow them to gain valuable leadership experience and extend their ability to think and reflect on a wide range of global issues. Our worship is further enhanced by visits from our local incumbent. The children are further challenged to think, ask questions and share their views about the world around them.



Pupil Leadership

Pupil leadership is the heartbeat of the school. A focus on handing over accountability and genuine advocacy of this has led to pupils living our vision and demonstrating associated attributes such as opportunities to be agents of change, for demonstrating courageous advocacy and affirming what is right, to challenge injustices and to offer radical hospitality. Learners are ambassadors who can make a positive contribution. This focus has also led to pupils feeling more valued as members of the school community, enabling opportunities for children to flourish and for their character development to impact on wider society. Pupils understand that the school advocates that the future is in their hands and we ask them to lead and have accountable independence. They understand that they don't have to wait to give service to others.



Values

As a church school we promote Christian values in everything we do in school. We like to achieve an extended family atmosphere in school to promote a feeling of belonging to a caring community, which in turn creates confidence and security for the children. We encourage all our parents to have regular contact and discussions with us about all aspects of their children's education. Our core values of Friendship, Forgiveness, Compassion and Trust reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.



School Prayer

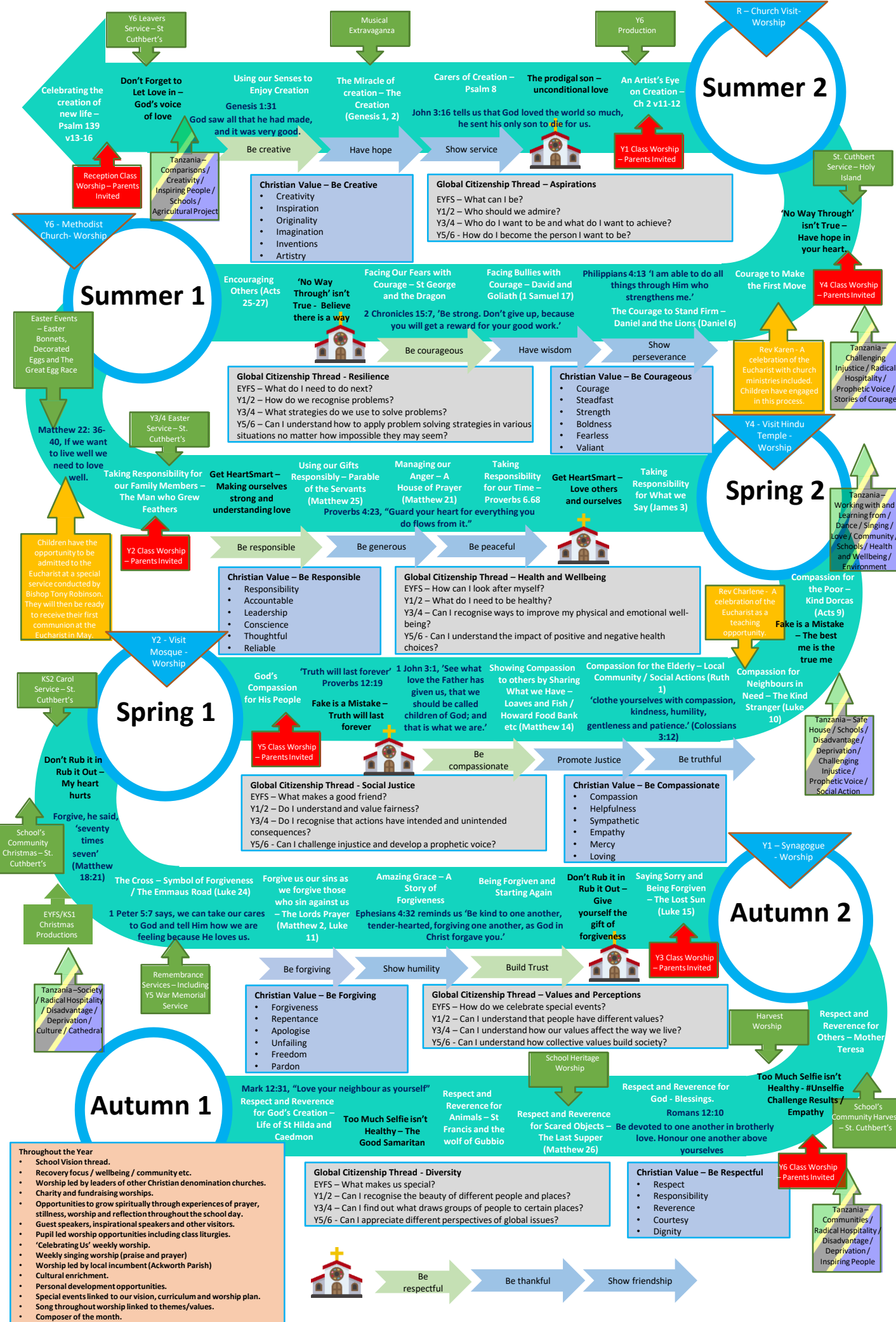
This is our school,
Where **trust** burns bright.
Let **compassion** and **forgiveness** begin
with me
And **friendship** lay in the depths of our
hearts,
Let us love one another each day.
Amen



ACKWORTH HOWARD COLLECTIVE WORSHIP JOURNEY 2023-2024 THE HEARTBEAT OF THE SCHOOL



'Providing opportunities for growth in mind, body and spirit.'



Worship - Christian Values
Driven by the vision and values and deeply Christian in its delivery, worship is invitational, inspiring, delivered using a variety of approaches and is an integral part of life and the culture of school. Learners encounter the teachings of Jesus and the Bible and develop their understanding of the Christian belief in the trinitarian nature of God and its language. A carefully planned programme of worship has been developed which links with the church and the wider community to ensure diversity, relevance in today's society and opportunities to engage. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development and engage thoughtfully in the process. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive. Links are strong with the local church community and pupils are enabled to engage in the Eucharist in creative and innovative ways, supported by our local incumbent. The school community appreciates the relevance of faith in today's world. Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced.

Worship - Global Citizenship Threads
DIVERSITY - Exploring the importance of others and how to love them well is discovered. There is a focus on empathy and exploring the importance of others and how to love them well.
VALUES AND PERCEPTIONS - Understanding how to process negative emotion and choose forgiveness to restore relationships is taught. The focus is forgiveness and learning how to process negative emotion, including disappointment and hurt.
SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are is the focus. Here we explore identity and learn how to be authentic and having the courage to tell the truth when we need to.
HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy is taught focusing on wholeheartedness, we learn what it is to be HeartSmart and how we can POWN ON to love ourselves and others well.
RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem is taught. We learn how to develop and maintain a growth mindset.
ASPIRATIONS - Learning how important, valued and loved we are is explored. Children consider self-worth and learn how to love and value themselves well.

Leading Worship
Worship is led by a variety of people including:
• The Headteacher / Deputy Headteacher
• A member of staff
• A visitor: e.g. the Local Rector/Leaders of other Christian denominations.
• Children.

Worship Opportunities
A variety of whole school and more intimate worship experiences are offered such as:
• Whole class worship linked to the Christian values, global citizenship curriculum threads, the school vision, celebration, singing and the school's Tanzania link.
• A variety of worship enhancements such as visitors from other Christian denominations, charity groups and identified personal development needs of the children.
• Varied class worship - Key Stage, House Groups etc.
• Worship delivered in the Peace Garden.
• Varied delivery approaches - child led, drama etc.

Pupil Leadership
Collective times are an opportunity for pupil ownership and to demonstrate the 'living of the vision.' In addition to this, worship contributes to our extensive pupil leadership offer. Ministries are in place, led by our Worship Committee, adding another dimension to pupil leadership. Pupils have wide ranging opportunities to plan, lead and evaluate worship.

Global Link
The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.

The Anglican Calendar
The liturgical calendar indicates the festivals and seasons of the Anglican Church. We follow the calendar which shows the major festivals and saints' days. The liturgical colours for each festival and season are and displayed in school.

Other World Faiths
In addition to the liturgical calendar, other key festivals celebrated by other World religions are incorporated into our provision.

The four elements of spiritual development – Examples of how we encounter the elements are below



ACKWORTH HOWARD DEVELOPING SPIRITUALITY

Element	What does this involve?	Element	What does this involve?	Element	What does this involve?	Element	What does this involve?
SELF	The inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationships that they have with their sense of being a unique person.	OTHERS	A growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.	WORLD AND BEAUTY	A growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.	BEYOND (TRANSCENDENCE)	A growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search meaning in their very existence and their place in the greater scheme of things.

(Self) Encounter - Learning about life: providing openings for spiritual development through an exploration of identity and personal values.

(Others) Encounter - Learning about life: providing openings for spiritual development: recognising the values and worth of others.

YEAR
6

(Beyond) Encounter - Learning about life: providing openings for spiritual development: a growing appreciation of the intangible - truth, love...

(Others) Reflection - Learning from life: understanding an awareness of the affect of others - a search for meaning, critical reasoning and big questions.

YEAR
4

(Self) Transformation - Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

(Beyond) Reflection - Learning from life: reflecting on the beyond - a search for meaning, critical reasoning and big questions.

YEAR
2

(Others) Transformation - Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.

(Beyond) Transformation - Learning to live life: responding as a means of expressing the need to understand the purpose of life.

YEAR
EYFS

YEAR
5

(World) Encounter - Learning about life: providing openings for spiritual development: challenging experiences of beauty.

(Self) Reflection - Learning from life: understand an inner meaning of self and identity - critical reasoning and big questions.

YEAR
3

(World) Reflection - Learning from life: reflecting on experiences of beauty - a search for meaning, critical reasoning and big questions.



ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C
REFLECTION	Health and Wellbeing - Can I recognise ways to improve my physical and emotional wellbeing? Resilience - What strategies do we use to solve problems? Aspirations - Who do I want to be and what do I want to achieve? What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is belief in something important? What rights do I have?	Values and Perceptions - Can I understand how our values affect the way we live? Social Justice - Do I recognise that actions have intended and unintended consequences? Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?	Diversity - Can I find out what draws groups of people to certain places? How do we know we've found all the colours in the world? What season do you feel most reflects your personality? What is the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger - love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?
TRANSFORMATION	The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress.	Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.



ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C
REFLECTION	Health and Wellbeing - What do I need to be healthy? Resilience - How do we recognise problems? Aspirations - Who should we admire? Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong?	Values and Perceptions - Can I understand the people have different values? Social Justice - Do I understand and value fairness? Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone in the same way? Should I treat my friends differently to others? Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?	Diversity - Can I recognise the beauty of different people and places? Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	Where is God? What might heaven be like? Is there such a thing as an angel? If you can't see something, is it still real? What is true happiness? When have you experienced moments of awe and wonder?
TRANSFORMATION	An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.	A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.

YEAR
1

(World) Transformation - Learning to live life: responding as a means of expressing an idea of beauty: expressing innermost thoughts through words, art or actions. Being moved by beauty

ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C
REFLECTION	Health and Wellbeing - How can I look after myself? Resilience - What do I need to do next? Aspirations - What can I be? What makes me happy? What do I do in my spare time that I like? What things do I value?	Values and Perceptions - How do we celebrate special events? Social Justice - What makes a good friend? Why are my friends important to me? What do I like in my friends? How do my friends make me feel? How do I look after my friends and family?	Diversity - What makes us special? What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of day/season?	What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?
TRANSFORMATION	A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. Can say what I like and what I am good at.	Understanding that other people have their own views and opinions and may value different things to you.	Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	Have the confidence to ask questions that have no answers.



What is Spirituality?

We believe that exploring Spirituality by educating the whole child and providing full life experiences supports our aspirational vision.

We define Spirituality as an ongoing, reflective journey. It is something that teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Christian values are firmly rooted in our approaches.

Spirituality enables our children to be happy, flourish and succeed and live life in all its fullness.

Rationale

This document outlines how spirituality is developed across school. Our children engage in many planned and unplanned development opportunities throughout their time in school.

Our vision outlines a desire for life to be lived "in all its fullness" (John 10:10). It is also said that: "For a human being, especially a child or young person, to have full quality of life, spirituality in all its aspects must be nurtured and affirmed" (John Bradford)

Our approach towards spirituality development looks to educate the whole child in fullness across a broad and balanced, local curriculum. Spiritual development is not specific to one curriculum area or activity.

The four elements of spiritual development

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them.

Whilst spiritual moments can be spontaneous, at our school, we plan to provide high quality, thought provoking and purposeful opportunities for spiritual development.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing and so that they can effectively support and help our children help each other.

Opportunities to develop and support spiritual development

Opportunities for spiritual development are both planned and unplanned for and exploited spontaneously. Children are encouraged to reflect on their own development through encounter, reflection and transformation.

Where will spiritual development opportunities occur?

Spiritual development occurs in many ways. We aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school...
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning.



Tanzania Partnership



Working With and Learning From...

The school has strong links with a school in Tanzania. This helps pupils to understand life beyond their own community. Pupils have raised funds to help build a classroom at their partner school.
- Ofsted 2020

Strong links have been forged between schools in the Leeds Diocese and Tanzanian schools in the Mara Diocese. Our school is at the forefront of this and an ambassador for the project given Mr. Walker's participation on the most recent visit, his membership of the Tanzania Link Committee, chaired by Bishop Tony Robinson, and taking on the role of Tanzanian Link School's Coordinator, leading within the network of school's and communication with colleagues in Tanzania.

This is a partnership that has gone from strength to strength and is highly valued by the school. The link is part of the fabric of the school and children and staff engage as part of the overall school vision. Using the Tanzania link as a model to inspire change has been proven to impact on children's behaviours as agents of change, the ability to challenge injustice and use their own initiative to fundraise and challenge in other areas.

Over the last few years, strong links have been forged between schools in the Leeds Diocese and Tanzanian schools in the Mara Diocese. Historically this grew from the work being done by the Wakefield Diocese. Over time, schools here have helped raise funds for a huge variety of projects to help communities in Mara. These have included digging wells, building classrooms, providing text books and desks. BUT it is not just about fundraising. Crucially, for the children, it is about learning about other cultures, making friends across the miles and learning key Christian values.

From the visit, many opportunities to learn from the Tanzanian schools have been identified including creativity within the curriculum. Opportunities to enhance the curriculum through this partnership are threaded throughout curriculum plans. Use of Swahili in worship is always enjoyed by the pupils and the offering of prayers, song and music adds to the richness of provision.

More importantly, our work impacts on the lives of communities in extreme poverty and offers hope to many and it is that hope that keeps this network thriving.

This link is closely aligned to our vision, particularly in developing the spirit:



Mind

- Learners educate, communicate and build enduring relationships with internal and external communities.
- A broad and balanced curriculum is promoted.



Body

- Learners are encouraged to celebrate the wonderful variety of ways to be human.
- Human identity in all its forms is celebrated ensuring dignity and respect.
- Learners understand that we are all created equally in God's image.



Spirit

- Learners show courageous advocacy, driving ethical decisions affirming what is right.
- Learners are supported to be the change they want to see in the world.
- Learners offer radical hospitality and are welcoming to all.
- Learners challenge injustice and are committed to justice.
- Learners become agents of change.
- Character development impacts on wider society enabling people to flourish together.





Personal Development



Personal Development



Why is personal development important?

"The time is always right to do what's right."
- Martin Luther King Jnr.

Educating for 'life in all its fullness,' by providing opportunities to develop the mind, body and spirit is our core approach in everything we do. We aspire to develop the whole child so that they are well prepared for life in modern Britain and able to contribute positively to society.

Effective provision develops:

- Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- Pupils' character, a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- Pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- Pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- Pupils' age-appropriate understanding of healthy relationships through appropriate health and relationships education.

Effective provision promotes:

- Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Effective provision enables/supports:

- Pupils to recognise online and offline risks to their well-being – for example, local safeguarding issues such as grooming, criminal exploitation, domestic abuse, substance misuse, gang activity, county lines, radicalisation and extremism – and making them aware of the support available to them
- Pupils to recognise the dangers of inappropriate use of mobile technology and social media
- Readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Effective provision supports spiritual, moral, social and cultural (SMSC) development:

Spiritual development:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by undertaking social actions, offering service to others, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities



Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.

Pupil leadership has been enhanced by the school's commitment to advocating genuine pupil leadership, opportunity and accountability. This is interwoven in all we do. Many leadership opportunities exist across school linked to pupil's passions and areas of interests. Encouragement is also provided for children to develop their own 'initiative roles' and to lead by example. These are recognised within school. The impact of this can be seen in the excellent behaviour and attitudes of pupils. Their leadership skills are developed, they are listened to and feel safe and their wider experiences promote their wellbeing for today and the future. Pupil leadership is the heartbeat of the school creating positive, tangible contributions to the life of the school and the wider community.

Through the school's vision, curriculum, philosophy 4 children approach, pupil leadership, staff training, charitable events and guest speakers: diversity and equality are promoted and human identity, in all its forms, is celebrated ensuring dignity and respect.

The development of the school's Inclusion Provision Map has ensured all vulnerabilities are highlighted to all staff in a live document. Because of this, regular Inclusion Meetings are undertaken to ensure collaboration of staff, clear communication between members of the Inclusion Team and wider school workforce where appropriate. All pupils' needs are monitored continually through this system.

As a result of specific training, staff are informed and equipped with the knowledge of how to protect pupils from vulnerabilities to certain current issues/barriers.

A consistent behaviour policy is embedded and applied by all staff in school. This is enhanced further by the culture of the school through its commitment to delivering the vision. Initiatives such as Family Dining are now established and have led to improved social interaction, fostering positive relationships through school. Pupil leadership, such as the role of the Howard Ambassadors, has also ensured exceptional attitudes and standards for behaviour. The Howard Ambassadors have received training in order to promote the vision, particularly in relation to diversity and equality ensuring that learners understand that we are all created equally in God's image. Pupil's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Every child matters and, crucially knows they matter. Pupils actively support the well-being of other pupils and consistently have highly positive attitudes and commitment to their education.

The school promotes equality of opportunity and diversity effectively through its aspirational vision, curriculum and wider opportunities. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Pupils first hand experiences are utilised and disseminated to all within the school community ensuring all are accepting and caring towards each other.

Pupils develop their understanding of the fundamental British values.



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD PERSONAL DEVELOPMENT JOURNEY



Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. The Christian values of COMPASSION, FORGIVENESS, FRIENDSHIP and TRUST empower learners to lead by example.

Our school vision and approach ensures that the cultural capital of pupils is excellent. It strives to ensure aspirations are celebrated, focused upon and realised through the curriculum, wider enrichment, the character and moral development of pupils and engagement in the wider world. As a result of this broad focus, pupils demonstrate strong and sustained resilience and where barriers exist for learners, support is put in place to remove them ensuring perseverance to overcome barriers to their own learning and to make positive choices.

The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.

Pupil leadership is the heartbeat of the school. Genuine advocacy of this has led to pupils living our vision and demonstrating associated attributes such as opportunities to be agents of change, for demonstrating courageous advocacy and affirming what is right, to challenge injustices and to offer radical hospitality. Learners are ambassadors who can make a positive contribution. This focus has also led to pupils feeling more valued as members of the school community, enabling opportunities for children to flourish and for their character development to impact on wider society. Pupils understand that the school advocates that the future is in their hands and we ask them to lead and have accountable independence. They understand that they don't have to wait to give service to others.

Our curriculum is supported by the Philosophy 4 Children approach. This has developed the skills and dispositions that enable pupils to contribute as responsible citizens of the future. It supports the school's ethos and values of creating a caring school and classroom environment where children learn to listen to and respect each other. The majority of pupils who enter school do so with confidence and high levels of self-esteem, the P4C approach provides strategies for pupils to become efficient in their dialogue whilst developing and extending tier 3 vocabulary, ensuring concise and effective interactions.

The curriculum, in its wider sense, offers exceptional opportunity for spiritual development. Quality opportunities for pupils to explore situations of injustice and equality so opening pupils' horizons and broadening first-hand experience, gives them a concern for others and a desire to practically undertake actions that challenge these identified injustices through meaningful social actions. A prominent vehicle for this is through the strong partnerships that we have developed. A broad range of enrichment activities enable pupils to flourish and they are supported to be the change they want to see in the world.





The school engages directly and effectively with the local community through a broad programme of events and initiatives. This has led to strong links within the community and the parish, high parental engagement and support, well attended showcase events/workshops in school and confidence in pupils when interacting with a range of people in their community. As a result, learners, including staff, build enduring relationships with external communities through a strong ethos of thriving in a shared society.

All children have access to a rich programme of activity clubs which have recently included examples such as kick boxing, fencing, forest sports, yoga, coding, choir, multisport, gardening and many others. These have a strong take up by pupils including the most disadvantaged. The impact of this has ensured the development of cultural capital for those who most need it.

The school has developed an experienced pastoral team, who have developed procedures to ensure that they are proactive in identifying and offering timely intervention and support to address barriers to learning for all pupils. Our SEMHW Advocate supports families as well as individual pupils.

The school works effectively with partnerships and other external agencies to support the extensive personal development of pupils. This includes working closely with a local police officer, the school nursing team and the Futures in Mind project ensuring mental health is a priority. The Futures in Mind project provides the opportunity to work with a CAMHS practitioner and as a result of these links, staff are well equipped to deal with anxiety and other mental health issues and received training to do so.

Mindfulness techniques are utilised in school, these are also available on the website for parents to use at home. These impact on pupil's body and emotional regulation, insight (self-knowing awareness), attunement with others, empathy, impulse control/response flexibility, fear modulation, intuition, attention span and morality.

Outdoor experiences are utilised as not only a teaching tool but also to support pupils. The school offers dedicated Forest School teaching sessions as well as providing opportunities for pupils to experience the outdoors and become involved in the school's allotments and the rearing of chickens. This gives pupils a sense of well-being and belonging which has led to children being more resilient, self-confident and more effective when working in teams. The element of risk taking afforded by Forest School education has meant that children are making healthier behaviour choices in the playground.

Following the Christian ethos, in particular the message from the Parable of the Talents, the school strives to nurture and develop pupil's talents and interests through a range of initiatives and activities such as broad academic curriculum allowing children to gain solid foundations and to discover and develop their talents, Celebrating Us assemblies, Howards Got Talent competition, supporting and celebrating outside achievements. Pupils with intense and challenging training and/or rehearsal commitments outside of school are also supported.

'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD PERSONAL DEVELOPMENT JOURNEY



A 'family dining' approach to lunchtime has infiltrated all aspects of school life and has become a key component to achieving our aspirational vision. As a result of our family dining approach, older pupils support younger pupils and foster positive relationships throughout the whole school. The initiative provides a dynamic tier to pupil leadership and offers broad opportunities to develop the mind, body and spirit ensuring pupils thrive in a shared community, understand radical hospitality and engage in the Christian values we hold so dear.

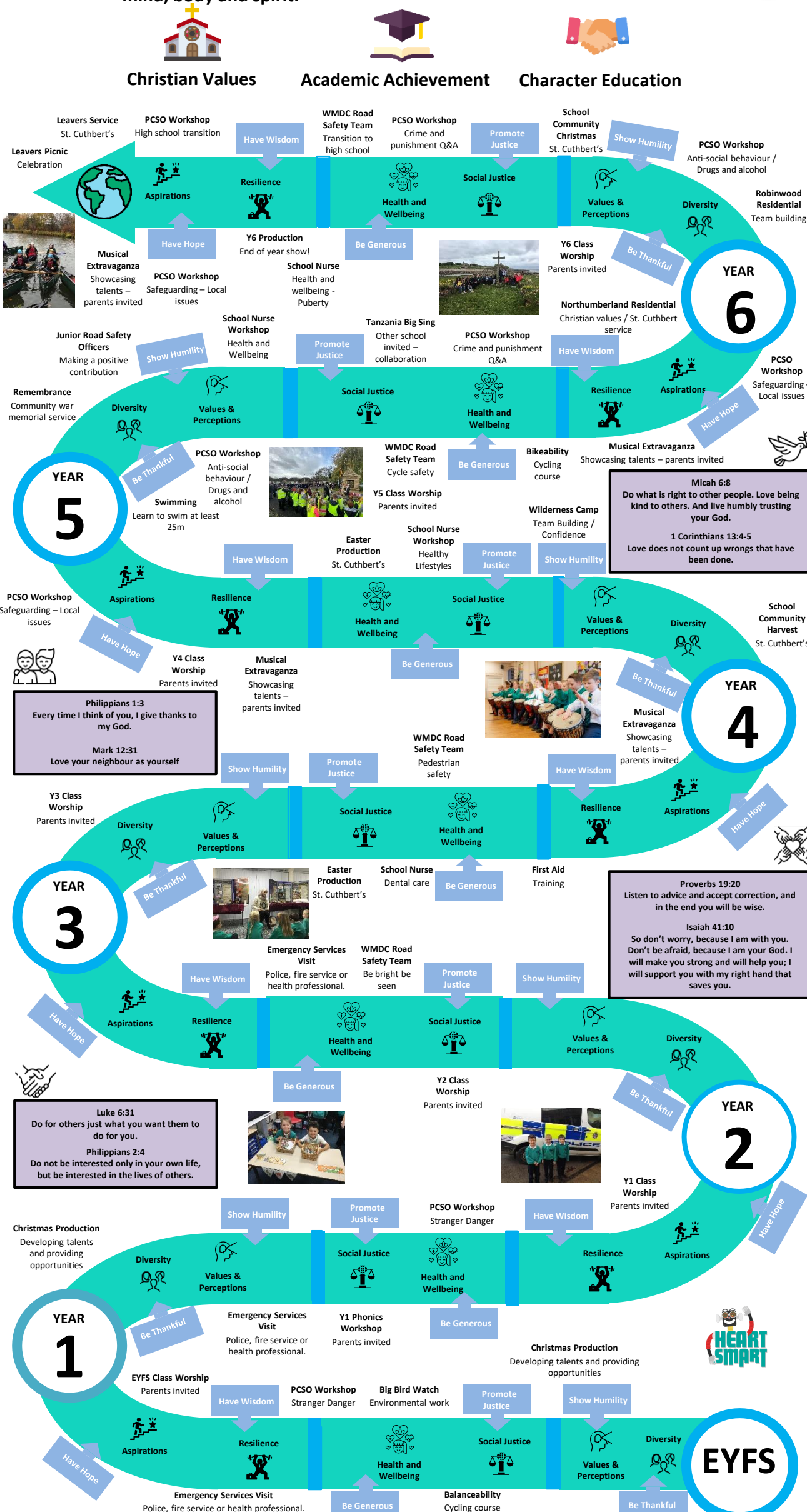
The school actively engages in a number of fundraising activities. Reasons for these and the impact of any charitable activities, which is not always financial, but always linked to the vision and values, is made explicitly clear to the children. This has led to pupils who demonstrate courageous advocacy, stand for their truth, who are committed to justice and are genuine agents of change making positive contributions.

Opportunities are provided for all children to engage in social actions however it has been impressive to see that since the Tanzania visit, and how this has been used as a model, children have challenged their own injustices and taken their own powerful actions. This is always shared ensuring an ever-improving spiral of desired behaviours. This exemplary behaviour and insight into the world the children live in compliment the aims of the school vision. The link also helps pupils and adults to appreciate the relevance of faith in today's world to encounter the teachings of Jesus and the Bible in different scenarios and contexts and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.

Many opportunities for children to learn about nature and the role they play in protecting our world are provided. As a Church School, this is especially important. The school has an active Eco Committee and Gardening Club. Chickens live on site and the children take an active part in caring for them. Through science and topic work, children learn about the world and how they care for living things. The school has been awarded the Eco Schools Green Flag Award.

Driven by the vision and values and deeply Christian in its delivery worship is invitational, inspiring, delivered using a variety of approaches and is an integral part of life and the culture of school. A recent focus has ensured that this is driven by the pupils. Ministries are now in place, adding another dimension to pupil leadership, with opportunities to plan, lead and evaluate worship. Plans link with the church and the wider community to ensure diversity, relevance in today's society and opportunities to engage. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development and engage thoughtfully in the process. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive. Links are strong with the local church community and pupils are enabled to engage in the Eucharist in creative and innovative ways, supported by our local incumbent.

Through developed strong links with the local church community, partnerships are extremely strong and forward thinking. Church leaders regularly lead worship and are involved in the annual planning of the school's programme also offer practical support and encouragement. As well as school led events at St. Cuthbert's Church, the school also attends church planned events throughout the year in addition to this and events across the community.





ACKWORTH HOWARD LEARNING JOURNEY

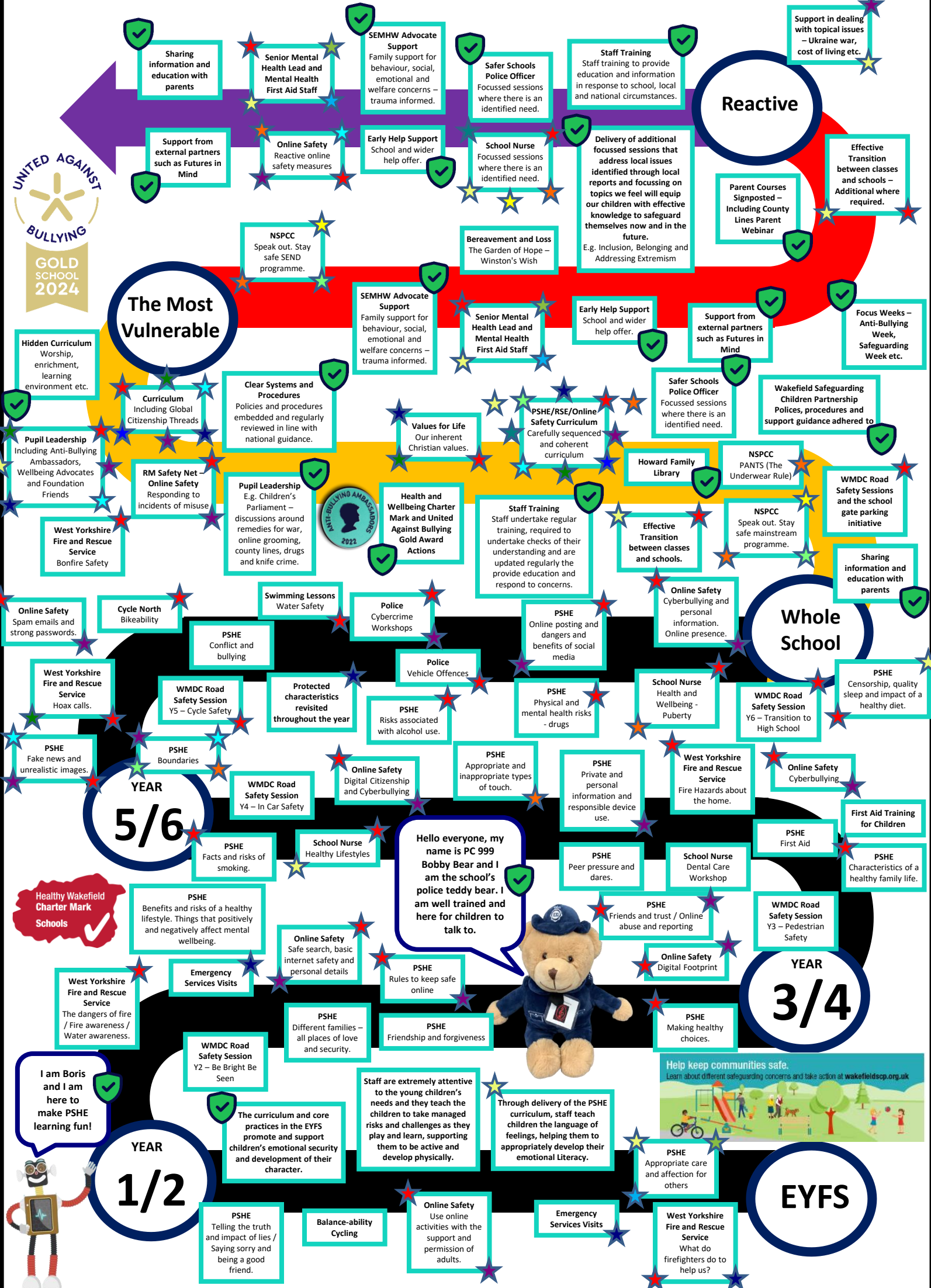
SAFEGUARDING – PROTECTIVE FACTORS

Ensuring that pupils are aware of, and understand, the local risks that they may face.



'Providing opportunities for growth in mind, body and spirit.'

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving shepherd. Offering protection and educating against dangers, ensuring positive global citizens and the safety of all God's children.



Safeguarding

We have embedded a strong and effective culture of safeguarding and have developed effective arrangements to:

- always act in the best interests of pupils to protect them online and offline
- identify pupils who may need early help, and who are at risk of harm or have been harmed. This may include, but is not limited to, neglect, abuse (including by their peers), grooming or exploitation
- secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help
- manage safe recruitment and allegations about adults who may be a risk to children, pupils, students and vulnerable adults.

Safeguarding is...

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and Taking action to enable all children to have the best outcomes.



HIGH PROFILE RISK FACTORS

Although the school's safeguarding culture strives to ensure that pupils are aware of, and understand, the local risks that they may face, Leaders also use a variety of sources to identify 'high profile risk factors' in order to implement further reactive measures. Sources include local networks, school safeguarding logs and analysis, police reports and local external professionals information.

- Wakefield / National
- Neglect
- Domestic Abuse
- Adolescent Risk

Children vulnerable to exploitation

- Additional Local Issues
- Deaths of under ones
- Right wing terrorism
- Public protection (Missing persons, hate crime, domestic abuse...)
- Drugs

Anti-social behaviour (graffiti, litter, vandalism, alcohol...)

- School Context
- Digital wellbeing
- Mental Health and Wellbeing
- Attachment/separation
- Parental separation (where handled badly)
- Inappropriate language use

- Relates to all safeguarding factors.
- Relates to corresponding high profile risk factors



Report Any Concern

If you are concerned about the safety of any child in our school, you must report this to one of the Designated Safeguarding Lead Team.

- Mr Michael Walker
Headteacher (DSL)
- Miss Sarah O'Brien
Deputy Headteacher
- Mrs Katie Tordoff
DSL Team
- Mrs Jayne Albaya
DSL Team



50 things to experience before you leave Ackworth Howard...



1. Take part in the school sports day and win house points.



2. Have your art work displayed in the classroom or corridor.



3. Be a pupil leader on one of our many pupil leadership groups and make a difference!



4. Compete for a school sport team in any sport.



5. Raise money for our partner school in Tanzania.



6. Grow vegetables in our garden and cook them in our kitchen.



7. Perform, sing and dance in the Year 6 end of year production.



8. Decorate an Easter bonnet or build an egg race vehicle.



9. Visit a museum to enhance your learning in a topic.



10. Learn to swim 25 metres and basic life saving skills.



11. Visit the theatre to see a play or pantomime.



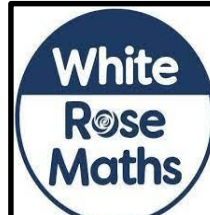
12. Learn how to build a fire and toast marshmallows on it.



13. Dress up for World Book Day and share your book reviews.



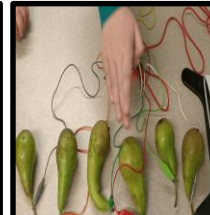
14. Listen to an author during a visit to school and write creatively.



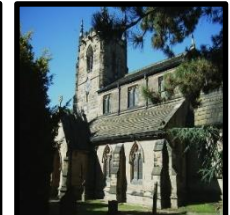
15. Show resilience and learn strategies to solve maths problems.



16. Sing your heart out at Sheffield Arena for Young Voices.



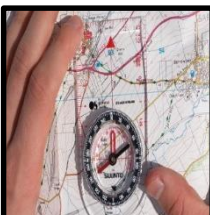
17. Join the school code club and learn how to program and code.



18. Attend a school church service for Christmas or Easter.



19. Complete one of our many reading challenges.



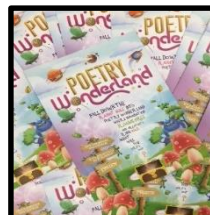
20. Learn map reading and apply your skills on our orienteering course.



21. Attend a remembrance day service in Ackworth.



22. Perform in the Key Stage 1 Christmas Nativity play.



23. Have your writing published in a book as a young author.



24. Write a letter to a celebrity or someone you aspire to be.



25. Compete in a class Times Tables Rockstars battle.



26. Take a leap of faith on the Giant Swing at the PGL Residential.



27. Care for and feed the school chickens.



28. Take part in a community litter pick to support the village.



29. Use your right to democracy and vote in a school election.



30. Be an agent of change and stand up for a cause that you believe in.



31. Visit the houses of parliament with the school council.



32. Learn about Luke Howard the namer of the cloud types.



33. Learn how to ride a bike through our balanceability lessons.



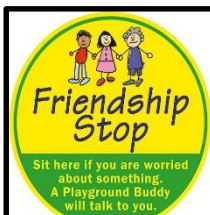
34. Have a visit from the police, fire service or health professional.



35. Join one of our many after school activity clubs and take part.



36. Compete in Howard's Got Talent.



37. Become a playground buddy and look after others.



38. Donate food to the school Food Bank and offer service to others.



39. Begin to learn the language of Spanish through our lessons.



40. Play a musical instrument in a musical extravaganza.



41. Compete in a STEM challenge such as F1 in Schools.



42. Work together to build a den.



43. Visit a place of worship on a trip for Religious Studies.



44. Pass your broomstick training at Alnwick Castle.



45. Learn to speak some Swahili, the language of Tanzania.



46. Work together with your parents in stay and learn sessions.



47. Retrace the steps of St Cuthbert on our Northumberland residential.



48. Take part in Howard Heritage Day to celebrate the history of our school.



49. Listen to live music by visiting musicians or a school trip.



50. Be nominated for living the Christian values.

The Early Years





The Early Years

Why are the Early Years important?

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(2021 Statutory Framework for the Early Years Foundation Stage (EYFS))

Positive experiences in their early years can benefit children in developing their social skills and their ability to learn, and good quality childcare has been shown to benefit children right through primary school. The Early Years is called the Foundation Stage because it gives a secure foundation for future learning. Childhood is important and we want all children at Ackworth Howard to have many enjoyable, successful and satisfying learning experiences. We aim to develop positive attitudes to learning in all our children.

All children learn best from experiences that are suitable for their stage of development. At the heart of the EYFS is the principle that young children need to play in order to have fun, make friends and to begin to learn and understand about the world around them. Through play children can develop their confidence for learning, social skills needed for personal development, and skills needed for writing, counting and exploring their environment. In that way children become more independent and are able to tackle simple problems.

Our aims

In the Early Years at Ackworth Howard we aim for all children to access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life. We will ensure quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind. We will develop close partnership working between practitioners and with parents and/or carers. Every child will be included and supported through equality of opportunity and anti discriminatory practice

Together we will create a culture of innovation and challenge which will enable our youngest children to flourish and grow into independent, creative and confident learners.



Mind

In Early Years we plan our environment to support our chosen topic. Our thematic approach allows children to explore links across the curriculum; enhancing and exciting their learning. Our curriculum values promote all areas of learning, cradling and nurturing all talents; art, sport, mathematics and literacy. The curriculum is designed to recognise children’s prior learning from previous settings and their experiences at home, provide first hand learning experiences, whilst allowing the children to build resilience, ambition and integrity.



Body

The learning environment in Early Years allows children to access the curriculum in a safe and supported manner. The environment reflects the current needs of the children and constantly adapts to ensure it meets their ever changing needs. Every child is recognised as a unique individual and we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that our first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning.



Spirit

In Early Years we promote values which enable children to develop life skills such as: determination, teamwork, independence, respect, kindness, gratitude and consideration. Throughout their time in EYFS, the children develop a sense of belonging to our school community. They have the confidence and skills to make decisions and self-evaluate, make connections and become lifelong learners.



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD EARLY YEARS



PSHE



Reception:

- Exploring the importance of others and how to love them well.
- Understanding how to process negative emotion and choose forgiveness to restore relationships.
- Unpacking how to bravely communicate truth and be proud of who we are.
- Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.
- Knowing there is a way through every situation no matter how impossible it may seem.
- Learning how important, valued and loved we are.

Nursery:

- Exploring the importance of others and how to love them well.
- Understanding how to process negative emotion and choose forgiveness to restore relationships.
- Unpacking how to bravely communicate truth and be proud of who we are.
- Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy.
- Knowing there is a way through every situation no matter how impossible it may seem.
- Learning how important, valued and loved we are.

Personal, Social and Emotional Development



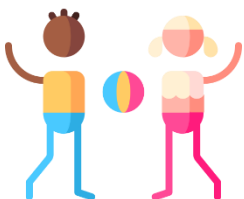
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication and Language



The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development



Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD EARLY YEARS

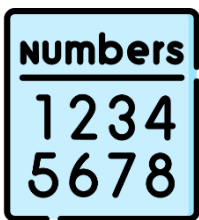


Literacy



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)..

Mathematics



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding of the World



Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Art and Design



The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Religious Education



Reception:

- Why is the word God so important to Christians?
- Why do Christians perform Nativity plays?
- Which stories are special and why?
- Why do Christians put crosses in the Easter garden?
- Which places are special and why?
- Where do we belong?

Nursery:

- God and Me Focus



Mathematics



Mathematics

Why is Mathematics important?

‘A person who never made a mistake never tried anything new.’

Albert Einstein

Mathematics is a fundamental part of human thought and logic, and integral to attempts at understanding the world and ourselves. It provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, design technology and even music and art.

Science, technology and engineering, so essential to the future success of our country, cannot thrive without people having a solid mathematics foundation.

The importance of a solid mathematics education goes much beyond the current conversation of improved proficiency on test scores. Mathematics provides the critical ability to learn and think logically in any field of endeavour. The skills of learning today are more important than knowledge, which is so readily available on the Internet.

Studying mathematics will not only develop more engineers and scientists, but also produce more citizens who can learn and think creatively and critically, no matter their career choices. The workforce of tomorrow, in all fields, will demand it.

Our aims

At Ackworth Howard J&I School, we believe that our Mathematics curriculum should develop: the mind (creative and critical thinkers, continuous improvement, foundations for understanding the world and curiosity of it); body (emotional intelligence and the ability to persevere with a resilient nature to any problems); and spirit (understanding how to thrive in the community of their class, working with each other to embrace change and challenge) of each child.



Mind

Mathematics at Ackworth Howard school is carefully designed to inter-connect, coherently progress and provide solutions to intriguing problems. Children develop critical thinking skills throughout their time in school, through becoming fluent in the fundamentals; having regular opportunities to reason and solve problems. This leads to a better understanding of the world around them; an enduring curiosity and ambition to improve continuously. The carefully mapped opportunities for learning across other subjects, ensures a deep-rooted understanding of Mathematics within real contexts.



Body

The Mathematics curriculum is designed to enable learners to build a resilient nature and persevere with challenging problem-solving and reasoning skills that can be applied to all aspects of their learning and life. It will enable children to develop their emotional intelligence as well as their logical capability, to equip them with the tools for life-long learning.



Spirit

Through a challenging and engaging Mathematics curriculum, learners will thrive in the community of their class, demonstrating how to work with others to achieve the best possible outcomes through supporting themselves and others. They will be confident to embrace change and welcome challenges as a result of their resilient natures.

Careers

Careers that include the use of Mathematics:

- Research Scientist
- Finance Industry
- Accountancy
- Statistician
- Meteorologist
- Maths Teacher
- Software engineer
- Quantity survivor
- Research Scientist



ACKWORTH HOWARD LEARNING JOURNEY MATHS



'Providing opportunities for growth in mind, body and spirit.'

Y6 ADDITION	Y6 SUBTRACTION	Y6 MULTIPLICATION	Y6 DIVISION	Y6 CALCULATING WITH FRACTIONS & DECIMALS
Column addition: range of large numbers/decimals	Column method with regrouping: range of large numbers/decimals	Column multiplication	<ul style="list-style-type: none"> Short division (up to 4 digits by 2 digit inc. remainders) 	<ul style="list-style-type: none"> Addition & subtraction of fractions with different denominators and mixed numbers Multiplication of pairs of proper fractions - answer in its simplest form Multiplication and division of numbers by 10, 100 and 1000 - answers up to 3dp 'Flip and kiss' to divide fractions by whole numbers Short division method with decimal numbers



Y6 NUMBER & PLACE VALUE KNOWLEDGE

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Use negative numbers in context and calculate intervals across zero.
- Round any whole number to the required degree of accuracy.

Y6 ADDITION/SUBTRACTION KNOWLEDGE

- Perform mental calculations with mixed operations. Use knowledge of the order of operations to carry out calculations.
- Use estimation to check answers to calculations. Solve addition & subtraction multi-step problems in contexts, deciding which operations & methods.



Y6 MULTIPLICATION/DIVISION KNOWLEDGE

- Identify common factors, common multiples and prime numbers.
- Perform mental calculations, including mixed numbers and large numbers.
- Multiply 4d numbers by 2d whole numbers using long multiplication.
- Divide 4d numbers by 2d whole numbers using long division; interpret remainders as whole number remainders, fractions, or by rounding.



Y6 FRACTION KNOWLEDGE

- Compare and order fractions, including fractions > 1.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denominator.
- Recall and use equivalences between simple fractions, decimals and percentages.
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
- Multiply simple pairs of proper fractions, writing the answer in the simplest form.
- Divide proper fractions by whole numbers.
- Calculate decimal fraction equivalents, for simple fractions.



Y6 SHAPE & GEOMETRY

- Compare & classify geometric shapes based on their properties/sizes.
- Find unknown angles in triangles, quadrilaterals, & regular polygons.
- Draw 2D shapes using given dimensions & angles.
- Describe positions on the full coordinate grid.
- Draw & translate simple shapes on the coordinate plane and reflect them in the axes.
- Recognise, describe, build simple 3D shapes & make nets.
- Recognise angles where they meet at a point, on a straight line, or are vertically opposite, and find missing angles.
- Illustrate and name parts of circles, including radius, diameter and circumference; know that the diameter is twice the radius.



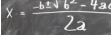
Y6 STATISTICS

- Interpret and construct: pie charts, line graphs and use these to solve problems.
- Calculate & interpret the mean as an average.



Y6 MEASURES

- I can calculate, estimate and compare volume of cubes and cuboids using standard units.
- Convert between miles & km.
- Convert between standard units, of length, mass, volume and time.
- Solve problems involving the calculation and conversion of units of measure to 3dp.
- Recognise when it is possible to use the formulae for area & volume of shapes.
- Recognise that shapes with the same area can have different perimeters and vice versa.
- Calculate the area of parallelograms and triangles.



Y6 ALGEBRA

- Express missing number problems algebraically and use simple formulae.
- Find pairs of numbers that satisfy number sentences with two unknowns.



Y6 RATIO & PROPORTION

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
- Solve problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison.

YEAR 6

Revision and consolidation – informed by GAP analysis

Investigations – prep for KS3

Y5 ADDITION	Y5 SUBTRACTION	Y5 MULTIPLICATION	Y5 DIVISION	Y5 CALCULATING WITH FRACTIONS
Place value counters leading to column addition: THTO.TH	Column method with regrouping: THTO.TH	Column multiplication	<ul style="list-style-type: none"> Short division (up to 4 digits by 1 digit inc. remainders) 	<ul style="list-style-type: none"> Part whole models lead to addition & subtraction of fractions with the same denominator & multiples of that number Bar models lead to converting mixed numbers to improper fractions Repeated addition of fractions, leading to multiplication of proper fractions and mixed numbers by whole numbers

Y5 NUMBER & PLACEVALUE KNOWLEDGE

- Count forward/back in powers of 10 to 1,000,000.
- Count in thousands.
- Interpret negative numbers, count forward/back through zero.
- Read Roman numerals to 1000 and recognise years.
- Read, write, order and compare numbers to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000

Y5 ADDITION/SUBTRACTION KNOWLEDGE

- Add & subtract mentally
- Add & subtract 4d whole numbers using column method
- Use rounding to check answers
- Solve multi-step problems in context, deciding which operations & methods to use

Y5 MULTIPLICATION/ DIVISION KNOWLEDGE

- Identify multiples & factors including finding all factor pairs of a number and common factors of two numbers.
- Multiply and divide numbers mentally drawing upon know facts.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Multiply and divide 4d numbers by a 1-digit or 2-digit number using a formal method and interpret any remainders appropriately.
- Multiply and divide whole and decimal numbers by 10, 100 and 1000.
- Recognise and use square and cube numbers, including notation.

Y5 FRACTION KNOWLEDGE

- Identify, name & write equivalent fractions represented visually, inc. tenths & hundredths, e.g. $0.71 = 71/100$.
- Convert mixed numbers to/from improper fractions
- Compare and order fractions whose denominators are all multiples of the same number.
- Round decimals with 2dp to the nearest whole number and to one dp.
- Read, write, order and compare numbers with up to 3dp
- Recognise %; understand that % represents parts/hundred. Write % as a fraction with denominator 100, & as a decimal.

Y5 SHAPE & GEOMETRY

- Know angles are measured in degrees; estimate & compare acute, obtuse & reflex angles.
- Identify angles at a point on a straight line & $\frac{1}{2}$ a turn (total 180) at a point & one whole turn (total 360) and identify other multiples of 90.
- Draw given angles, & measure them in degrees
- Identify, describe and represent the position of a shape following a reflection or translation.
- Distinguish between regular & irregular polygons
- Identify 3D shapes, inc. cubes & other cuboids, from 2D representations
- Use the properties of rectangles to deduce related facts & find missing lengths & angles.

Y5 STATISTICS

- Complete, read and interpret information: tables, including timetables
- Solve comparison, addition & difference problems using information presented in a line graph

Y5 MEASURES

- Measure & calculate the perimeter of composite rectilinear shapes (cm and m)
- Calculate & compare the area of rectangles using cm^2 & m^2 ; estimate the area of irregular shapes.
- Estimate volume (e.g. using 1 cm³ blocks to build cubes, including cuboids) & capacity (e.g. using water).
- Convert between different units of metric measure (km/m; cm/m; cm/mm; g/kg; l/ml).
- Solve problems inv. converting between units of time.
- Understand & use approx. equivalences between metric units and common imperial units

YEAR 5

Y4 ADDITION	Y4 SUBTRACTION	Y4 MULTIPLICATION	Y4 DIVISION	Y4 CALCULATING WITH FRACTIONS
Place value counters leading to column addition: THTO	Column method with regrouping: THTO	Column multiplication introduced with place value counters	<ul style="list-style-type: none"> Division with a remainder Short division (up to 3 digits by 1 digit) 	<ul style="list-style-type: none"> Part whole models leading to addition and subtraction of numerators beyond one whole with the same denominator

Y4 NUMBER & PLACE VALUE KNOWLEDGE

- Count back through zero to include negative numbers
- Count in multiples of 6, 7, 9, 25 and 1000.
- Read Roman numerals to 100
- Find 1000 more/less
- Compare/order numbers beyond 1000
- Round numbers to the nearest 10, 100 or 1000

Y4 ADDITION/ SUBTRACTION KNOWLEDGE

- Add and subtract numbers with up to 4 digits using column methods where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Y4 MULTIPLICATION/ DIVISION KNOWLEDGE

- Recall multiplication & division facts > 12x12.
- Use factor pairs and commutativity in mental calculations.
- Multiply & divide 2-digit and 3-digit numbers by a 1-digit number using formal written methods (no remainder)
- Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiplying three numbers together
- Find the effect of multiplying a number with up to 2 d.p. by 10 & 100

Y4 FRACTION KNOWLEDGE

- Show, using diagrams, families of common equivalent fractions.
- Add & subtract fractions with the same denominator.
- Divide 1-digit or 2-digit number by 10 & 100
- Count up and down in hundredths; recognise that hundredths arise from dividing into one 100 equal parts/dividing quantities by 100.
- Write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of d.p. (up to 2)

Y4 SHAPE & GEOMETRY

- Classify geometric shapes, inc. quadrilaterals & triangles, based on their properties/sizes.
- Describe positions on a 2D grid as coordinates in the first quadrant
- Identify lines of symmetry in 2D shapes presented in different orientations.
- Complete a simple symmetric figure along a line of symmetry
- Describe movements between positions as translations
- Plot specified points and draw sides to complete given polygon
- Identify acute and obtuse angles; compare and order angles

Y4 STATISTICS

- Interpret and present discrete and continuous data using bar charts & time graphs
- Solve comparison, sum & difference problems from bar charts, pictograms & tables

Y4 MEASURES

- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m.
- Find the area of rectilinear shapes by counting squares.
- Convert between different units of measure (e.g. km to m; hr to min)

YEAR 4

Y3 ADDITION	Y3 SUBTRACTION	Y3 MULTIPLICATION	Y3 DIVISION	Y3 CALCULATING WITH FRACTIONS
Place value counters leading to column addition: HTO	Column method with regrouping: HTO	<ul style="list-style-type: none"> Arrays Grid Method 	<ul style="list-style-type: none"> Division with a remainder 2digit divided by 1digit using base 10 or place value counters 	<ul style="list-style-type: none"> Part whole models leading to addition and subtraction of numerators within one whole

Y3 NUMBER & PLACE VALUE KNOWLEDGE

- Count from 0 in multiples of 4, 8, 50 and 100.
- 10/100 more or less.
- Read/write/compare/order to 1,000
- Place value of 3 digit number

Y3 ADDITION/SUBTRACTION KNOWLEDGE

- Add & subtract mentally with 3-digits and ones/tens/hundreds
- Add & subtract with 3 digits using column methods (including with measures)
- Estimate and check answers using the inverse
- Count up and down in tenths; recognise that tenths arise from dividing and object into ten equal parts and in dividing numbers or quantities by 10.
- Solve word problems including missing numbers.

Y3 MULTIPLICATION/ DIVISION KNOWLEDGE

- Recall \times & $/$ facts for 3, 4 and 8 tables.
- Calculate multiplication & division statements using known tables (2d x 1d) using mental and written methods including reasoning with money and length

Y3 FRACTION KNOWLEDGE

- Recognise and show, using diagrams, equivalent fractions
- I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions.
- Compare and order unit fractions, and identify right angles and relate these to units of turn
- Identify angles > or < than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Y3 SHAPE & GEOMETRY

- Recognise 3D shapes in different orientations, describe and make these
- Draw 2D shapes
- Recognise angles as a property of shape or a unit of turn.
- Identify right angles and relate these to units of turn
- Identify angles > or < than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Y3 STATISTICS

- Interpret and present data using: bar charts, pictograms and tables
- Solve 1-step and 2-step questions using information presented

Y3 MEASURES

- Measure the perimeter of simple 2D shapes.
- Read time to the nearest minute from a 12/24-hour digital clock and an analogue clock, including using Roman numerals from I to XII
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Record and compare time in seconds, minutes, hours.
- Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.
- Know the numbers of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events

YEAR 3



**'Providing opportunities for growth in mind,
body and spirit.'**

Y2 ADDITION	Y2 SUBTRACTION	Y2 MULTIPLICATION	Y2 DIVISION
Adding three single digits	Partitioning to bridge 10	Using number lines to show repeated groups	Division as grouping
Use of base 10 to combine two numbers: - partitioning tens & ones to add - adding 10 and adjusting - bridging through 10	Counting back in ones using a number line Part whole connections: finding the difference Use of base 10 without/with exchange	Arrays- showing commutative multiplication	Division within arrays- linked to multiplication Repeated subtraction

Y2 NUMBER & PLACE VALUE KNOWLEDGE

- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- Read and write numbers to at least 100 in numerals and in words.
- Compare and order numbers from 0 up to 100; use < > and = signs.
- Recognise the place value of each digit in a 2 digit number

Y2 ADDITION/SUBTRACTION KNOWLEDGE

- Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
- Add and subtract numbers mentally, including: 2-digit numbers and ones; 2-digit numbers and tens; two 2-digit numbers; adding three 1-digit numbers
- Show that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

Y2 MULTIPLICATION/DIVISION KNOWLEDGE

- Recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers
- Calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the \times = signs.
- Show that multiplication of two numbers can be one in any order (commutative) and division of one number by another cannot.
- Recognise that division is the inverse of multiplication and use to check calculations.

Y2 FRACTION KNOWLEDGE

- Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, $1/2$, $3/4$ of a length, shape, set of objects, or quantity.
- Write simple fractions and recognise the equivalence

Y2 SHAPE & GEOMETRY

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Identify 2D shapes on the surface of 3D shapes.
- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
- Compare and sort common 2D and 3D shapes and everyday objects.

Y2 STATISTICS

- Interpret and construct: pictograms; tally charts; block diagrams and simple tables
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Ask and answer questions about totalling and compare categorical data

Y2 MEASURES

- Compare and order lengths, mass, and record the results using >, < and =.
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times.
- Compare and order volume/capacity and record the results using >, < and =.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Choose and use appropriate standard units to estimate and measure: temperature (°C); capacity (l/ml) to the nearest appropriate unit, using, thermometers and measuring vessels.
- Compare and sequence intervals of time.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

YEAR 2

Y1 ADDITION	Y1 SUBTRACTION	Y1 MULTIPLICATION	Y1 DIVISION
Combining two parts to make a whole: part-whole model	Partitioning to bridge 10	Doubling	Sharing objects into groups
Starting at the bigger number and counting on- using cubes, Numicon and number lines	Counting back in ones using a number line	Repeated addition of equal groups	Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups?
Regrouping to make 10 using ten frame	Part whole connections: finding the difference	Counting in multiples: use cubes, Numicon and other objects in the classroom	

Y1 NUMBER & PLACE VALUE

- Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number
- Read and write numbers to 100 in numerals
- Count in multiples of 2s, 5s and 10s
- Given a number, identify 1 more or 1 less.
- Read and write numbers from 1 – 20 in numerals and words
- Compare and order numbers to 100.

Y1 MEASURES

- Compare, describe & solve practical problems for: Lengths/heights, mass/weight, capacity/volume
- Recognise, count and know the value of different denominations of coins & notes.
- Sequence events in chronological order
- Recognise & use language relating to dates, including days of the week, months, years.
- Tell time to the hour, explore minutes, seconds, hours.

Y1 ADDITION/SUBTRACTION KNOWLEDGE

- Read, write and interpret mathematical statements $+$ =
- Represent & use number bonds & related subtraction facts within 20
- Add and subtract 1- digit and 2-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

Y1 SHAPE & GEOMETRY

- Recognise and name common 2D shapes, including: 2D, e.g. circles, triangles, rectangles including squares
- Describe position, direction and movement, including half, quarter and three quarter turns and link to shapes

Y1 MULTIPLICATION/DIVISION KNOWLEDGE

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays

Y1 FRACTION KNOWLEDGE

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

YEAR 1

YR ADDITION	YR SUBTRACTION	YR MULTIPLICATION	YR DIVISION
Combining two parts to make a whole: part whole model	Take away ones: part whole model	Doubling	Sharing objects into groups
Starting at the bigger number and counting on- using cubes, numicon and number lines	Counting back in ones using a number line		

Numbers 1-20

Numbers 1-15 & 1-20

Numbers 1-10

YR ELG NUMBER

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

YR ELG SHAPE, SPACE & MEASURE

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Continuous provision provides opportunities to:

- practise and improve their skills in counting numbers, calculating simple addition and subtraction problems
- describe shapes, spaces, and measures

EYFS

English





English

Why is English important?

On a basic level, studying English allows pupils to access a wider range of subjects, opening the door to a wider range of careers and it gives children the important skills needed to navigate through each stage of their lives.

Through English, children learn to read, write, speak, perform, listen, imagine and create. Children are provided with opportunities to learn about other peoples' lives, cultures, opinions and experiences, real or imagined; they discuss, argue and persuade; compare characters' emotions and feel compassion, empathy and anger for the people they read about. English is also a channel for creative minds as they get to experiment with various text types and genres, from the Literary Canon, to the more modern modes of writing.

The world our children now find themselves in is full of information; the skill of reading enables them to think critically and teaches them how to infer and evaluate what is being directed towards them. Reading broadens our vocabulary and increases our understanding of the English Language. It helps us recognise spellings and allows our long-term memory to store these spellings for life.

Through phonics, drama, role-play, arguments and debates children develop their confidence to speak and listen to others. These are important life skills which we use everyday to interact with others, socialise, work collaboratively and live our daily lives.

Each and every aspect of English creates the foundations of a child's future. It opens up opportunities and equips them with the life skills to take their learning and future in any direction they wish.

Our aims

At Ackworth Howard J&I School, we believe that English should develop: the mind (speaking, reading, writing, knowledge acquisition); body (communicating emotion); and spirit (communicating socially and spiritually) of each child.



Mind

The English curriculum at our school offers a high quality learning experience for learners. Children are taught to speak and write fluently so that they can confidently, coherently and efficiently communicate ideas to others and through their reading and listening, others can communicate with them. Reading underpins the fabric of the curriculum with high quality and challenging texts utilised across all subjects so pupils have the chance to acquire knowledge and build on what they already know.



Body

Based on first hand experiences, our curriculum builds confidence and encourages children to develop their independence, communication skills and collaborative working whilst taking risks in a safe environment. The unique talents of every child are embraced.



Spirit

Trust and imagination, the ability to think, reflect and grow morally and socially and cognitively are the bedrock of our curriculum where we aim to create a safe place for children to learn and express their inner most thoughts. Through the study of a range of stimulating texts, children develop a critical understanding of their impact on daily life, society and the wider world around them.

Careers

Careers that include the use of English:

- Actor
- Editor
- Copywriter
- Journalist
- Lawyer
- Librarian
- Marketing
- Personal Assistant
- Politician
- Proof-reader
- Screenwriter
- Teacher



ACKWORTH HOWARD LEARNING JOURNEY ENGLISH



'Providing opportunities for growth in mind, body and spirit.'



Y6 WORD READING

- Read most words containing taught suffixes
- Read and comprehend most words from Y5/6 statutory lists

Y6 READING

- Check a text makes sense and self-correct when appropriate
- Work out the meaning of unknown words from the context
- Discuss their understanding of, and explore, the meaning of words in context

Y6 READING

- Use knowledge of prefixes to explain the meaning of most words containing them
- Retrieve, record and present information from non-fiction
- Summarise the main ideas, identifying key details and using quotations for illustrations
- Explain and discuss their understanding of what they have just read, drawing reasons inferences and justifying these with evidence

Y6 READING

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for their views
- Make predictions from details stated and implied
- Appraise a text quickly and gather its overall meaning
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across texts

Y6 WRITING

- The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.

Y6 WRITING

- Use a range of device to build cohesion (e.g. conjunction, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- Use verb tenses consistently and correctly throughout their writing
- Use punctuation taught at KS2 mostly correctly
- Spell correctly most words from the Y5/6 spelling list and use a dictionary to check

YEAR
6

Autumn Term

- Non chron report – Greek Gods
- Narrative – Character descriptions
- Narrative – Myths and legends
- Essay – How does Greek mythology influence society today?
- Recount – Newspaper article
- Book bands – sapphire 30

Spring 1

- Narrative – Outlaws
- Recount – Letter
- Recount – Newspaper

Spring 2/Summer 1

- Narrative – Alternative ending
- Discussion – Was it right to evacuate?
- Narrative – contrasting letters (formality)
- Non chron report – WWII
- Book bands – black

Summer 2

- Recount – contrasting diaries
- Recount – biography on Shakespeare
- Narrative – play script (dialogue) incl. poetry
- Poetry – sonnet

Topic Themes

Autumn : World War 2 Spring 1 Tudors Spring 2: Greeks Summer 1: Sustainability and Change Summer 2 :North America



Y5 WORD READING

- Read many words containing taught suffixes
- Read and comprehend many words from the Y5/6 statutory word list

Y5 READING – in age appropriate text

- Check text makes sense, self correcting when appropriate
- Work out the meaning of unknown words from the context

Y5 READING – in age appropriate text

- Discuss their understanding of, and explore, the meaning of words in context
- Use knowledge of taught prefixes to explain the meaning of most words
- Retrieve and record information from non-fiction texts
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Y5 READING – in age appropriate text

- Explain and discuss their understanding of what they have just read, drawing reasoned inferences and justifying these with evidence
- Understand aspects of narrative structure including how chapters link together and how the passing of time is conveyed to the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for their views
- Make predictions from details stated and implied
- Appraise a text quickly and gather its overall meaning

Y5 READING – in age appropriate text

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explore how writers use language from comic and dramatic effects
- Make comparisons within and across text

Y5 WRITING

- Write for a range of purposes and audiences
- Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) in narratives, describe settings, characters and atmosphere
- Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Y5 WRITING

- Integrate dialogue in narratives to convey character and/or advance action
- Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs
- Use of complex structures including the use of relative clauses.
- Sentence structures are varied throughout text. Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause

Y5 WRITING

- Verb forms used accurately and appropriate tense choice maintained including use of modal verbs
- Use the full range of punctuation taught in lower KS2 mostly correctly: Full stops; Capital letters; Exclamation Marks; Question Marks; Apostrophes for singular and plural possession; Inverted commas; Commas used to mark fronted adverbials and in a list
- Inverted commas used mostly correctly

Summer Term

- Recount – Newspaper report
- Discussion text – Should horses have been used in WW1?
- Persuasion – Letter
- Book band – sapphire 30

Spring Term

- Recount – contrasting letters (change of formality)
- Recount – diary entry
- Narrative – fantasy story
- Recount – biography on Alan Turing (linked to History)
- Book band – sapphire 29-30

Autumn 2

- Non-chron report – Travel brochure
- Narrative – Ghost story
- Book band – ruby 28 – sapphire 29

Autumn 1

- Recount – Diary
- Poetry – Free Verse (Descriptive)

Year 4 consolidation

YEAR
5

Aut 1: Kingdom of Benin Aut2 : Benin and Brazil Spring 1: Industrial Revolution Spring 2: Rainforests Summer : World War 1 Summer 2: Sustainability



Y4 WORD READING

- Read most words containing taught suffixes
- Read and comprehend most words from the Y3/4 statutory word list

Y4 READING – in age appropriate text

- Check that the text makes sense, self correcting when appropriate
- Use knowledge of taught prefixes to explain the meaning of many words
- Retrieve and record information

Y4 READING – in age appropriate text

- Identify main ideas drawn from more than one paragraph and summarise these
- Retail main points, discuss characters feelings, behaviour, relationship and make judgements
- Explain what they have read, drawing inferences characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what must happen from details stated and implied

Y4 READING – in age appropriate text

- Explore how different texts appeal to readers by using varied sentence structures and descriptive language
- Make comparisons within texts

Y4 WRITING

- Write effectively for a range of purposes.
- Features of text type or genre are appropriate for task e.g. layout, verb form and formality
- In narratives, describe settings and characters.
- Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.
- Some use of dialogue to convey character.
- Use of fronted adverbials and pronoun referencing to link within and between paragraphs.
- Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech).

Y4 WRITING

- Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause
- Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)
- Apostrophes for singular and plural possession used mainly correctly. Inverted commas used mainly correctly.

Y4 WRITING

- Commas used to mark fronted adverbials – mainly correctly.
- Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs).
- Spelling KS1 common exception words correctly
- Spelling most words correctly (year 3/4).
- Letters are consistent in size and proportion with both letters and words evenly spaced.

Y4 WRITING

- Commas used correctly in lists
- Apostrophes for singular possession used mostly correctly
- Spelling KS1 common exception words correctly
- Spelling many words correctly* (year 3/4)
- Letters are consistent in size and proportion with both letters and words evenly spaced
- Letters are joined using diagonal and horizontal strokes where appropriate

Summer 2

- Narrative – Mystery
- Poetry – Free verse
- Discussion – Book review
- Book band – ruby 27 - 28

Summer 1

- Recount – Diary
- Non-chron report – Information text

Spring 2

- Discussion – Balanced argument
- Narrative – Adventure
- Book band – topaz 26 – ruby 27

YEAR
4

Year 3 consolidation

Autumn 1

- Poetry – Kenning
- Narrative – Legend
- Instructions - Recipe

Autumn 2

- Recount – Biography
- Recount – Letter
- Persuasion – Speech
- Book band – topaz 25 - 26

Spring 1

- Explanation – Water cycle
- Narrative – Setting description
- Recount – Newspaper Report

Autumn 1: Settlements Autumn 2: Vikings Spring Apartheid Summer Term: Romans



Y3 WORD READING

- Read independently using phonics including a full range of digraphs and trigraphs to decode unknown words
- Read many words containing taught prefixes
- Read many words containing taught suffixes
- Read and comprehend many words from year 3 statutory word list

Y3 READING – in age appropriate texts

- Check that the text makes sense, discuss their understanding and explain the meaning of many words in context
- Use knowledge of taught prefixes to explain the meaning of some words
- Retrieve and record information
- Identify main ideas drawn from more than one paragraph and summarise these
- Retail main points, discuss character feelings, behaviour, relationships and make judgements.
- Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence

Y3 READING – in age appropriate texts

- Make plausible predictions based on what has been read
- Discuss words and phrases that capture the reader's interest and imagination
- Make comparisons within and across texts

Y3 WRITING

- After discussion with the teacher, write for different purposes
- Features of writing mainly appropriate to the selected task in narratives, describe settings and characters.
- Some use of expanded noun phrases to describe adding relevant and meaningful detail
- Some evidence of adjectives being used for precision, clarity and impact
- In narratives, some appropriate use of speech to convey character

Y3 WRITING

- Some use of simple adverbials and pronouns to link sentences, sections or paragraphs
- Variation of sentence structure through use of sentences with more than one clause
- Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)
- Tense choice mostly consistent and grammatically accurate including present perfect tense
- Capital letters and full stops consistently used accurately
- Some correct use of inverted commas

Y3 WRITING

- Commas used correctly in lists
- Apostrophes for singular possession used mostly correctly
- Spelling KS1 common exception words correctly
- Spelling many words correctly* (year 3/4)
- Letters are consistent in size and proportion with both letters and words evenly spaced
- Letters are joined using diagonal and horizontal strokes where appropriate

Summer 2

- Poetry – Ode
- Fact file – African animals
- Narrative – letter
- Book band – copper – topaz 25

Summer 1

- Recount - Trip
- Persuasion - Should animals be kept in captivity
- News report

Spring 2

- Narrative – extended story
- Recount - diary entry
- Book band – lime/copper

Spring 1

- Non-Chronological Report - on Narnia
- Description – character

Autumn 2:

- Narrative - extended writing changing the setting
- Description – setting
- Poetry – imagery

Autumn 1:

- Description – setting
- Instructions - linked to STEM.
- Recount - newspaper report
- Book band – white/lime

Year 2 consolidation

YEAR
3

Autumn 1: Stone Age Autumn 2: Great British Counties Spring 1: Egyptians Spring 2: Summer 1: Summer 2:

The Basis of Novel Study
Why Novel Study?

- Challenging and encouraging for all children
- Develops and supports a creative and stimulating curriculum
- Based on 1st hand experiences
- Builds confidence, independence and risk taking

What does Novel Study develop at its core?

- All forms of communication
- Oracy and language
- Imagination – the ability to think, reflect and grow morally, socially and cognitively
- Deep analysis
- Trust – creates a safe place for children to express their inner most thoughts
- What is the pedagogy behind it?
- Immersive – engagement
- Mastery – deep analysis and questioning, reasoning with evidence
- AfL – develops alongside the children's reactions
- 4 Cs – Communication, Collaboration, Critical thinking and Creativity
- Holistic – covers all genres, writing process develops naturally, responses reflect deeper understanding of language and context



World Book Day
Parent Library Sessions and Workshops / Inspire Mornings
Author visit
Theatre visits
Reading Challenges



ACKWORTH HOWARD LEARNING JOURNEY ENGLISH



'Providing opportunities for growth in mind,
body and spirit.'

60 minutes sentence stacking /
grammar and writing

30 minute guided reading
session, Book Talk and
Demonstration /
Independent Comprehension

10 / 30 minutes spelling –
Whole class with
intervention group
accessing Y1 phonics

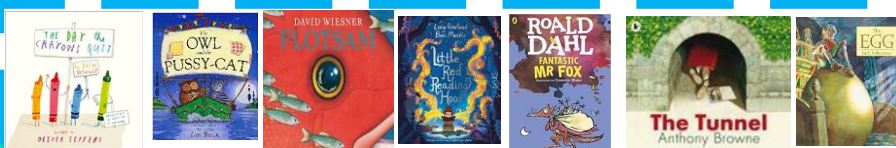
10-15 minutes whole
class story selected from
reading spine or linked to
Novel Study.
Colour band –
gold/white+

10-15 minutes whole
class story selected from
reading spine or linked to
Novel Study.
Colour band –
purple/gold

10 / 30 minutes spelling –
Whole class with
intervention group
accessing Y1 phonics.

60 minutes sentence
stacking / grammar and
writing

25 minute guided
reading session, Book
Talk and Demonstration
/ Independent
Comprehension



Letters and Postcards
Grammar – Sentence structure – Writing letters
Recounts – Letters to the books
Explanations.

Classic Poems
Narrative – Story Settings
Recounts – Letters to the books
Adventures

Persuasion – Sustainability, why bother?
Narrative – Setting, description
Recount – Trip to the Deep

Narrative – Traditional story / comparing texts
Narrative – alternative version
Character descriptions

Narrative – Extended story
Non-chron – Farming
Instructions – Recipe
Recount – Trip to Rhydding's Farm

Narrative
– Adventure story
– Setting description
– Character description
Persuasion

Instructions – How to trap a dragon
Narrative – Recounts
Further adventure
5

Y2 WORD READING

- Read accurately most words of 2 or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read common exception words
- Read most words accurately without overt blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words
- Sound out most unfamiliar words accurately without undue hesitation

Y2 READING – in a familiar book they can already read fluently

- Check that it makes sense to them, correcting any inaccurate reading
- Explain what has happened so far in what they have read
- Answer questions and make some inferences
- Predict what they think may happen and why

Y2 WRITING

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events, recording these simply and clearly
- Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. and/or/but) and some subordination (e.g. when/if/that/because) to join clauses

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters
- Use spacing between words that reflect the size of letters

Topic Themes

Autumn 1: Oceans and Seas **Autumn 2:** Great Fire of London **Spring 1:** Fighting Fit
Spring 2: Farming **Summer 1:** Explorers **Summer 2:** : Our Local Area / Habitats

YEAR

2

Year 1 consolidation

20 minute guided reading session. Two adult focus groups. Other children access independent reading and phonic tasks.

60 minutes talk for writing / sentence stacking lesson

10-15 minute handwriting practice linked to phonics and spelling.

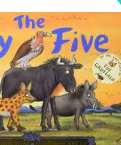
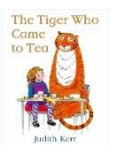
30 minutes phonic session in differentiated groups. Phase 5.

Colour bands – Orange / turquoise +

Colour bands – green/orange

10-15 minutes whole class story selected from reading spine or linked to class texts.

10-15 minute handwriting practice linked to phonics and spelling.



Y1 WORD READING

- Read accurately by blending the sounds in words that contain the common GPCs for all 40+ phonemes
- Read accurately some words of 2 or more syllables that contain the same GPCs.
- Read many common exception words
- Read aloud many words quickly and accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately
- Read most words containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est)

Y1 READING – in a familiar book that is read to them,

- Discuss word meanings, linking new meanings to those already known
- Identify story language
- Find specific information in simple texts
- Ask and answer questions in discussion with the teacher and make simple inferences
- Link what is heard to their own experiences
- Explain what has happened and discuss plausible predictions with an adult

Y1 WRITING

- After discussion with the teacher, write sentences that are sequenced to form a short narrative
- After discussions with the teacher, write sentences about real events
- Use co-ordinating conjunctions 'and' to join some main clauses
- Use present and past tense correctly and consistently
- Demarcate some sentences in writing with capital letters and full stops. Some correct use of question marks when required

Spell many Y1 CEW and some Y2 CEW

- Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others
- Form lower-case letters in the correct direction, starting and finishing in the right place

Form lower-case letters of the correct size relative to one another in some writing

- Use spacing between words that mainly reflects the size of the letters

Autumn 1: Toys **Autumn 2:** Queens **Spring 1:** Superheroes **Spring 2:** Plants / Jack and Beanstalk **Summer 1:** Africa **Summer 2:** Our Local Area

YEAR
1

YR ELG READING

- 20 minute guided reading session. Two adult focus groups. Other children working within provision areas doing phonic/reading activities.
- 40 minutes talk for writing / sentence stacking lesson
- Focussed 30 minutes phonic session. Phase 4 and Phase 5.
- 10-15 minutes whole class story selected from reading spine or linked to class texts.
- 10 minute handwriting practice linked to phonics and spelling.
- Colour bands – blue/green

YR ELG WRITING

- 20 minutes guided reading with two focus groups. Other children working within provision areas doing independent phonics/reading activities.
- 50 minutes talk for writing / sentence stacking lesson
- 30 minutes phonic session. Phase 5.

Summer – Reception

I can give the phoneme when shown any Level 2 and Level 3 grapheme;
I can find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
I am able to blend and read words containing adjacent consonants;
I am able to segment and spell words containing adjacent consonants;
I am able to read and spell polysyllabic words containing adjacent consonants and words containing three-letter adjacent consonants;
I am able to read the tricky words – said, so, have, like, come, some, were, there, little, one, do, when, out, what;
I am able to spell the tricky words – he, be, we, she, me, was, you, they, are, all, my, here;
I can write each letter, usually correctly.

Summer Nursery

- Aspect 1 – Environmental Sounds
- Aspect 2 – Instrumental Sounds
- Aspect 3 – Body Percussion
- Aspect 4 – Rhythm and Rhyme
- Aspect 5 – Alliteration
- Aspect 6 – Voice Sounds
- Aspect 7 – Oral Blending and Segmenting

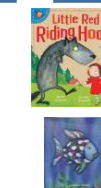
Spring – Reception

I can give the phoneme when shown all or most Level 2 and Level 3 graphemes;
I can find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
I can blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
I can segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
I can read and spell some two-syllable words using Level 2 and Level 3 graphemes;
I can read the tricky words – he, she, we, me, be, was, my, you, here, they, all, are;
I can spell the tricky words – the, to, I, no, go;
I can write each letter correctly when following a model.

Cycle 1

Baseline Assessment

Cycle 2



Nursery: Autumn 1: Me. Amazing Me Autumn 2: Amazing Autumn Spring 1: Super Spring Spring 2: Get Growing
Reception: Autumn 1: Magnificent Me Autumn 2: Light and Dark Summer 1: Mini beasts Summer 2: Once Upon a Time
Summer 1: Mini beasts Summer 2: Under the Sea

Spring – Nursery
Aspect 1 – Environmental Sounds
Aspect 2 – Instrumental Sounds
Aspect 3 – Body Percussion
Aspect 4 – Rhythm and Rhyme
Aspect 5 – Alliteration
Aspect 6 – Voice Sounds
Aspect 7 – Oral Blending and Segmenting

Autumn – Reception
I can give the phoneme when shown any Level 2 grapheme;
I can find any Level 2 grapheme, from a display, when given the phoneme;
I can orally blend and segment CVC words;
I can blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ook;
I can read the five tricky words – the, to, I, no, go.

Autumn – Nursery
Aspect 1 – Environmental Sounds
Aspect 2 – Instrumental Sounds
Aspect 3 – Body Percussion
Aspect 4 – Rhythm and Rhyme
Aspect 5 – Alliteration
Aspect 6 – Voice Sounds
Aspect 7 – Oral Blending and Segmenting

YEAR
EYFS

Early Reading at Ackworth Howard

Phonics in Reception

- Autumn 1 & 2** – Level 1 activities and baseline assessments
- Level 2 discrete daily whole class phonics sessions with daily 'keep up' interventions.
- Spring 1 & 2** – Level 3 discrete daily whole class phonics sessions with daily 'keep up' interventions.
- Summer 1 & 2** – Level 3/4 discrete daily whole class phonics sessions with daily 'keep up' interventions.
- Phonetically plausible book closely matched to taught sounds changed regularly.
- Assessments carried out termly: sounds, blending & segmenting

Comprehension development in Reception

- Individual book linked to Twinkl phonics assessments – can be changed regularly
- Assessments are ongoing against the EYFS End of Term Expectations document and reported termly on the Insight Tracking system.
- Guided Reading weekly (mini books) from Twinkl phonics scheme
- Whole class reading daily.

Phonics in Y1

- Autumn 1** – Phase 3 / 4 consolidation taught in discrete phonics sessions delivered in differentiated groups with regular 'keep up' interventions.
- Begin phase 5 discrete phonics sessions.
- Autumn 2 onwards** – Phase 5 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.
- Phonetically plausible book closely matched to taught sounds changed regularly by the teacher.
- Assessments carried out termly: sounds, blending & segmenting incl. phonics screening materials
- Tracking sheets for sounds taught

Comprehension development – Y1

- Individual colour band book linked to benchmarking assessments – can be changed regularly by the child.
- Assessments carried out termly using Pira and Salford in the summer term. Teacher assessment is ongoing using the Howard Essentials.
- Guided Reading – daily group activities
- Whole class reading daily linked to reading spine.
- Whole class reading comprehension taught discretely using the class text.
- Reading characters introduced to support teaching.

Phonics in Y2

- Throughout Y2** – Phase 5 revision and discreet, phonic based spelling lessons using 'The Spelling Book' scheme.
- Children who didn't pass Phonics Screen in Y1 access daily discrete phonics sessions following Twinkl Phonics.
- Ongoing tracking sheets for sounds taught
- Assessments carried out termly and as part of writing.
- Weekly buddy reading with Y5.

Comprehension Development – Y2

- Individual colour band book linked to benchmarking assessments – can be changed daily by the child.
- Assessments are ongoing using the Howard Essentials and reported termly: Pira, Salford October and May.
- Daily Guided Reading using book talk in differentiated groups, demonstration comprehension and independent comprehension
- Whole class daily reading linked to reading spine.
- Reading VIPERS characters used to support teaching
- Weekly buddy reading with Y5.

Reading Development

Reading in KS2

- Whole class guided reading is taught daily.
- Whole class reading daily linked to reading spine.
- Reading VIPERS used to support teaching
- Individual colour band books linked to benchmarking assessments along with carefully selected free readers – can be changed regularly by the child.
- Assessments carried out termly: benchmarking, Salford Reading tests and Pira
- Go Read records are monitored by class teachers and the subject leader to check reading frequency and progress



ACKWORTH HOWARD LEARNING JOURNEY ENGLISH



'Providing opportunities for growth in mind,
body and spirit.'

60 minutes sentence stacking /
grammar and writing

- 30 minute guided reading session, Book Talk and Demonstration / Independent Comprehension

10 / 30 minutes spelling –
Whole class with
intervention group
accessing Y1 phonics

- 10-15 minutes whole class story selected from reading spine or linked to Novel Study.
- Colour band – gold/white+

10-15 minutes whole
class story selected from
reading spine or linked to
Novel Study.

- Colour band – purple/gold

10 / 30 minutes spelling –
Whole class with
intervention group
accessing Y1 phonics.

60 minutes sentence
stacking / grammar and
writing

- 25 minute guided reading session, Book Talk and Demonstration / Independent Comprehension

Y2 WORD READING

- Read accurately most words of 2 or more syllables
- Read most words containing common suffixes (e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)
- Read common exception words
- Read most words accurately without overt blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words
- Sound out most unfamiliar words accurately without undue hesitation

Y2 READING – in a familiar book they can already read fluently

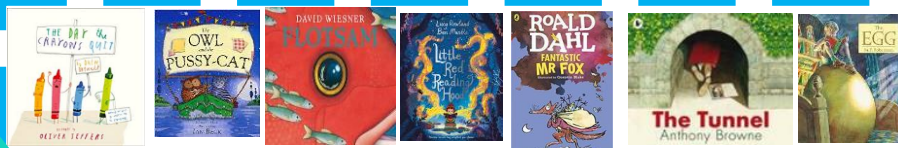
- Check that it makes sense to them, correcting any inaccurate reading
- Explain what has happened so far in what they have read
- Answer questions and make some inferences
- Predict what they think may happen and why

Y2 WRITING

- After discussion with the teacher, write simple, coherent narratives about personal experiences and those of others
- Write about real events, recording these simply and clearly
- Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. and/or/but) and some subordination (e.g. when/if/that/because) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

- Spell many common exception words
- Form capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters
- Use spacing between words that reflect the size of letters



Letters and Postcards
Grammar – Sentence structure – Writing letters
Recounts – Letters to the books
Explanations.

Classic Poems
Narrative
Story Settings
Further adventures

Persuasion – Sustainability, why bother?
Narrative – Setting, description
Recount – Trip to the Deep

Narrative – Traditional story / comparing texts
Narrative – alternative version
Character descriptions

Narrative – Extended story
Non-chron
- Farming
Instructions
- Recipe
Recount – Trip to Rhydding's Farm

Narrative
– Adventure story
– Setting description
– Character description
Persuasion

Instructions – How to trap a dragon
Narrative- Recounts
Further adventure
5

Topic Themes

Autumn 1: Oceans and Seas **Autumn 2:** Great Fire of London **Spring 1:** Fighting Fit
Spring 2: Farming **Summer 1:** Explorers **Summer 2:** : Our Local Area / Habitats

YEAR

2

Year 1 consolidation

20 minute guided reading session. Two adult focus groups. Other children access independent reading and phonic tasks.

60 minutes talk for writing / sentence stacking lesson

10-15 minute handwriting practice linked to phonics and spelling.

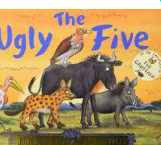
30 minutes phonic session in differentiated groups. Phase 5.

Colour bands – Orange / turquoise +

Colour bands – green/orange

10-15 minutes whole class story selected from reading spine or linked to class texts.

10-15 minute handwriting practice linked to phonics and spelling.



Y1 WORD READING

- Read accurately by blending the sounds in words that contain the common GPCs for all 40+ phonemes
- Read accurately some words of 2 or more syllables that contain the same GPCs.
- Read many common exception words
- Read aloud many words quickly and accurately without overt sounding and blending.
- Sound out many unfamiliar words accurately
- Read most words containing taught Y1 suffixes (-s, -es, -ing, -ed, -er, -est)

Y1 READING – in a familiar book that is read to them,

- Discuss word meanings, linking new meanings to those already known
- Identify story language.
- Find specific information in simple texts
- Ask and answer questions in discussion with the teacher and make simple inferences
- Link what is heard to their own experiences
- Explain what has happened and discuss plausible predictions with an adult

Y1 WRITING

- After discussion with the teacher, write sentences that are sequenced to form a short narrative
- After discussions with the teacher, write sentences about real events
- Use co-ordinating conjunctions 'and' to join some main clauses
- Use present and past tense correctly and consistently
- Demarcate some sentences in writing with capital letters and full stops. Some correct use of question marks when required

Spell many Y1 CEW and some Y2 CEW

- Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others
- Form lower-case letters in the correct direction, starting and finishing in the right place

Form lower-case letters of the correct size relative to one another in some writing

- Use spacing between words that mainly reflects the size of the letters

Topic Focus
Autumn 1: Toys **Autumn 2:** Queens **Spring 1:** Superheroes **Spring 2:** Plants / Jack and Beanstalk **Summer 1:** Africa **Summer 2:** Our Local Area

YEAR
1

Summer -Reception

- Can find the blur and explain what its purpose is
- Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment
- Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading
- Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d
- Reads some letter groups that each represent one sound
- Blends sounds to read phase 3/4 words
- Reads phase 3/4 phrases and sentences
- Reads phase 4 common exception words
- Reads words with more than 1 syllable
- Suggests words which rhyme
- Answers questions relating to vocabulary, prediction and sequence

Summer Nursery

- Reads some letter groups that each represent one sound
- Blends sounds into phase 2 words
- Reads phase 2 phrases and sentences
- Reads phase 3 common exception words
- Reads words with 1 syllable
- Suggests words which rhyme
- Can answer open questions involving literal retrieval

Spring - Reception

- Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference
- Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment
- Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading
- Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d
- Reads some letter groups that each represent one sound
- Blends sounds into phase 2 words
- Reads phase 2 phrases and sentences
- Reads phase 3 common exception words
- Reads words with 1 syllable
- Suggests words which rhyme
- Can answer open questions involving literal retrieval

YR ELG READING

- Say a sound for each letter in 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 some common exception words.

YR ELG 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.



Cycle 1: Autumn 1: Me, My Family and My World Autumn 2: Celebrations Spring 1: Knights, Princesses and Dragons Spring 2: Under the Sea

Cycle 2: Autumn 1: Woodland Autumn 2: Fabulous Food Spring 1: Pirates and Mermaids Spring 2: At the Zoo

Spring - Nursery
Can identify spine, front cover, back cover and title.
Understands why we have books
Enjoys choosing their own books to read
Recognises words with the same initial sound
Recognises their name
Can clap syllables in a word
Matches rhyming words
Engages in extended conversations about stories, learning new vocabulary

Autumn - Reception
Is able to explain what the job of an author and illustrator are
Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment
Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading
Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d
Reads some letter groups that each represent one sound
Reads individual letters by saying the sounds for them
Reads phase 2 common exception words
Reads words with 1 syllable
Suggests words which rhyme
Can answer closed questions involving literal retrieval

Summer 1: Traditional Tales Summer 2: the Farm
Autumn - Nursery
Knows how we hold a book, which way we turn the pages and that we read from left to right
Enjoys listening to stories
Recognises words with the same initial sound
Recognises their name
Counts syllables in a word
Understands that rhyme is different to categorising
Can engage in short conversations about stories

YEAR
EYFS

Early Reading at Ackworth Howard

Phonics in Reception

- **Autumn 1 & 2** – Phase 1 activities and baseline assessments
- Phase 2 discrete phonics sessions delivered in small groups with daily 'keep up' interventions.
- **Spring 1 & 2** – Phase 3 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.
- **Summer 1 & 2** – Phase 3/4 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.
- Phonetically plausible book closely matched to taught sounds changed regularly.
- Assessments carried out termly: sounds, blending & segmenting

Comprehension development in Reception

- Individual colour band book linked to benchmarking assessments – can be changed regularly.
- Assessments are ongoing against the EYFS End of Term Expectations document and reported termly on the Insight Tracking system.
- Guided Reading started when children passed pink level (summer term)
- Whole class reading daily.

Phonics in Y1

- **Autumn 1** – Phase 3 / 4 consolidation taught in discrete phonics sessions delivered in differentiated groups with regular 'keep up' interventions.
- **Autumn 2 onwards** – Phase 5 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.
- Phonetically plausible book closely matched to taught sounds changed regularly by the teacher.
- Assessments carried out termly: sounds, blending & segmenting incl. phonic screening materials
- Tracking sheets for sounds taught

Comprehension development -Y1

- Individual colour band book linked to benchmarking assessments – can be changed regularly by the child.
- Assessments carried out termly using Pira and Salford in the summer term. Teacher assessment is ongoing using the Howard Essentials.
- Guided Reading – daily group activities
- Whole class reading daily linked to reading spine.
- Whole class reading comprehension taught discretely using the class text.
- Reading characters introduced to support teaching.

Phonics in Y2

- **Throughout Y2** – Phase 5 revision and discret, phonic based spelling lessons using 'The Spelling Book' scheme.
 - Children who didn't pass Phonics Screen in Y1 access daily discrete phonics sessions following Twinkl Phonics.
 - Ongoing tracking sheets for sounds taught
 - Assessments carried out termly and as part of writing.
 - Weekly buddy reading with Y5.
- ### Comprehension Development -Y2
- Individual colour band book linked to benchmarking assessments – can be changed daily by the child.
 - Assessments are ongoing using the Howard Essentials and reported termly: Pira, Salford October and May.
 - Daily Guided Reading using book talk in differentiated groups, demonstration comprehension and independent comprehension
 - Whole class daily reading linked to reading spine.
 - Reading VIPERS characters used to support teaching
 - Weekly buddy reading with Y5.

Reading Development

Reading in KS2

- Whole class guided reading is taught daily.
- Whole class reading daily linked to reading spine.
- Reading VIPERS used to support teaching
- Individual colour band books linked to benchmarking assessments along with carefully selected free readers – can be changed regularly by the child.
- Assessments carried out termly: benchmarking, Salford Reading tests and Pira
- Go Read records are monitored by class teachers and the subject leader to check reading frequency and progress

Science





Science

Why is science important?

We are surrounded by technology and the products of science every day. And, of course, the immensely complex natural world that surrounds us illustrates infinite scientific concepts. Children are naturally curious and science should nurture this curiosity and allow them to ask questions and develop the skills they need to answer those questions. As children grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed.

Science and the study of the key concepts allow us to develop understanding of the world we live in and how we, animals, plants and organism interact with it. It allows for investigation and problem solving through the study of physics and chemistry and we learn about how the world was formed and has adapted over time.

Primary science helps pupils to:

- investigate problems
- learn how science works
- discover why science matters in the world

Our aims

At Ackworth Howard J&I School, our children are natural scientists who are keen to explore, enquire and understand the world around them.



Mind

To encourage growth in mind, we investigate life processes, materials, physical processes and concentrate on developing children's scientific skills, encouraging them to question, investigate and test appropriately.



Body

To encourage growth in body, we focus on group work and collaboration, with lots of practical work and experimentation. Through scientific investigations, we aim to build resilience by showing the children that they can learn from their mistakes, and that it is okay to get things wrong!



Spirit

To encourage growth in spirit, we support their learning in a variety of ways including school trips and fieldwork. Our children will, through their scientific studies, garner a curiosity about the world around them. They will learn the skills and essential knowledge they need to become a fully contributing member of society.

Careers

Careers that include the use of Science:

- Archaeologist
- Astronomer
- Audiologist
- Botanist
- Chemist
- Ecologist
- Energy Engineer
- Food Scientist
- Forensic Scientist
- Laboratory Technician
- Land Surveyor
- Meteorologist
- Palaeontologist
- Pharmacist
- Sport Scientist
- Toxicologist
- Vet



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD LEARNING JOURNEY - SCIENCE



CELLS	EVOLUTION & INHERITANCE	DIET & LIFESTYLES	LIGHT	ELECTRICITY	SUSTAINABILITY
<ul style="list-style-type: none"> Give reasons for the classification of animals, using examples as a guide Classify living things using the Linnaean system Match groups of animals to their characteristics Classify creatures based on their characteristics Design a creature that has a specific set of characteristic, using prompts Describe the useful and harmful effects of different microorganisms Identify the variables in an investigation into harmful microorganisms Draw conclusion based on their results Describe the characteristics of different microorganisms Describe the characteristics of groups of organisms, using images as prompts 	<ul style="list-style-type: none"> Identify inherited traits and adaptive traits. Understand that adaptations are random mutations. Examine fossil evidence supporting the idea of evolution. Identify the difference between selective and cross-breeding. Develop an understanding of the development of evolutionary ideas and theories over time. Explain how human evolution has occurred and compare modern humans with those of the same genus and family. Understand that adaptation and evolution is not a uniform process for all living things. Give examples of selective and crossbreeding. 	<ul style="list-style-type: none"> Demonstrate prior knowledge of systems within the human body. Explain the specific functions of the lungs in the circulatory system. Understand the processes of how water and nutrients are transported in the body. State the beneficial impact of a healthy diet and exercise on the human body. Describe how smoking cigarettes impacts negatively on the body. 	<ul style="list-style-type: none"> Explain how light travels to enable us to see. Understand that all objects reflect light. Identify the angles of incidence and reflection. Understand refraction as light bending or changing direction. Explain how a prism allows us to see the visible spectrum. Understand that colours are a result of light reflecting off an object. Explain Isaac Newton's experiments about light and colour Understand how shadows change size. Understand that shadows are the same shape as the object that casts them. 	<ul style="list-style-type: none"> Identify inherited traits and adaptive traits. Understand that adaptations are random mutations. Examine fossil evidence supporting the idea of evolution. Identify the difference between selective and cross-breeding. 	<ul style="list-style-type: none"> Describe and explain what everyday materials are made from. Know the definition of recycling explain why recycling plastic is important to the environment. Compare reusable and one use plastic bags over their lifetime. Explain what global warming is and its causes. Describe climate change.

YEAR

6



Cells



Evolution and Inheritance



Diet and Lifestyle



Light



Electricity



Sustainability

EARTH IN SPACE

FORCES

PHYSICAL AND CHEMICAL CHANGES

REPRODUCTIVE CYCLES

HUMAN DEVELOPMENT

SEPARATING MIXTURES

- Describe the Sun, Earth and Moon as spherical.
- Name the planets in the solar system independently.
- Distinguish between heliocentric and geocentric ideas of planetary movement.
- Explain that day and night is due to rotation of the Earth.
- Support the idea that different places on Earth experience night and day at different times with evidence.
- Explain how the Moon moves relative to the Earth.

- Identify and explain balanced and unbalanced forces
- explain the difference between weight and mass
- explain the link between the weight and mass of an object
- make generalisations about how to increase the effects of air resistance
- explain the conclusions and implications of Galileo's 'Tower of Pisa' experiment
- explain how to minimise the effects of water resistance
- make generalisations about the properties of materials that create the most friction
- explain how a mechanism they have designed alters force and motion to achieve a purpose

- Follow instructions to test a material's properties.
- Explain the uses of thermal and electrical conductors and insulators.
- Order materials according to their electrical conductivity.
- Explain and investigate dissolving.
- Explain the processes used to separate mixtures.
- Explain irreversible changes.
- Identify the variables in an investigation.

- Explain the function of the parts of a flower.
- Give two differences between sexual and asexual reproduction.
- Identify the features of plants pollinated by insects or the wind.
- Describe the stages of sexual reproduction.
- Describe the differences between the three types of mammals.
- Give four facts about Jane Goodall.
- Describe the stages of the life cycles of mammals, birds, insects and amphibians.
- Identify similarities and differences between the life cycles of different plants and animals.

- Order the stages of human development.
- Demonstrate understanding of how babies grow in height.
- Describe the main changes that occur during puberty.
- Explain the main changes that take place in old age.
- Name the 6 stages of human development.
- Give reasons why changes occur during puberty.

- Describe what a pure substance is and give examples.
- Know what a mixture is
- Describe examples of mixtures with substances in different states
- Describe and explain why formulations are useful



Separating Mixtures



Human Development



Reproductive Cycles



Physical and Chemical Changes



Forces



Earth in Space

YEAR

5

ELECTRICITY	SOUND	STATES OF MATTER	HUMAN ANATOMY	CLASSIFICATION & ADAPTATIONS	RAW & SYNTHETIC MATERIALS
<ul style="list-style-type: none"> Identify electrical and nonelectrical appliances. explain, with support, how a circuit works. name at least two electrical conductors and insulators. create a simple series circuit both with and without a switch. Sort appliances based on whether they use mains or batteries. explain how a switch turns the electric current on and off. 	<ul style="list-style-type: none"> Explain how sound sources vibrate to make sounds. Explain how vibrations change when the loudness of a sound changes. Explain how sounds travel to reach our ears. Describe the pitch of a sound. Describe patterns between the pitch of a sound and the features of the object that made the sound. Explain how sound travels through a string telephone. Identify the best material for absorbing sound. Create a musical instrument that can play high, low, loud and quiet sounds. 	<ul style="list-style-type: none"> Describe the properties of solids, liquids and gases. Explain that melting and freezing are opposite processes that change the state of a material. Identify the melting and freezing point of several different materials. Explain that heating causes evaporation and cooling causes condensation. Explain that evaporation and condensation are opposite processes that change the state of a material. Explain that the higher the temperature, the quicker water evaporates. Explain what happens to water at the different stages of the water cycle. 	<ul style="list-style-type: none"> Identify parts of the digestive system. Match the parts of the digestive system with their functions. Match the types and functions of teeth. Construct and interpret a food chain. 	<ul style="list-style-type: none"> Generate criteria to use to sort living things. Sort living things into a Venn diagram. Sort living things into a Carroll diagram. Use questions to sort animals using a key. Use a key to identify invertebrates by looking at their characteristics. Use the characteristics of living things to sort them using a classification key. Show the characteristics of living things in a table. Identify dangers to wildlife in the local and wider environment. 	<ul style="list-style-type: none"> Explain what a raw material is Describe the uses of some raw materials explain what a synthetic material is Explain that the raw materials change properties when made into synthetic material Describe how the properties of sand change to the properties of glass, and how wood is changed to paper. Explain the negative impact of using raw materials. Explain some difficulties with living sustainably



Raw and Synthetic Materials

YEAR

4



Electricity



Sound



States of Matter



Human Anatomy

Classification and Adaptations

PRACTICAL SKILLS

EXAMINING ROCKS

PLANTS

ANIMAL ECOSYSTEMS

LIGHT

FORCES AND MAGNETS

- Define a dependent, independent and control variable
- Know how to plan a 'fair test'
- Can follow the instructions in a method
- Can write a method for an investigation
- Identify good scientific diagrams
- Draw a range of scientific diagrams
- Can use scientific diagrams to identify an organism or object
- Describe how to collect results
- Can draw a results table
- Know how to present results
- Know how to interpret results
- Can write a conclusion

- Children will be able to name the three different types of rocks.
- They will handle and examine rocks to identify their properties, with support.
- They will be able to state the four different types of matter that soil is composed of.
- Children will learn to make careful observations.
- Children will be able to give examples of natural and human-made rocks.
- They will be able to group rocks by their properties and identify simple similarities and differences.
- Children will be able to explain the difference between a bone and a fossil.
- They will be able to explain, using simple scientific language, how soil is formed.

- Identify the different parts of flowering plants.
- Identify the main stages of the life cycle of flowering plants.
- Explain the functions of the different parts of plants.
- Identify different parts of a flower.
- Identify and describe the stages of the life cycle of flowering plants.

- Understand that plants and animals obtain food in different ways.
- Identify the right types and demonstrate they understand the right amounts of nutrients for animals including humans.
- Name the different types of skeletons as well as identify and categorise animals based on the type of skeleton it has.
- Identify the main bones in the body and how a skeleton protects, supports and helps the body to move.
- Explain how pairs of muscles work together to enable movement.
- Explain the different ways that plants and animals including humans obtain food.
- Explain the difference between food groups and nutrient groups.
- Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet.
- Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move.

- Identify light sources.
- Understand that we need light to see.
- Know that light travels in a straight line.
- Identify reflective surfaces.
- Know that the Sun can damage their eyes.
- Know how to protect their eyes from the Sun.
- Understand that a shadow is formed when a solid object blocks light.
- Understand that dark is the absence of light.
- Understand how surfaces reflect light.
- Recognise that a mirror appears to reverse an image.
- Identify some parts of the eye.
- Understand how the Sun can damage parts of the eye.
- Identify opaque, translucent and transparent objects.
- Know how shadows change size.

- Identify forces as pushes and pulls.
- Describe friction as a force that slows objects down.
- Feel the pulling force of a magnet.
- Sort materials according to whether they are magnetic or not.
- Identify the different poles of a bar magnet.
- Use a magnetic compass with four points.
- Identify the type of force required to carry out an action.
- Investigate the force of friction produced by different surfaces.
- Explain that magnets produce an invisible pulling force.
- Identify magnetic materials.
- Identify different types of magnet.
- Investigate the strength of different magnets.
- Identify when magnets will repel or attract based on their poles.



Forces and Magnets



Light



Plants



Animal Ecosystems



Examining Rocks



Practical Skills

YEAR

3



ACKWORTH HOWARD LEARNING JOURNEY SCIENCE



'Providing opportunities for growth in mind,
body and spirit.'



Life
The condition that distinguishes animals and plants from inorganic matter



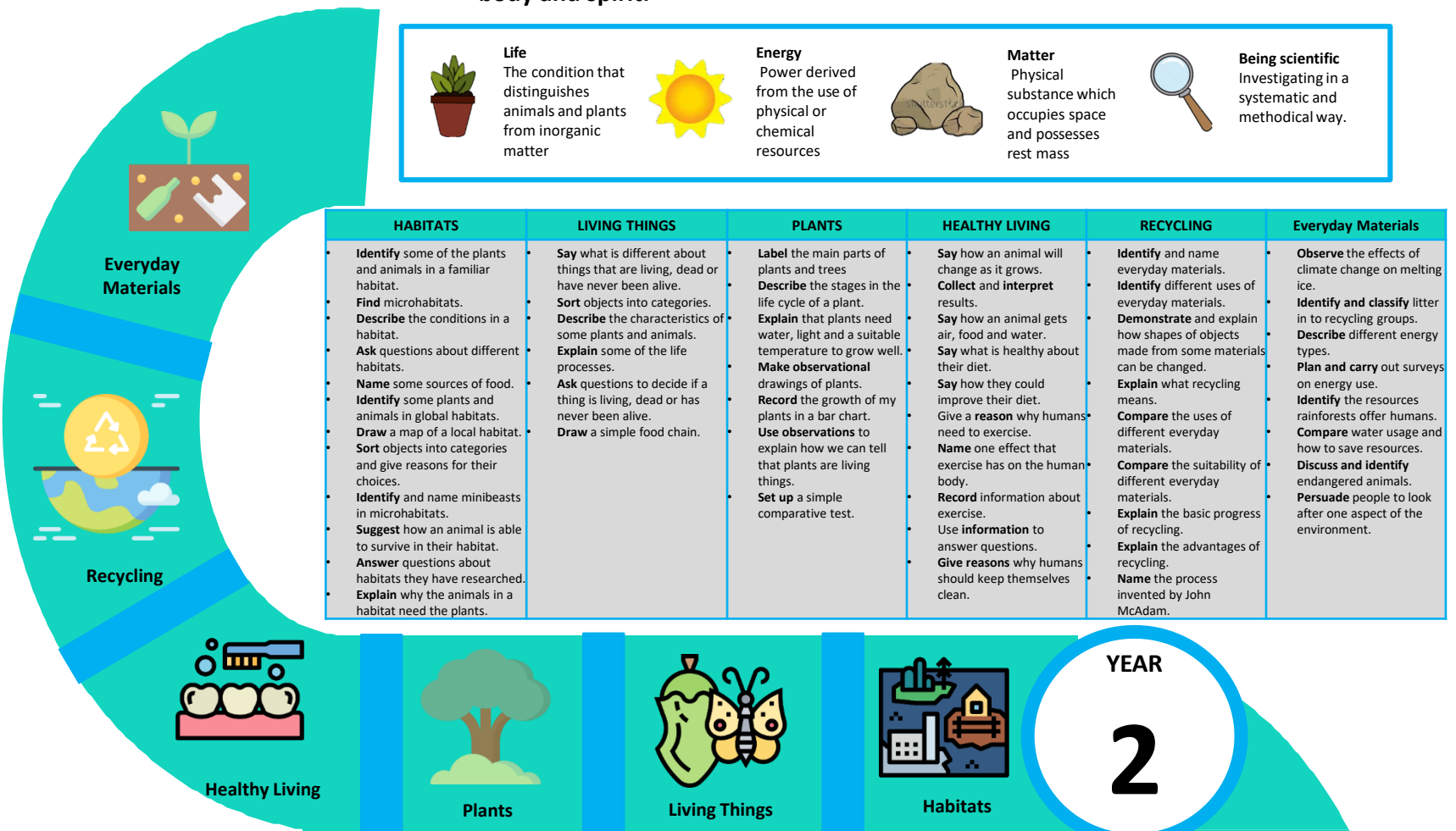
Energy
Power derived from the use of physical or chemical resources



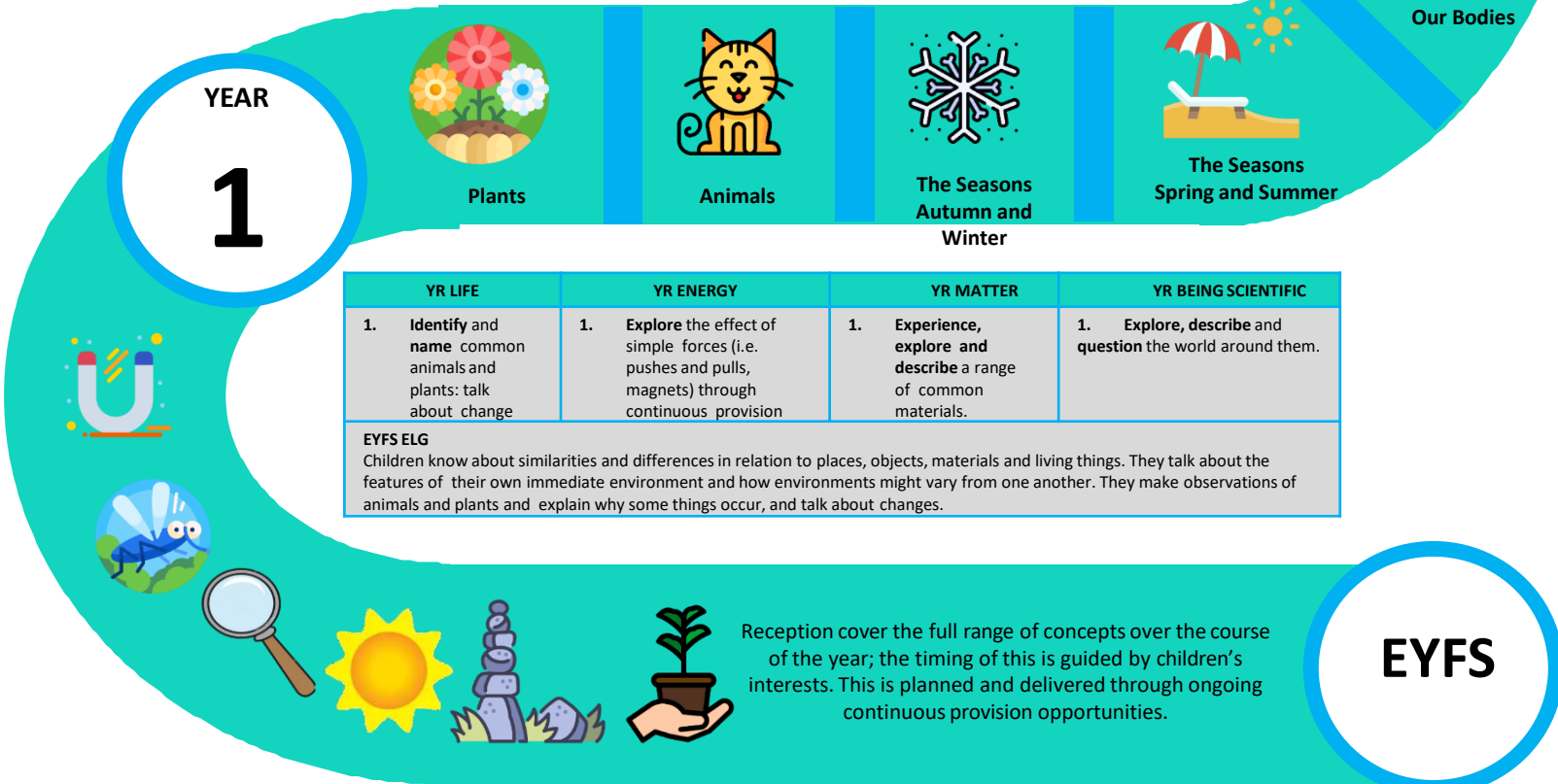
Matter
Physical substance which occupies space and possesses rest mass



Being scientific
Investigating in a systematic and methodical way.

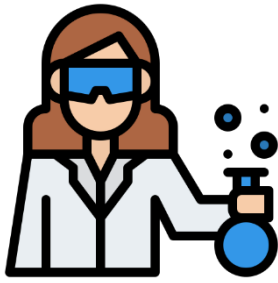


PLANTS	ANIMALS	FOUR SEASONS	OUR BODIES	EVERYDAY MATERIALS
<ul style="list-style-type: none"> Write instructions to describe how to plant a bean. Identify some garden plants that they see in photographs or in the garden area of school Name some garden plants from memory. Identify some common plants on the school field or forest school area Label the parts of a plant. Sort leaves into groups of deciduous and evergreen. Collect information on a Wild Plant Hunt in the forest school area Generate questions about plants. Measure the growth of a bean plant with a ruler. 	<ul style="list-style-type: none"> Identify and name a range of common animals Describe the structure of common animals, including some parts of the body that are specific to animals say something that is the same and something that is different about two animals understand that animals have different diets sort animals into simple groups, including groups based on animal diets describe animal bodies using relevant vocabulary understand the difference between carnivores, herbivores and omnivore Identify and classify animals by suggesting groups that they belong to 	<ul style="list-style-type: none"> Name the four seasons. Name different types of weather. Make observations about the weather. Describe the weather associated with each season. Make simple observations about changes across the seasons by looking around school name an event or occasion which happens in each season describe how day length varies between two seasons make a more detailed comparison between two seasons 	<ul style="list-style-type: none"> name the basic parts of the body name the senses and say which body part is associated with each sense use their senses to perform simple tests. draw and label parts of their body describe activities that use each of the five senses 	<ul style="list-style-type: none"> Identify and name everyday materials. Describe simple properties of everyday materials. Distinguish between an object and the material it is made from. Sort objects 3 ways.





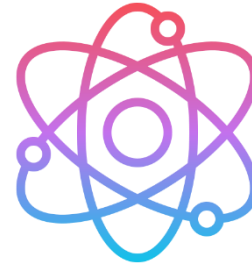
Working Scientifically



Chemistry



Biology



Physics

Progression in Working Scientifically	
Early Years	<ul style="list-style-type: none"> Explore, describe and question the world around them.
Year 1	<ul style="list-style-type: none"> Use their observations to give reasons for their answers to questions. Collect and record simple data. interpret simple data gather and record information and use it to answer a puzzle. Make a prediction. Perform simple tests. Use their observations to answer simple questions.
Year 2	<ul style="list-style-type: none"> Gather and record information. Record in a bar chart. Research the answer to a question.. Use information to answer questions.
Year 3	<ul style="list-style-type: none"> Predict what will happen in an investigation. Make observations. Set up an investigation and make predictions. Make observations and conclusions. Be able to answer questions based on their learning. Set up a simple practical enquiry and write an explanation for their findings. Take part in and contribute towards an oral presentation of their observations. They will make and record observations accurately Construct a bar chart on labelled axes. Form a conclusion from their results Explain their predictions and conclusions using key words or prompts
Year 4	<ul style="list-style-type: none"> Create a classification key. Record observations in a table. Write a report. Present findings to the class. Generate relevant scientific questions. Identify differences related to scientific ideas. Make predictions and suggest equipment. Make careful observations, record findings using labelled diagrams and use results to make predictions for new values. Make observations and conclusions. Be able to answer questions based on their learning. report their findings and conclusions orally.
Year 5	<ul style="list-style-type: none"> Compare and present data using bar and line graphs. Report findings in oral form. Compare graph types and select which is most appropriate for my data. Analyse and report findings in written explanations. Make observations and conclusions. Be able to answer questions based on their learning. Report and present findings from enquiries. identify dependent, independent and controlled variables set up reliable and accurate investigations make and explain predictions make and record accurate observations use scientific language to explain their findings use their results to make generalisations and further predictions be able to ask and answer questions based on their learning using scientific language
Year 6	<ul style="list-style-type: none"> Decide on the most appropriate type of investigation for their question. Take repeat readings if necessary. Report the degree of trust they have in their results. Make observations and conclusions. Be able to answer questions based on their learning

Religious Education





Religious Education

Why is religious education important?

In Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views.

Religious Education:

- Is relevant for all children, whatever their religion or beliefs
- Teaches understanding of world religions and beliefs
- Shows how religion influences individuals, families, communities and cultures
- Explores the political and social impact of religion
- Encourages reflection on issues of justice and truth
- Provokes questions about the meaning of life
- Offers opportunities for personal reflection
- Develops and affirms personal identity and responsible citizenship

Prepares children for adult life RE can help:

- Promote respect for self and others
- Contribute to an understanding of history and culture
- Enhance our understanding of global affairs
- Develop personal well-being and happiness
- Safeguard ethical standards in public life
- Generate social and community cohesion
- Tackle extremism and religious discrimination

Our aims

At Ackworth Howard J&I School, we believe that in RE we should develop the children's skills so that they can explore people's beliefs and asks questions about life. Children should learn to understand the differences and similarities between people and how they live, based on their beliefs. Through RE children will learn to reflect and respond to their own ideas.

Mind



RE at our school engages pupils in an enquiry approach where they can develop an understanding for the expression of beliefs, cultural practices and influence of principle religions and world views in the local, national and wider global community.

Body



We encourage our children to be inspired by moments of awe and wonder and respond to God through worship and seek solace and support from their faith. Through our inspiring curriculum will give children the opportunity to respond creatively to their life experiences.

Spirit



RE in our school has a significant role for the development of pupils' spiritual, moral, social and cultural development. We promote respect and open-mindedness towards others with different faiths and beliefs and we encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.

Careers

Careers that include the use of Religious Education:

- Religious Leader
- Teacher
- International or Community Aid Worker
- Hospital Doctor
- Doctor
- Community Worker
- Charity Fundraiser
- Social Worker
- Counsellor



ACKWORTH HOWARD LEARNING JOURNEY RELIGIOUS EDUCATION



'Providing opportunities for growth in mind,
body and spirit.'



Making sense of the text:
Developing skills of reading and interpreting Biblical texts

Understanding the Impact:
Examining ways in which Christians respond to Biblical texts and how they put their beliefs into action in diverse ways within the Christian community and in the world.

Making Connections:
Evaluating, reflecting on and connecting the texts/ concepts studied with pupils' own lives.

Christian Values:

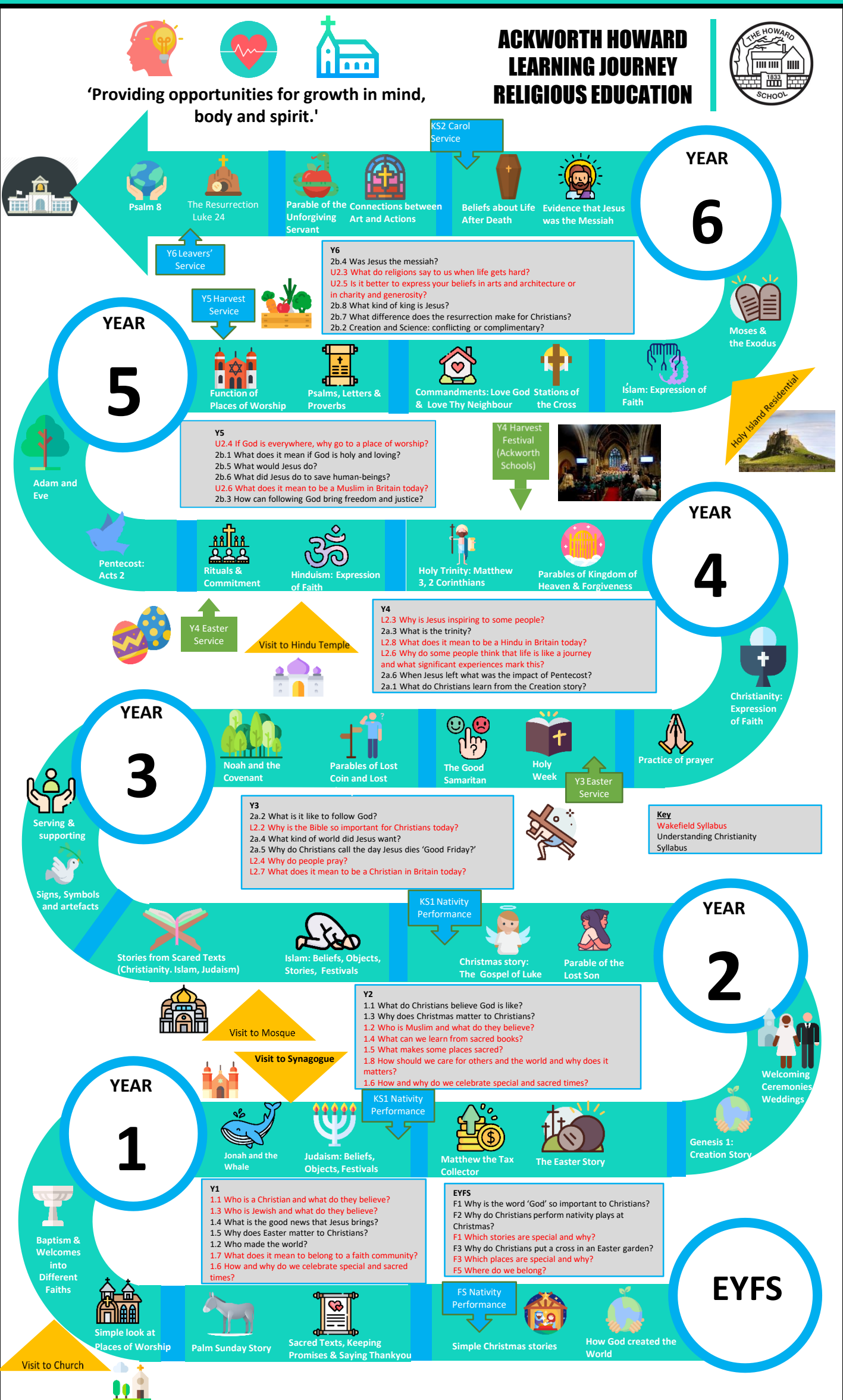
Year A
Aut 1: Be respectful
Aut 2: Be forgiving
Spr 1: Be compassionate
Spr 2: Be responsible
Sum 1: Be courageous
Sum 2: Be creative

Year B
Aut 1: Be thankful
Aut 2: Show humility
Spr 1: Promote Justice
Spr 2: Be generous
Sum 1: Have wisdom
Sum 2: Have hope

Year C
Aut 1: Show friendship
Aut 2: Build Trust
Spr 1: Be truthful
Spr 2: Be peaceful
Sum 1: Show perseverance
Sum 2: Show service

Church Services held at St Cuthbert's Church:
Aut: Harvest
Aut: Christmas
Spr: Easter
Spr: Bishop admittance to holy communion
Sum: Leavers'

Multifaith Learning:
Rec: Judaism, Islam, Hinduism
Year 1: Judaism
Year 2: Islam, Judaism
Year 3: Islam
Year 4: Hinduism, Judaism, Humanist
Year 5: Islam, Hinduism, Judaism
Year 6: Humanists, Hinduism, Islam



PSHE





PSHE

Why is PSHE important?

The PSHE Association describes it as, 'learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.' For us, it's about making sure children have the skills they need to grow up as healthy individuals who can make informed decisions about their lives. We strive to deliver a 'curriculum for life' that helps children deal with modern issues and contributes significantly to our personal development provision.

The curriculum we deliver is age appropriate for all children. Relationships and health education forms a key part of this, as does learning about physical, mental and emotional health. A dedicated space for PSHE is allocated within the school timetable using the HeartSmart curriculum which builds resilience, school climate and healthy relationships and enables children to explore issues such as consent, staying safe and healthy relationships. PSHE is a key driver for our whole curriculum.



What is HeartSmart?

HeartSmart is a creative approach that we use to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health and relationships and academic achievement, at our school, we want everyone to know that they are loved, cared for and valued. We recognise the value of educating the heart alongside educating the mind. We use HeartSmart to do just that!



Our Aims

At Ackworth Howard J&I School, we believe that our PSHE curriculum is at the centre of developing the mind body and spirit. Through quality, interweaved concepts we create global citizens, ready and prepared for any future path they choose. We believe our PSHE curriculum should develop: the mind (aspirational expectations of themselves and others, well-prepared learners and purposeful relationships in the community), the body (emotionally intelligent, tolerant and respectful citizens) and spirit (empowered with ability to lead by example, ambassadors of change, with a prophetic voice and radical hospitality)



Mind

Through engaging and cross-curricular lessons, pupils will develop high expectations of themselves and others in all aspects of school life, including how they apply their knowledge to become excellent learners. They will continue to build and foster purposeful relationships in the classroom, school and community through understanding their role in themselves, their school, the community and the wider world.



Body

Through exploring a range of complex and broad values and issues, the pupils will develop emotional intelligence, gaining a wider view of themselves, others and the wider world. Across discrete PSHE lessons and other subjects they will encounter a diverse and varied selection of people and cultures, embedding complete tolerance for all and enabling them to become aspirational and respectful citizens.



Spirit

They will encounter opportunities to develop their leadership skills and strive to obtain the attributes needed for greatness, including radical hospitality, enabling them to become the leaders of the future. Through an enlightened understanding they will become the ambassadors of change to achieve the visionary goals they set for themselves and others.



'Providing opportunities for growth in mind, body and spirit.'



ACKWORTH HOWARD LEARNING JOURNEY PSHE



Pupil goals for the end of their Ackworth Howard learning journey...

Show acceptance and tolerance of people

Have high expectations of themselves and others

Challenge injustice

Show they are fully equipped with the tools to live an emotionally and physically healthy lifestyle

Show they are capable of overcoming obstacles

Know how to create and maintain positive and healthy relationships

- PSHE / HeartSmart Concepts**
- Diversity / Too much selfie isn't healthy!
 - Values and Perceptions / Don't rub it in, rub it out!
 - Social Justice / Fake is a mistake!
 - Health and Wellbeing / HeartSmart
 - Resilience / No way through isn't true!
 - Aspirations / Don't forget to let love in!

PSHE / HeartSmart Literature

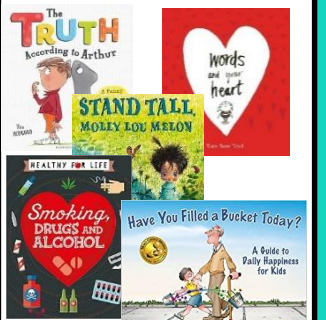
DIVERSITY – Exploring the importance of others and how to love them well – TOO MUCH SELFIE ISN'T HEALTHY!



VALUES AND PERCEPTIONS – Understanding how to process negative emotion and choose forgiveness to restore relationships – DON'T RUB IT IN, RUB IT OUT!



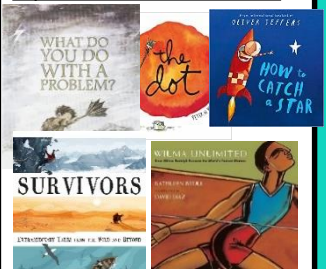
SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are – FAKE IS A MISTAKE!



HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy - HEARTSMART



RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem NO WAY THROUGH ISN'T TRUE



ASPIRATIONS - Learning how important, valued and loved we are – DON'T FORGET TO LET LOVE IN!



YEAR 6



Q: Do I understand how to apply problem solving strategies in various situations no matter how impossible they may seem?
Q: How do I become the person I want to be?



Q: Can I challenge injustice and develop a prophetic voice?
Q: Can I understand the impact of positive and negative health choices?



Q: Can I appreciate different perspectives of global issues?
Q: Can I understand how collective values build society?

YEAR 6 Key learning

Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Acknowledge that there are ways they are different and ways they are the same. Listen carefully to others and offer feedback. Explore how the generations that have gone before them have overcome challenges that they benefit from today. Identify and explain the dangers and benefits of social media. 	<ul style="list-style-type: none"> Refine strategies to resolve conflict and disputes. Explore the importance of forgiving for their own benefit and consider the barriers to forgiving. Understand that tone and body language communicates more than words. Understand the impact bullying can have and explain how to get help if they, or someone they know is being bullied. 	<ul style="list-style-type: none"> Define boundaries and explain how using boundaries means they can have respectful friendships. Find out facts about vaccinations from credible sources and suggest ways to discern if information online is credible. Identify physical and mental health risks associated with taking drugs and suggest ways to avoid drug taking. 	<ul style="list-style-type: none"> Recognise when it is right to keep a secret and when secrets should be shared. Understand that marriage is a commitment of two people to each other. Plan a healthy, balanced meal, using understanding of healthy foods. 	<ul style="list-style-type: none"> Describe the impact of changing their thinking from 'I can't do it' to 'I can't do it yet' and explain the importance of practice. Establish self-awareness to work out how they feel, why they feel that way and what they need. Explain the effect of having hope. Explore coping with stepping out of their comfort zone. Describe the changes in the brain as they go through adolescence. 	<ul style="list-style-type: none"> Consider their self-worth and recognise their value as an individual. Encourage one another with kind and positive words and accept encouragement from others. Recall significant events and people in their lives so far and recognise that every person and story is unique. Consider and explain things they are grateful for. Suggest ways to spot early signs of illness.

Q: Can I appreciate different perspectives of global issues?
Q: Can I understand how collective values build society?

Q: Can I challenge injustice and develop a prophetic voice?
Q: Can I understand the impact of positive and negative health choices?

Q: Do I understand how to apply problem solving strategies in various situations no matter how impossible they may seem?
Q: How do I become the person I want to be?

YEAR 5

Q: What strategies do we use to solve problems?
Q: Who do I want to be and what do I want to achieve?

Q: Do I recognise that actions have intended and unintended consequences?
Q: Can I recognise ways to improve my physical and emotional well-being?

Q: Can I find out what draws groups of people to certain places?
Q: Can I understand how our values affect the way we live?

YEAR 4 Key learning

Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Understand there are things they can do and people who can help them if they feel lonely. Understand and demonstrate the skills needed to listen to others well. Suggest people who deserve to be treated with honour and suggest ways they can demonstrate honour. Show awareness of what they should and shouldn't post online. 	<ul style="list-style-type: none"> Develop simple strategies to resolve conflict. Explain what Nelson Mandela's life teaches them about forgiveness. Describe how different emotions feel and recognise the importance of emotions. Develop strategies for responding well to their mistakes. Recognise bullying in all its forms and find strategies for dealing with bullying. 	<ul style="list-style-type: none"> Understand that the words they choose to listen to affect how they see themselves. Discuss times when it is difficult to tell the truth and develop the courage to tell the truth. Explore peer pressure through dares - when they are not fun, the consequences and ways to say no. Find out the facts and associated risks of smoking. 	<ul style="list-style-type: none"> Describe the consequences of using kind and unkind words. Suggest characteristics they would like to see in their classroom and suggest ways to cultivate those characteristics. Explain how they know they can trust someone. Understand that there are many different characteristics of a healthy family life. Recognise things that positively and negatively affect their mental wellbeing. 	<ul style="list-style-type: none"> Identify habits they need to develop or lose in order to achieve their goals. Understand that we all need people to encourage us to keep going. Define what puberty is and describe key physical changes that take place as puberty begins. 	<ul style="list-style-type: none"> Give examples of internal success they can grow toward a goal. Describe some of the tools that can help them live lives full of hope. Explain key facts about the menstrual cycle. Describe ways to look after their health and wellbeing as they grow up. Appreciate that they have value and purpose. Consider how the words they listen to about themselves can make them feel. Demonstrate different ways to respond in different pressured scenarios. Recognise when they need help and suggest people to go to when needed.

YEAR 3

Q: Can I find out what draws groups of people to certain places?
Q: Can I understand how our values affect the way we live?

Q: Do I recognise that actions have intended and unintended consequences?
Q: Can I recognise ways to improve my physical and emotional well-being?

Q: What strategies do we use to solve problems?
Q: Who do I want to be and what do I want to achieve?

YEAR 3 Key learning

Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Understand and demonstrate how to respond in an emergency. Recognise and celebrate the impact kindness can have on another person. Complete a task where they work together, listen to one another's ideas and respect each other's views. List what information identifies them and explain why it is important to keep personal information private. 	<ul style="list-style-type: none"> Think about and describe the difference between forgiving and not. Talk about ways holding on to hurt can make them unhappy and understand how to let go of hurt. Talk about how to build trust between friends and the effects of a betrayal of trust. Recognise and challenge stereotypes. 	<ul style="list-style-type: none"> Give a simple explanation of what shame is and spot shame phrases. Suggest appropriate and inappropriate types of touch and suggest safe people to talk to if they are concerned. Explain why truth is important to build a friendship. Understand what an allergy is and suggest ways to avoid allergens. 	<ul style="list-style-type: none"> Describe how others are 'meant to be treated'. Understand and recognise the people in their lives that encourage and cheer them on. Identify the benefits of a healthy lifestyle and the risks of an unhealthy lifestyle. 	<ul style="list-style-type: none"> Understand that in life there are times of making progress and times of setbacks. Explore and understand the importance of getting back up when we fail and trying again. Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills. Describe ways to manage change well. 	<ul style="list-style-type: none"> Think of words to encourage others and accept the encouragement they are given from others. Understand the difference 'letting love in' can make to a person. Understand that some choices they make will affect their physical health.

YEAR 2

Q: Can I recognise the beauty of different people and places?
Q: Can I understand that people have different values?

Q: Do I understand and value fairness?
Q: What do I need to be healthy?

Q: Can I recognise the beauty of different people and places?
Q: Can I understand that people have different values?

YEAR 2 Key learning

Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Suggest ways to 'look out' for other people's needs. Find out about people who work in their community, recognise and appreciate the important work that they do. Understand there are ways they are all different and ways they are all the same. 	<ul style="list-style-type: none"> Explain the importance of saying sorry and offering forgiveness between friends. Explore and suggest different ways to handle hurt or disappointment. Explore the consequences of teasing or bullying, explaining how bullying can harm another person and suggesting ways to protect themselves and others from bullying. 	<ul style="list-style-type: none"> Understand the statement 'There never has and never will be another me', and identify something unique about themselves. Describe how different emotions feel and describe a time they have felt them. Suggest ways to demonstrate good manners and explore different ways to greet another person. Demonstrate ways to stay safe in the sun and understand the importance of sun safety. 	<ul style="list-style-type: none"> Understand that decisions they make can affect their reputation, suggest the reputation they would like and ways to build it. Understand that families may all look different but they should all be places of love and security. Explain what an allergy is and suggest ways to make healthy choices to contribute to a healthy diet. 	<ul style="list-style-type: none"> Use resilience to find alternative solutions to a problem. Replace 'worry' phrases with positive phrases. Suggest how to care for their school environment by conserving energy. 	<ul style="list-style-type: none"> Understand that being thankful for what they have and who they are, helps them develop a gratitude attitude. Notice the difference in their heart rate after physical activity, find their pulse and describe how they feel after physical activity.

YEAR 1

Q: What do I need to do next?
Q: What can I be?

Q: What makes a good friend?
Q: How can I look after myself?

Q: What makes us special?
Q: How do we celebrate special events?

YEAR 1 Key learning

Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Take note of others around them. Suggest ways to help others and how they have been helped. Suggest and create simple rules to keep them safe online. 	<ul style="list-style-type: none"> Explore the importance of forgiveness. Suggest ways to make amends. Suggest ways to handle negative emotion. Describe the kind of friend they want to be. 	<ul style="list-style-type: none"> Explain why they do not need to lie about themselves. Understand how to be 'see-through' in friendships. How to look after their teeth. 	<ul style="list-style-type: none"> Describe ways they can use power in positive / negative ways. Begin to understand their emotions by describing and expressing their feelings. List choices that keep their minds and bodies healthy. 	<ul style="list-style-type: none"> Differentiate between secrets they should and shouldn't keep and know what to do if someone asks them to keep a secret that makes them feel uncomfortable. Explore change, loss and the associated feelings by thinking of a person, pet or toy that they miss and sharing a memory of that person, pet or toy. 	<ul style="list-style-type: none"> Understand that there are different types of touch and suggest positive and negative examples of touch. Explore the idea that there is a choice in spending and saving and there is a reward that comes from saving. Explore different ways they can take care of themselves every day.

EYFS

Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Consider special people, families and differences in people. 	<ul style="list-style-type: none"> Working cooperatively, kindly and recognising negative emotion. 	<ul style="list-style-type: none"> Identifying truth and lies, being thankful for themselves and others, begin to identify impact of lies. 	<ul style="list-style-type: none"> Discuss how they are all special and different in their own way, begin to explain different emotions and read facial expressions. 	<ul style="list-style-type: none"> Look for ways to keep going through a challenging task and express how they feel about change. 	<ul style="list-style-type: none"> Explore how each of them is loved, special and important. Identify their talents, skills and likes / dislikes.

History





History

Why is history important?

History ignites children's curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. History provides an explanation of why things are the way they are today. Pupils are fascinated with people and desire to understand their ancestry and origins, as well as the origins of their country. This in turn develops an interpretation for what we have. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society.

What they learn can influence their decisions about personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Our aims

At Ackworth Howard J&I School, we believe that History should develop: the mind (curiosity, critical thinking, analysis and perspective), the body (locality, identity and challenges of their time) and the spirit (knowledge of the wider world, understanding of diversity, understanding of relationships and empathy) of every child.

Mind



History at our school aims to inspire and captivate children's curiosity about the world around them and how past events have led to the way they live today. Children are given the opportunity to build up coherent knowledge and an understanding of the chronology of History through a variety of challenging and interesting History topics. Pupils will use critical thinking skills to analyse evidence from the past, questioning its reliability and developing their own perspective and judgement.

Body



With a strong focus on our local area in our local history studies, our children are encouraged to understand their community and the changes it has been through, and celebrate these. Children will consider their own identities and the challenges that modern day life holds, comparing these to different time periods from the past. History topics are high profile throughout school and our welcoming environment showcases our children's hard work and collaboration through displays.



Spirit

By immersing themselves in sensitive topics throughout history, children will understand the complexity of people's lives, the diversity of societies and the relationships between different groups of people. Children will have a greater understanding of the wider world beyond their locality. We encourage our children to celebrate their history through events such as our Heritage Day where the children embrace the history of our school and immerse themselves in this.

Careers

Careers that include the use of History:

- Legal profession
- Journalism
- Media researcher
- Archivist
- Writer
- Archaeologist
- Media
- Museum curator
- Politics
- Business and commerce
- Teaching
- Curator
- Heritage Manager
- Academic Librarian



Our Historical Threads

Movement of People



In EYFS children think about where they live and where they have come from. In KS1 children learn about where people have lived and why they moved to their local area of Ackworth. They will look at evacuation to outskirts of the city of London after the Great Fire. They will explore ways people have travelled from one place to another. In LKS2 children are introduced to nomadic tribes who migrate to form civilizations. They look at how some of these groups expanded borders through invasion. They will begin to explore colonialization. In UKS2 children explore the impact of immigration through colonialization. Children look at how civilizations leave legacies when they move and leave an area. They explore the movement of people due to war including evacuation, refugees, prisoners and slaves. They investigate movement of people through urbanisation during the Industrial Revolution.

Conflict



In EYFS children are introduced to remembrance. In KS1 children learn about Mary Seacole's work during the Crimean war. In LKS2 children are introduced to conflict shaping the formation of Great Britain through invasion and battles between Celts, Romans, Anglo-Saxons, Scots and Vikings. They also look at the Scramble for Africa and its impact on colonialization. In UKS2 children look at different forms of governance including democracy. They considering the wider impact the war had (including on children and for the Jewish community). Children also explore the Ancient Greek battles between Athens & Sparta, and at Marathon.

Arts, Culture & Lifestyle



In EYFS children explore art created in their lifetime and from before. In KS1 children look at portraits and pictures of monarchs and are introduced to the idea that events in history can be reflected in art and culture of the time. Children investigate the architecture of Christopher Wren. In LKS2 children explore how cave paintings are used by historians. This is contrasted by Egyptian art and hieroglyphics. The architecture of the Roman era and Roman theatres is studied. The exploration of myths and legends having historical validity is introduced and continues to be explored through UKS2.

In UKS2 children examine cultural contributions of the Greeks. Through enquiry, children look at the value of artefacts for historians in the Kingdom of Benin.

Monarchy and Rulers



In EYFS children explore where they live, the types of places they live in and lifestyles. In KS1 children consider how Queen Victoria and Elizabeth I influenced Britain. They see how an event, the great fire of London, impacted how houses and neighbourhoods were built and the King helped rebuild London. In LKS2 children see how houses changed as a nomadic people started to settle and invading peoples brought advancements. In UKS2 children explore Ancient Greek architecture and the legacy it has. Children discover how WWII impacted house building and changed lifestyles. Children contrast this with life in the Benin Kingdom. They will explore different ways of ruling from democracy, monarchy, tyranny, fascism, communism and oligarchy.

Technological Developments



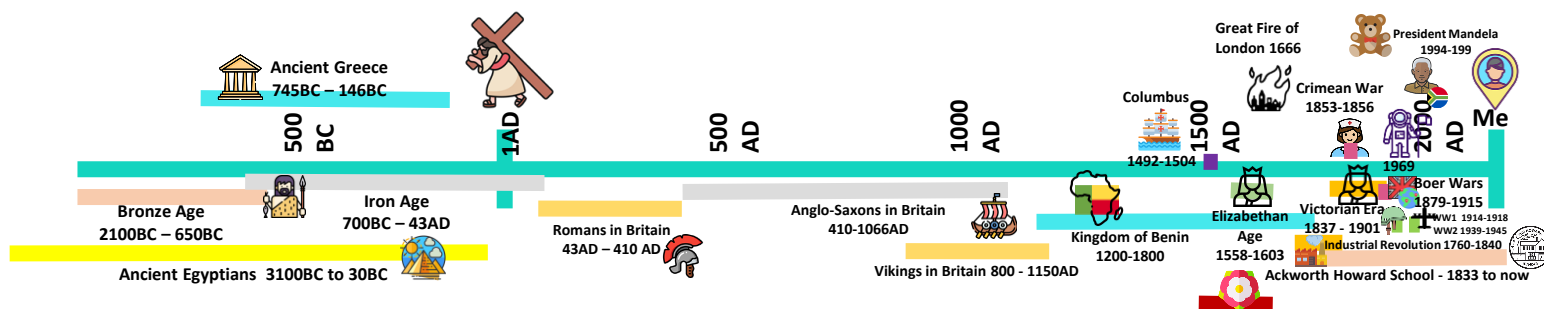
In EYFS children look at toys, transport and technology. In KS1 children build on this looking at how toys have changed and what they can tell us about history. They explore technological changes in healthcare, travel and firefighting. In LKS2 children explore how tools, weapons and methods of transporting people and goods have changed over time. They see the emergence of writing, contrasting with hieroglyphics and runes. In UKS2 children explore the impact of ariel warfare and radar on the outcomes of the Battle of Britain and WWII. How the industrial revolution was came about from the development of the steam engine and building of factories.

Religion



In EYFS children are introduced to religion through classmates and stories. This continues in KS1 including the understanding that the current British Monarch is the head of the Church of England. In LKS2 children look at how the impact religion has on history and viceversa. The introduction of Christianity to Britian is explored as is its impact. Children explore ancient religions in different cultures with a focus on Ancient Egyptian Gods and burial practices. This continues in UKS2 exploring Greek Gods and Hellenisation as well as the myths and legends of the Benin Kingdom. In UKS2 children explore the religious persecution of Jewish people during WWII and the Holocaust, marking Holocaust Memorial Day. They will look at the reformation of the church under Henry VIII and the reasons for the creation of the Church of England.

Ackworth Howard's high-quality history education helps pupils to gain historical perspective by placing their growing knowledge into different contexts, making and understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history.





First Order Concepts



Movement of People



Conflict



Arts, Culture & Lifestyle



Monarchy and Rulers



Technological Developments



Religion



Second Order Concepts



Interpreting and Questioning



Chronology



Historical Enquiry



Historical Enquiry



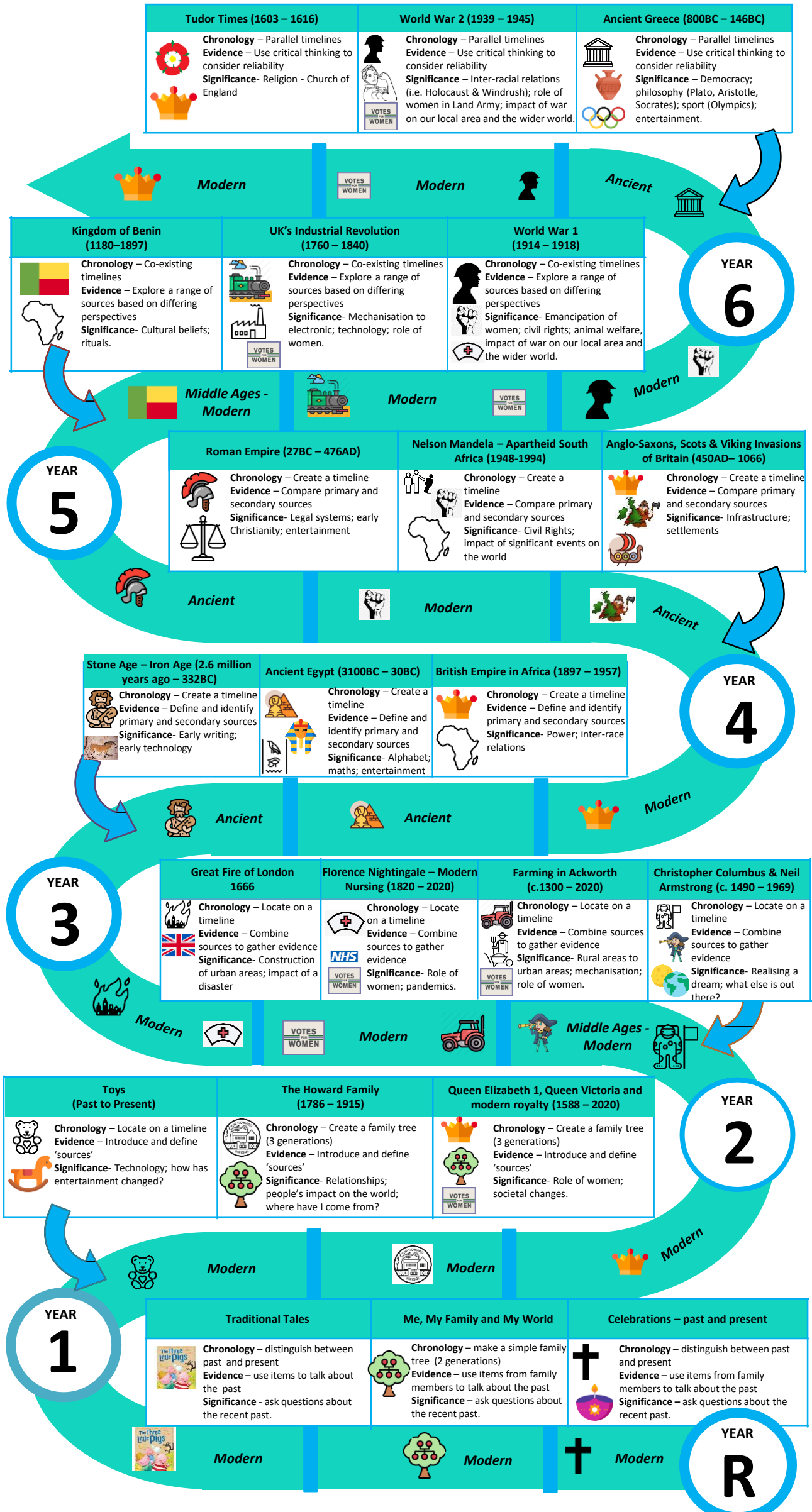
Change and Cause



Presenting Ideas

'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD LEARNING JOURNEY HISTORY



A Brief History of Time

- 15,000 million BC: The Big Bang
- 360 million BC to 240 million BC: Dinosaurs walked on earth
- 2 million BC to 35,000BC: Humans first evolved
- 6,500 BC: Britain separates from Europe
- 2,800 BC: Stonehenge created
- 2,100 BC: Bronze Age begins
- 700 BC: Iron Age begins
- 54/55BC: Julius Caesar invades Britain
- AD 30: Invention of paper
- AD 450: Anglo-Saxons Britain
- AD 450: First Viking invasion of Britain
- Normandy invades England Battle of Hastings
- AD 1066: Tudor Britain
- AD 1485 – AD 1603: Guy Fawkes Gunpowder Plot
- AD 1666: The Great Fire of London
- AD 1760: Industrial Revolution begins
- AD 1815: British Empire begins
- AD 1837 to AD 1901: Victorian Britain
- AD 1914 To 1918: First World War
- 1936: Alan Turing invents the computer
- 1939 to 1945: Second World War
- 1962 (to 1989): Nelson Mandela imprisoned
- 1969: The present
- 2020 and beyond



Local History within our Curriculum



Nostell Priory
The Winn Family who built Nostell made their money from Tudor textile trade.



Henry VIII Tudor
Dissolution of the monasteries of Fountains Abbey and Lindisfarne Castle



Impact of WW2 on Ackworth
40 people from Ackworth lost their lives.

YEAR
6



Industrial Revolution – pottery, coal mining, glass manufacture, chemicals and confectionary .



Impact of WW1 on Ackworth
83 people from Ackworth lost their lives.



Pontefract Coal Fields

St. Cuthbert, Durham Cathedral, Grace Darling



YEAR
5



Pontefract Castle
End of the Anglo-Saxon Era 1070



St Cuthbert's Church – Lindisfarne Anglo-Saxons / Viking Invasion



The Roman Milestone – Sandy Gate Lane Hundhill



Lagentium – The Roman Fort in Castleford

YEAR
4



British Empire
Tanzania School Link



Mesolithic Site – North Yorkshire
Stone Age – Iron Age

YEAR
3



Great Fires
Saint Cuthbert's Church



The Foundling Hospital
Ackworth School – Modern Nursing



Charles Waterton
Explorer who travelled through South America



Domesday Book – The first recording of Ackworth
meaning Oak Enclosure Farming in Ackworth

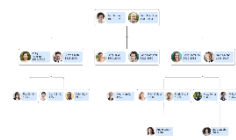
YEAR
2



Luke Howard the namer of the clouds



Rachel Howard the founder of our school



Our Family Tree

Our School
In Victorian Times



YEAR
1



Birthdays – Howard
Heritage Day



Coal – Ackworth Pit, Featherstone's Three Collieries



Railways/Steam Trains
– Ackworth Six arches railway bridge.

EYFS



Geography



Geography

Why is geography important?

The teaching of geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for life beyond the primary years.

Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development which is promoted through our Eco-Schools work. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Our aims

At Ackworth Howard J&I School, we believe that Geography should develop: the mind (physical and human geography, process of the world and changes over time), the body (locality, fieldwork and safety) and the spirit (diversity, comparisons and thriving in a shared society) of every child...



Mind

Geography at our school aims to promote inspiration, curiosity and fascination in our children about the world around them that will remain with them throughout their lives. Through the teaching of physical geography and human geography, children will develop a deep understanding of the Earth's key features and processes. Linked wherever possible to our History topics, children will understand that Earth's features have developed and changed over time.

Body



Through a strong focus on our local area and that of our partner school in Tanzania, children will have the opportunity to compare and consider the use of landscapes and environments around the world and closer to home. Children will use sources including maps, diagrams, globes, photographs and technology to immerse themselves in their community and enable them to gather data from fieldwork, apply their geographical knowledge into everyday situations, and explore the world around them safely.



Spirit

Children will study diverse places, people and resources and compare these to different environments around the world. Through their developing understanding of other landscapes, environment and cultures, children will have a greater understanding of the world they live in and successfully live in a shared society.

Careers

Careers that include the use of Geography:

- Financial services
- Planning
- Working in the environment
- Environmental law
- Town planning
- Environmental engineering
- Travel and tourism
- International charities
- Retail
- International relations
- GIS
- Management
- Environmental Health Technician
- Transport
- Environmental Adviser
- Sales Recruitment Consultant

KS2 Key Concepts



Place
Compare the position of two places in relation to one another using maps, diagrams, globes, aerial photographs and GIS in countries, regions and time zones across the world.



Space
Explain how the features of an environment/space affect its use ie people settle near natural resources.



Sustainability
Analyse the impact of human use of natural resources and determine if this can be maintained ie impact of plastic use on the world's oceans; landfill sites; global warming.



Change
Explain how human use of natural resources have impacted the Earth i.e. impact of burning fossil fuels on world temperatures and the implication of that.

KS1 Key Concepts



Place
To be able to locate particular places on simple maps and atlases ie UK countries, capital cities, world continents and oceans.



Space
Describe the features of an environment ie name physical and human features in the jungle, the ocean, a town, a city.



Sustainability
Describe how people take care of resources and spaces ie planting trees, water butts, litter picking, recycling



Change
Relate the link between depleting physical features and increasing human features.

EYFS Key Concepts



Place
Describe places which are important to them ie home, classroom, school and local places.



Space
Identify large and small spaces in relation to their size ie small tunnel, big playing field.



Sustainability
Recognise that classroom/home resources must be taken care of in order for us to use them in the future.



Change
Identify physical and human changes in the local area – Weather – new buildings

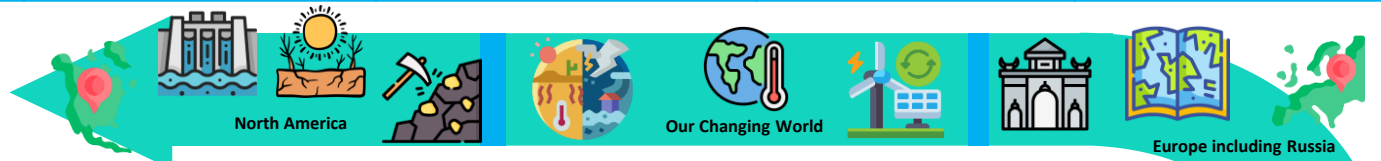


ACKWORTH HOWARD LEARNING JOURNEY GEOGRAPHY



'Providing opportunities for growth in mind, body and spirit.'

	Place	Space	Sustainability	Change
Year 6	<ul style="list-style-type: none"> Locate and compare the position of at least two places in the same continent: Europe including Russia. Locate and compare the position of at least two places across the world on a world map: North America 	<ul style="list-style-type: none"> Locate physical features of UK on a map and compare with Lake District (England) and the coast of the North Sea (Scotland). Describe how human features can have physical impacts. (Hoover Dam) Compare the human and physical geography of Eastern and Western Europe. 	<ul style="list-style-type: none"> Analyse the impact of global warming globally and identify ways we can manage the impact of it. Discuss the impact of tourism on Spain economy. 	<ul style="list-style-type: none"> Explain how global warming is changing our world. Discuss and consider how the arrival of the Europeans impacted the lives of Native Americans. Identify how the gold rush altered the environment.



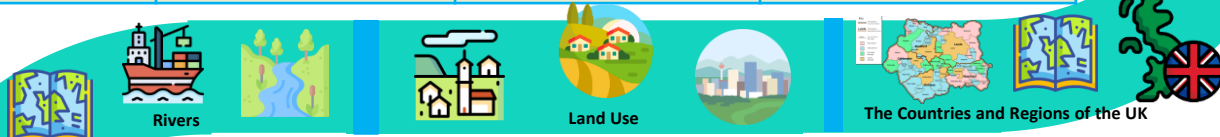
	Place	Space	Sustainability	Change
Year 5	<ul style="list-style-type: none"> Locate and compare the position of two places in the world on a globe: South America and the UK. Locate and compare Ben Nevis, Mount Snowdon, Scafell Pike to Ackworth. 	<ul style="list-style-type: none"> Explain the physical features/characteristics of the Amazon rainforest. Explain the natural resources that can be sourced there. Identify human and physical features of South America and compare with Europe. 	<ul style="list-style-type: none"> Analyse the impact of humans using natural resources from the rainforests and suggest more sustainable ways to acquire the resources that humans need. Describe the four main sources of power and design a renewable energy home. 	<ul style="list-style-type: none"> Explain the impact of humans on natural resources in the world (rainforests). Consider the impact on the world if this trend does not slow down. Discuss the needs of people 1000 years ago, 100 years ago and now. Consider how they have changed.



	Place	Space	Sustainability	Change
Year 4	<ul style="list-style-type: none"> Identify where in the world there are rainforests. Locate countries that are on the opposite side of the world to the UK. Identify the equator and countries that are located along it. Use a topographical map and atlas to map mountain ranges. 	<ul style="list-style-type: none"> Describe similarities and differences between the weather in the UK and the Tropics. Discuss and consider what life would be like in the Arctic Circle. 	<ul style="list-style-type: none"> Identify the importance of the amazon rainforest. 	<ul style="list-style-type: none"> Discuss and consider how and why The Amazon rainforest is changing.



	Place	Space	Sustainability	Change
Year 3	<ul style="list-style-type: none"> Identify a village, town and a city in South Yorkshire. Locate the five primary rivers in Europe on a map. Define a county and identify their purpose. 	<ul style="list-style-type: none"> Research the human and physical features in your local area including a local river. Identify different human and physical features of your region (South Yorkshire). Explain how natural and human resources impact on where people choose to settle in the UK. 	<ul style="list-style-type: none"> Research and record data about how transport is used in your local area. Explain the impact of trade between cities of Europe. 	<ul style="list-style-type: none"> Explain how land use patterns have changed over time



	Place	Space	Sustainability	Change
Year 2	<ul style="list-style-type: none"> Locate the world's oceans and continents on a world map. Describe the location of Africa using compass references, seas or oceans. 	<ul style="list-style-type: none"> Describe the human and physical features of Spain. Match human and physical features to the correct continent. 	<ul style="list-style-type: none"> Discuss the importance of tourism. 	<ul style="list-style-type: none"> Relate to tourism and comparison of UK life with life in Kenya.



	Place	Space	Sustainability	Change
Year 1	<ul style="list-style-type: none"> Locate UK countries and capital cities on a UK map. Locate Ackworth and our local area on map. Locate and compare Ackworth and Tanzania on a world map. 	<ul style="list-style-type: none"> Describe the human and physical features of a village. Describe the human and physical features of a town. Identify and compare the weather in Ackworth and Mara, Tanzania and recognise the significance of the equator. 	<ul style="list-style-type: none"> Recognise that it is important to save our world by looking after it as best we can. 	<ul style="list-style-type: none"> Relate to weather changes and differences in weather compared to Tanzania. Identify how the human and physical features change depending on weather, money and needs of people.



	Place	Space	Sustainability	Change
Year 1	<ul style="list-style-type: none"> Describe places that are important to them i.e. school. Talk about local environments. Know that there are different countries in the world. Name towns, cities and countries with familiar links. Talk about local environments. 	<ul style="list-style-type: none"> Identify simple features on a map. Explain features of other homes. Identify the similarities and differences between homes in other countries. Use pictures to compare and contrast environments around the world. Briefly explain the difference between human and physical features. 	<ul style="list-style-type: none"> Recognise that it is important to save our world by looking after it as best we can. Recognise that it is important to save our world by looking after it as best we can. 	<ul style="list-style-type: none"> Identify that rain brings water (flooding) and sunshine brings dry weather (drought) Identify that rain brings water (flooding) and sunshine brings dry weather (drought)



EYFS



World and Local Geography Coverage

Year 1 – The United Kingdom

The countries which make up our United Kingdom, the capital cities of the four countries and the surrounding seas.

Year 3 – Land Use

Land use patterns and their changes in our local area. How have land use patterns changed over time in the UK? Explain the difference between rural and urban. Identify town, cities, villages and hamlets.

Year 1 – What is the weather like?

What are the weather patterns of the UK? How does the weather affect us?

EYFS – Understanding the World

Know that we live in Ackworth which is in a country called England. Talk about our local environment and compare homes. Explain human and physical features in our local area.

Year 5 – Enough, Food and Trade

Identify and compare energy uses in the UK. Compare renewable energy source of the UK. Locate power stations within the UK.

Year 3 – Rivers

What is the water cycle? How are rivers formed? Where does the River Went start and end? What features does the River Went have?

Year 2 – Marvellous Map Skills

Locate places of UK on a map.

Year 1 – What is it like here?

Identifying the human and physical features that are located where we live. Sketch maps of the local area.

Year 3 – Regions and Counties of the UK

To define what a county is and explain which county our local area is part of. Explain human and physical features of the UK. What are the topographical features found in the UK?

Year 4 – Mountains

Locate key features of the mountains on Ben Nevis, Mount Snowdon and Scafell Pike.

Year 6 – Our Changing World

Explore how Barnsley as a borough and Wakefield Council intend to meet Global Goals of sustainable development. Discuss local issues of sustainability in our area.



Year 4 – Volcanoes

To explain how volcanoes form, define tectonic plates and explain how earthquakes occur. The study of Mount Etna. Describe where the rocks around school have come from.

EYFS – Understanding the World

Know that there are different countries in the world. Compare homes in different countries. Make comparisons between countries.

Year 3 – Rivers

Locate the five primary rivers of Europe. Explain the importance of the Rhine and Danube on the trade of European cities.

Year 2 – Our Wonderful World & Marvellous Map Skills

Naming and locating the 7 continents and 5 oceans in the world. Describe each continent. Explain where the hot and cold climates of the world are.

Year 6 – Europe including Russia

Map the physical geography of Europe. Describe population spread in Spain. Explain reasons for migration of people. Compare Eastern and Western Europe culture and climate.

Year 6 – North America

Describe the biomes of North America. How have Europeans impacted the lives of Native Americans? How did the Gold Rush impact America?

Year 2 – Sensational Safari

Locate the country of Kenya. Describe the national parks and tourism in Kenya. Compare the life of Maasai people to the people of the UK.

Year 4 – All around the world

Locate the Northern and Southern Hemisphere, identify the positions of North and South Pole. Describe the tropics using longitude and latitude. Explain time zones.

Year 4 – Rainforest

Structures of rainforest, the impact of deforestation, human uses of the rainforests and their effect. How our local woodland is used?

Year 5 – Enough for Everyone

Describe food poverty. Identify locations of some of the countries in Asia, Africa and South America.

Year 5 – South America

Discuss the make up of South and Latin America. Locate and compare physical and human features of the continent. Use scale to measure length of the Amazon River. Describe how humans use the resources of South America.

Year 1 – What is it like here? What is the weather like?

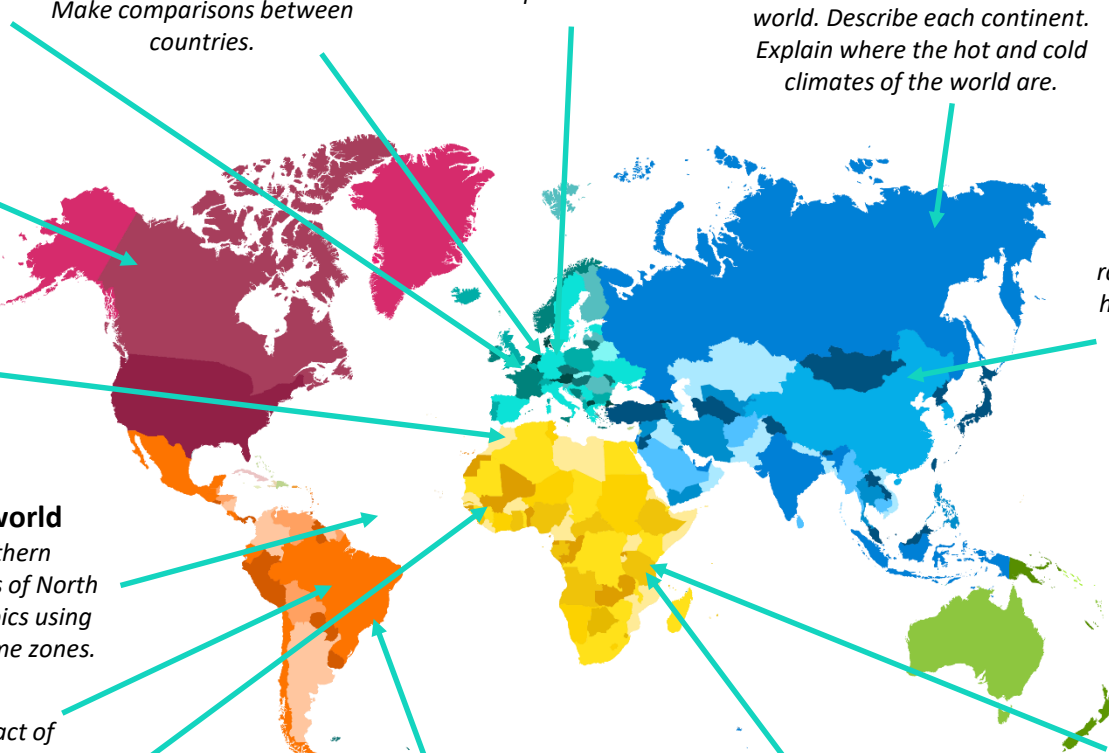
A comparison of weather in Ackworth and the weather in Tanzania looking at the proximity to the equator. Comparing the land of Tanzania and the UK.

Year 5 – Mountains

Identify major mountains and ranges around the world. Describe how mountains are formed. Use 6 figure grid reference to locate these mountains. Compare Everest to Olympus Mons and Mauna Kea volcano.

All Pupils – Tanzania Global Link

Through worship and curriculum links, our global link covers key concepts across the age range (place, space, sustainability and change). Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.



Computing





Computing

Why is computing important?

“Those who can imagine anything, can create the impossible.” - Alan Turing

Computing allows us to solve problems, design systems, and understand the power and limits of human and machine intelligence. It is a skill that empowers, and one that all pupils should be aware of and develop competence in. Pupils who can think computationally are better able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future.

Developing computational thinking in learners needs to be done from an early age and will help them make sense of and contribute to the society they will live in as adults. However, as educators we take care to ensure that our teaching is focused on the learners' development and not on the technology.

Our aims

The children at Ackworth Howard J&I School are digital natives – they are as adept at navigating a touch screen as they are at using a pencil and paper. Growing up in an increasingly digitized world, we understand the importance of giving our children exceptional learning opportunities in Computing.

Having invested heavily in tech across school, we are committed to delivering an innovative curriculum which offers our children the chance to grow their understanding of digital technology, how to develop computational thinking, and how to stay safe online.

Our children are familiar with new tech, and use it across the curriculum to support their learning. Our facilities, integrated into all the classrooms, include interactive whiteboards and computers, laptops and iPads as well as other experimental tech.



Mind

To encourage growth in mind, we offer opportunities to develop leadership skills through our Digital Leaders programme, whereby children are trained to take on leadership roles and to support others in computing across the school. Creativity is encouraged throughout the curriculum, such as during our Christmas Hackathon or during cross-curricular work such as retelling the story of Boudicca's rebellion through Scratch.



Body

To encourage growth in body, we aim to equip our children with the knowledge and resilience to use digital technologies responsibly and safely, not only during Safer Internet Week, but throughout the year in response to current events and changing trends in our children's online activities.



Spirit

To encourage growth in spirit, we encourage our children to embrace change, particularly in response to new technologies. We aim to nurture responsible digital citizens, for whom 'society' is global, not just local.

Careers

Careers that include the use of computing:

- Mobile Application Developer
- Software Engineer
- Video Game Designer
- Game Developer
- IT Security
- Web Developer
- Technology Manager
- Data Analyst
- Forensic Computer Analyst
- IT Consultant
- Web Designer

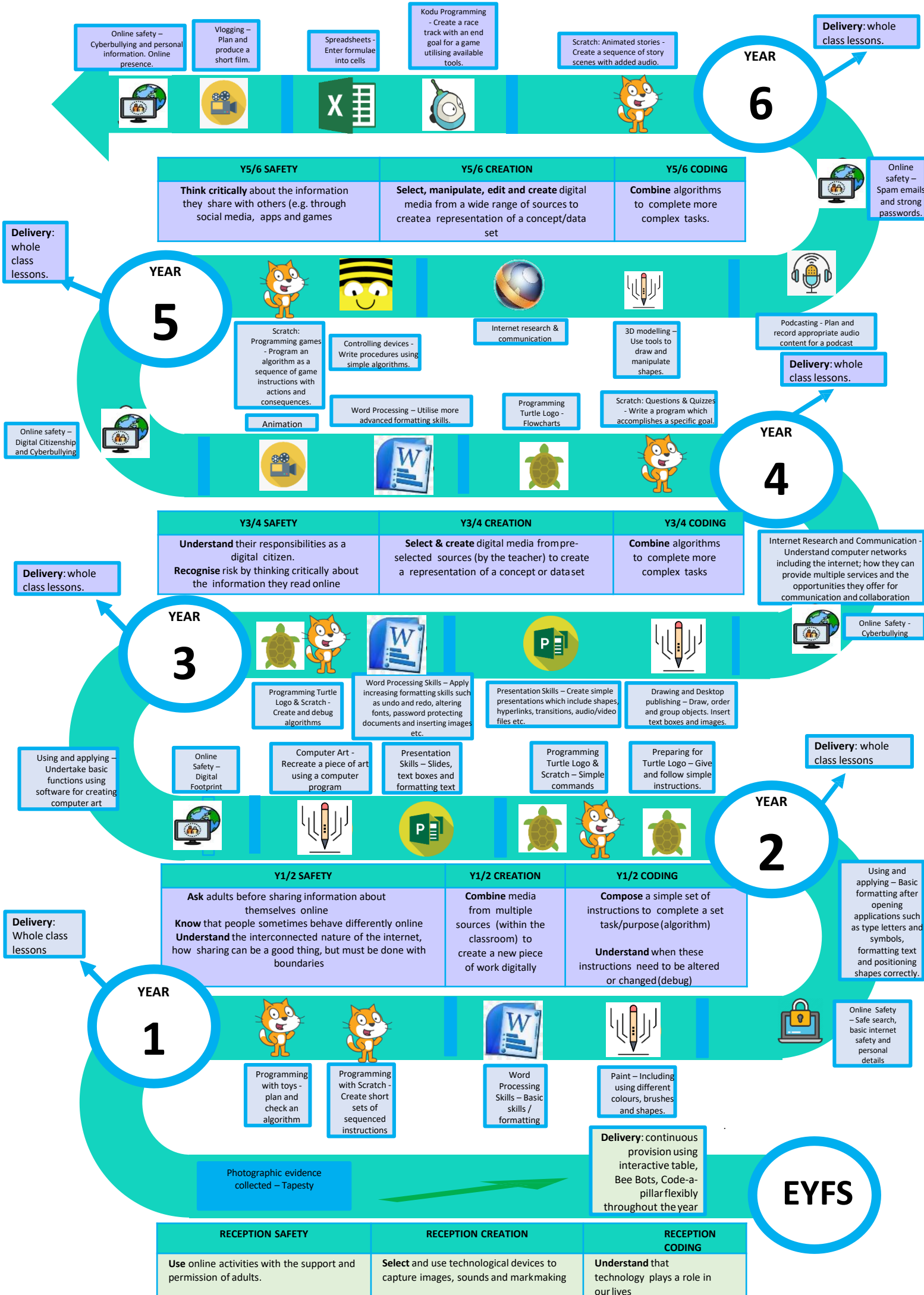


ACKWORTH HOWARD LEARNING JOURNEY COMPUTING

'Providing opportunities for growth in mind, body and spirit.'

Whole School E-Safety Week Content

- Understand the benefits of the internet
- Year group safety focus
- Identify where and how to report concerns and get support for issues online



Online Safety will be taught progressively throughout school, with each year group allocating a half term to the issue.

However, when specific online safety issues occur within a particular class, the teacher will adjust lessons to tackle that issue directly.

Pillar 1: Think Before You Share

Is it OK to share?
Whose profile is this, anyway?
How do others see us?
Keeping it private

Pillar 2: Check it's For Real

Don't bite that phishing hook!
Phishing examples
Who are you, really?

Pillar 3: Protect Your Stuff

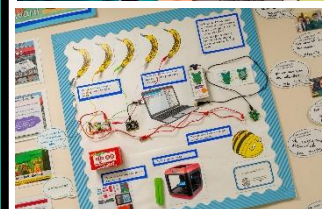
How to build a strong password
Shh... Keep it to yourself!
Taking care of yourself and others

Pillar 4: Respect Each Other

How can I stand up to others online?
Turning negative into positive
Mixed messages
Reacting to role models

Pillar 5: When in Doubt, Discuss

Pillar 6: Digital Wellbeing



Other reactive measures include utilising the close links we have developed with our school PCSO and police officer. This includes scheduled assemblies and workshops but also additional tailored support for any bespoke work needed to be undertaken in school.

Physical Education





Physical Education

Why is PE important?

- Children learn to understand the importance of exercising for a lifetime.
- Regular, physical activity is the best antidote to eliminate obesity and maintain an acceptable body weight. It also provides a positive alternative to watching television or playing on tablets, computers or mobile phones.
- Children learn the fundamental motor skills that enable them to develop the competence that creates confidence and leads to safe and successful participation in a wide range of sports.
- Children are encouraged to improve their fitness levels during PE lessons, including muscular and cardiovascular endurance, strength and flexibility.
- Youngsters can learn valuable lessons about accepting responsibility for their personal development leading to greater self-discipline.
- PE promotes opportunities for children to be creative, cooperative and competitive and to face up to different challenges both as individuals and in groups.
- A 'good workout' helps ease stress, tension and anxiety and will result in better attention in class.
- Many activities taught in PE require children to work in groups to solve problems or as a team. These opportunities are excellent for developing both leadership and cooperation skills.
- Sports activities are an excellent way to meet and make new friends. Confidence in one's physical abilities encourages youngsters, and later adults, to socialise more easily and 'fit into' a variety of situations.
- Children learn to develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat.
- Movement can be used to reinforce the understanding of many subjects taught in the classroom e.g. mathematics. Movement is also associated with enhanced brain functioning.
- PE is especially important to children who have yet to develop their verbal communication skills. Thus, their confidence in physical abilities can lead to positive feelings of self-esteem.

Our aims

At Ackworth Howard J&I School, we believe that physical education (PE) should develop: the mind (mental health, decision-making and tactics); body (physical development and healthy bodies); and spirit (sporting values) of each child. Through our curriculum we wish to promote a lifelong love of physical activity and sport.



Mind

PE at our school should promote the emotional well-being of children and allow children to develop positive attitudes towards physical activity and healthy lifestyles. This school will create a supportive environment through PE to prevent depression, anxiety and obsessive compulsive disorders in later life, through a rich, broad, deep and exciting curriculum. Children will be taught and encouraged to use knowledge of technical and tactical skills to make decisions within game scenarios, routines in dance and gymnastics and during swimming lessons.



Body

Children will be provided with opportunities to become physically confident, in ways which support their health and fitness and promotes an understanding in children of their bodies in action. We will provide children with opportunities to push their physical limits and compete against their peers physically both within and out of school. From early years to year 6 children should learn about how physical activity and healthy eating can positively impact their life.



Spirit

PE in our school should promote values which enable children to develop life skills such as: determination, resilience, leadership, teamwork, fairness and trust.

Careers

Careers that include the use of PE:

- Sports coach
- Sports scientist
- Physiotherapist
- Sports analyst
- Sports psychologist
- Teacher
- Sports journalist
- Professional Athlete

ACKWORTH HOWARD LEARNING JOURNEY PE AND SPORT

'Providing opportunities for growth in mind, body and spirit.'



Competition

We are committed to provided high-quality competition opportunities both intra and inter-school. We compete in the School Games programme and in 2019 received the Gold Award for the second year running.

We promote the Schools Games Values of determination, teamwork, self-belief, passion and respect.

Competition is an important part of our curriculum and is developed throughout KS1 and KS2 with increasing challenge.

Concepts

Our PE curriculum is based around 4 key concepts: resilience, skill, physical and mental fitness and competition.

Resilience
The capacity to recover quickly from difficulties and face the unfamiliar.

Skill
The ability to do something well; expertise.

Physical and Mental Fitness
The condition of being physically and emotionally fit and healthy.

Competition
Striving to gain or win.

Progression

Throughout our curriculum we build on knowledge by interweaving skills and topics so pupils have the opportunity to revisit learning.

Topics will be revisited with increased difficulty in vocabulary, skills and knowledge. This ensures they revisit previous learning and enabling retention of knowledge.

Pupils will be able to improve their:

- Health and fitness
- Hand-eye coordination
- Movement and dance
- Gymnastics, flexibility and strength
- Teamwork and game skills
- Invasion games and tactics
- Outdoor skills and adventure
- Coordination and agility

Design Technology





Design Technology

Why is design technology important?

“Design and technology is a practical and valuable subject that enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.”

(Text taken from the Design & Technology Association).

- DT provides children the opportunity to develop skills, knowledge and understanding of designing and making functional products.
- Creativity and innovation through design, and by exploring the designed and made world in which we all live and work is nurtured.
- Aspiration and skills for future employment are developed.
- Practical life skills are explored.
- An understanding of technology, people and the environment is cultivated.
- Design and Technology encourages children to consider design problems (usually the problems other people face).
- Children develop a range of practical skills associated with modern industry.
- Children learn that working as a team to solve design problems is the key to success in Design and Technology but also in industry, business and commerce.
- Children develop an understanding of aesthetics and its role in the design of everyday items and architecture.
- Children learn to consider people with individual needs.
- Research introduces pupils to the technology of other cultures from an historical and modern perspective.
- Sustainability and the environment are serious considerations to any design and technology learner.
- Children learn the importance of economics when costing projects.
- Consideration is given to the role of designers in history and the modern world.
- Children develop communication skills through designing and group work.
- Design and Technology provides a constructive channel for a child's creative needs.
- Design and Technology directly supports the manufacturing industry by providing this sector of the economy with capable technologists.

Our aims

At Ackworth Howard J&I School, we believe that design and technology (DT) should develop: the mind (creativity, imagination, resourcefulness, innovation and enterprise); body (consideration of others, risk taking); and spirit (understanding of the impact on the wider world and the contribution to culture, wealth and well-being of the nation) of each child.



Mind

DT at our school is an inspiring, rigorous and practical subject that encourages children to learn to think and intervene creatively to solve problems, both as individuals and as members of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts. We also aim to make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate their designs. Wherever possible, we link work to other disciplines such as mathematics, science, engineering, computing and art. This gives the learning purpose and relevance to the children.



Body

Children learn to take risks in a safe environment, becoming resourceful, innovative, enterprising and capable citizens considering their own and others' needs, wants and values. The unique talents of every child are embraced.



Spirit

Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world and the impact it has on the contribution to the creativity, culture, wealth and well-being of the nation.

Careers

Careers that include the use of DT:

- Architect
- Engineer
- Plumber/Electrician
- Costume designer
- Teacher
- Tree surgeon



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD LEARNING JOURNEY DESIGN TECHNOLOGY



Y6 - Food	Y6 - Textiles	Y6 - Electrical Systems	Y6 - Construction	Y6 - Mechanisms
Implementation Materials: Ingredients, recipes. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: Fabric, fabric paint, cotton. Tools: Scissors, sewing needles, pins.	Implementation Materials: Crocodile leads, correx, buzzers, insulated wire, flexible metal wire, batteries, battery holders. Tools: Card cutters.	Implementation Materials: Corrugated cardboard, metal, wood. Tools: Scissors, glue gun, pencil, ruler.	Implementation Materials: Woodwork materials such as softwood and dowels. Tools: Bench hook, glue gun, hack saw, ruler.

Mechanisms

Textile Projects

Construction Project

Food Projects

Electrical Systems

Design for a process and generate idea through sketching and discussion.

Experiment with cams to make suitable design decisions.

Establish and use a design criteria to help focus and evaluate work.

Accurately cut and join, using a running stitch.

Make, strength and stiffen a range of structures.

Name types of cam.

Create and use electric circuits in designs.

YEAR 6

<p>Shelters (Design an Anderson Shelter) User: WW2 citizen</p>	<p>Design and make waistcoat. User: Person of Own Choosing</p>	<p>Come dine with me (design a 3 course meal) User: Parents</p>	<p>Automata Toys (Design a mechanical window display) User: Community</p>	<p>Steady Hand Games (Design a steady hand game) User: Parents</p>
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Understand the importance of compression and tension in bridge structures.

Know the function of different components.



Bridges (design and make a bridge)
User: Charles Waterton

Draw circuit diagrams.



Understand sliders, levers and linkages.

Know nutritional values of packaged food.

Know where meat comes from and understand ethical issues around beef.



Stuffed toys (Make and design a 3d soft toy to take on a rainforest expedition)
User: Explorer

Understand structures and mechanisms.

Know how to create a hidden seam.

Understand the terminology: insulator, conductor, LED, battery.

Use recipe books/websites.

Model ideas through prototypes.

Measure, mark and cut woodwork accurately.

Explore existing structures.

Understand safe storage of meat/fish.

Know how to make electromagnetic motors.

Apply knowledge of construction techniques to realise design ideas.

Stabilise more complex structures using bracing.

Plan using storyboards and designs, communicating through words and illustrations.

Test to destruction to evaluate the successful properties of a design and its materials.

Test the function of a product.

Constantly evaluate progress against a design.

Taste and adapt a dish during the cooking process.

Use triangulation for bracing.

Understand structures and mechanisms.

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Taste and adapt a dish during the cooking process.

Use triangulation for bracing.

Cut, join and assemble with accuracy.

Make functional components.

Design arch and truss bridges.

Apply knowledge to generate design ideas and design for purpose.

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Y2 Innovation

Generate, develop, model and communicate possible improvements. Respond to original design criteria.

Y2 Recording Evaluations:

Basic writing frames and pictures of project completion.



'Providing opportunities for growth in mind, body and spirit.'

**ACKWORTH HOWARD
LEARNING JOURNEY
DESIGN TECHNOLOGY**



 Textile Projects	 Food Projects	 Construction Project	 Mechanisms
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Y2 - Textiles	Y2 - Food	Y2 - Construction	Y2 - Mechanisms
Implementation Materials: Fabric, cotton, buttons. Tools: Scissors, sewing needles, pins, glue.	Implementation Materials: Ingredients, recipes. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: plasticine, card, paper. Tools: Ruler, glue, scissors.	Implementation Materials: A variety of recycled materials, variety of card thickness, split pins. Tools: Glue, ruler, scissors.

Know materials commonly used for wheels and how axles work.



Design and make a chair for a character (link to reading spine).

Understand the alternative ways of joining fabrics and embellishments.

Identify the parts of a needle (point and eye)

Know that different shapes can strengthen or weaken structures.

Design and make a wrap

Manipulate materials to improve strength and stiffness.

Understand the importance of strength, stability and stiffness.

Design and make a moving monster/Ferris Wheel

Design and make a wallet or purse

YEAR 2

Y1 Innovation

Generate, develop, model and communicate possible improvements using basic talking frames. Respond to original design criteria.

Y1 Recording Evaluations:

Verbally/Basic writing frames. Pictures of designs and final products.

Y1 - Textiles	Y1 - Food	Y1 - Construction	Y1 - Mechanisms
Implementation Materials: Fabric - felt, buttons. Tools: Scissors, stapler, pins.	Implementation Materials: Ingredients, recipes. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: Card, paper, pipe cleaners. Tools: Glue, scissors.	Implementation Materials: Recycled wheels such as bottle tops, A variety of recycled materials, variety of card thickness. Tools: Tape, scissors.

Assemble different components to work together to create motion.

Design mechanisms

Chop ingredients including fruit and vegetables.

YEAR 1

Design and make a structure such as a windmill

Design and make a puppet

Design and make a moving story book with levers and sliders

Design and make a fruit/vegetable smoothie

Sequence steps for construction.

Look at mechanisms and understand how an axle works.

Design products for others.

Cut neatly and accurately with food.

Understand how to prepare fabric for joining.

Know different ways to join fabrics.

Understand how to turn 2d nets in to 3d structures.

Understand what a mechanism is.

Evaluate and adapt designs, test a finished product and reflect on it.

Measure and cut accurately, work to scale and follow a design brief.

Assemble different components to work together to create motion.

Reception CONTINUOUS PROVISION

Construction area – duplo, wooden blocks, non-fiction texts

Workshop – felt tips, scissors, crayons, chalks, glue, tape, stapler, hole-punch, pipe cleaners, fabric, lollipop sticks, tissue paper, cardboard, sugar paper.

Kitchen Area - toaster, plates, knives, spoons, dishes, washing up bowl and sponges etc.

Making objects from stories such as brushes for Farmer Duck (cont. provision)

To safely use and explore a variety of materials, tools and techniques.

Represent their own ideas, thought and feelings through design.

Experiment with colour, design, texture, form and function.

To create representations of events, people and objects.

To construct with a purpose in mind.

To manipulate materials to achieve a planned effect.

To experiment to create different textures.

To explore what happens when they mix colours.

To show skill in making toys work by pressing parts or lifting flaps to achieve effect.

To use simple tools to effect chance to materials. E.g. making snips in paper with child scissors.

To understand that equipment and tools have to be used safely.

YR Innovation

Explore imaginatively and create new products. Say why resources and techniques were chosen using basic talking frames.

YR Recording Evaluations:

Verbally – recorded by teacher and pictures uploaded to tapestry.

A range of explorative activities such as threading and simple stitch work such as creating a remembrance poppy.

A range of structures such as making houses for the Three Little Pigs (through continuous provision)

A range of recipes linked to topics such as making pumpkin soup – Harvest (through continuous provision)

EYFS

Art & Design





Why is Art important?

‘Art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe.’

Alan Parker, filmmaker

- Art enriches the experience of studying while at school as well as preparing learners for life after school.
- Art encourage self-expression and creativity and can build confidence as well as a sense of individual identity.
- Creativity can also help with wellbeing and improving health and happiness.
- Studying art also help to develop critical thinking and the ability to interpret the world around us.
- Working in art helps learners to develop creative problem-solving skills.
- Teaching through art can present difficult concepts visually, making them more easy to understand.
- Art instruction helps children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness.
- Visual art teaches learners about colour, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work.
- Integrating art with other disciplines reaches learners who might not otherwise be engaged in classwork.
- Arts experiences boost critical thinking, teaching learners to take the time to be more careful and thorough in how they observe the world.
- Art provides challenges for learners at all levels.
- Art education connects learners with their own culture as well as with the wider world.

Our aims

At Ackworth Howard J&I School, we believe in nurturing the Arts and aspire to cultivate the gifts and talents of every child. We aim to develop: the mind (creativity, imagination, resourcefulness, innovation and enterprise); body (consideration of others, risk taking); and spirit (understanding of the impact on the wider world and culture, wealth and well-being of the nation) of each child.

Art



Mind

Art at our school is an inspiring and practical subject that engages, inspires and challenges learners, equipping them with the knowledge and skills in order to experiment, invent, critically evaluate and be creative for themselves and for an audience. Learners build curiosity and excitement through rich first hand experiences and visits.



Body

Learners collaboration skills are developed through their art work. Children work practically through exploration, and by responding to inspiration from the life and works of artists, designers and architects. The unique talents of every child are embraced.



Spirit

We nurture the aspirations and hopes of our children so they can achieve highly. The children will express their own emotions and feelings through their own personal style. They will have a greater understanding of local artists and those in the wider world and through different times in history, developing an awareness of the contribution to the culture, creativity and wealth of the nation.

Careers

Careers that include the use of Art:

- Illustrator
- Artist
- Branding designer
- Web design
- Teaching
- Jeweller
- Prop maker
- Animator
- Game designer
- Web Designer
- Film maker

Music





Music

Why is music important?

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Through music pupils develop:

- Language and reasoning.
- A mastery of memorization.
- Positive mental wellbeing that impacts on work.
- Increased coordination.
- Fine-tuned auditory skills.
- Imagination and intellectual curiosity.
- Preparation for the creative economy.
- Creative thinking.
- Spatial intelligence.
- Teamwork and group work.

Our aims

At Ackworth Howard J&I School, we believe that music should develop: the mind (creativity, engagement, inspiration, achievement); body (risk taking, passion, self-confidence, talents, appreciation); and spirit (shared society, spiritual encounter, global citizenship) of each child.



Mind

We aim to develop a love of music and singing through a wide range of genres, to inspire exploration and composition in order to enable an eventual skill of critical engagement.



Body

We aim to develop strong listening skills and build self confidence. Learners collaborate and rehearse for many specific performance opportunities to provide them a sense of achievement. Music is at the heart of our school and is a key influence in the positive culture and wellbeing of the school community. Music education engages and inspires learners to develop a love of music and their talent as a musician.



Spirit

Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the curriculum.

Careers

Careers that include the use of Music:

- Performers and writers
- Producer/recording
- Film music
- Music journalism
- Teacher
- Music Producer
- DJ
- Song Writer
- Record Producer
- Background Singer
- Music Therapist
- Radio DJ
- Session Musician
- Conductor
- Rock Star
- Singer
- Recording Engineer
- Music Teacher
- Composer
- Music Director
- Booking Agent
- Music Journalist



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD LEARNING JOURNEY - MUSIC



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation

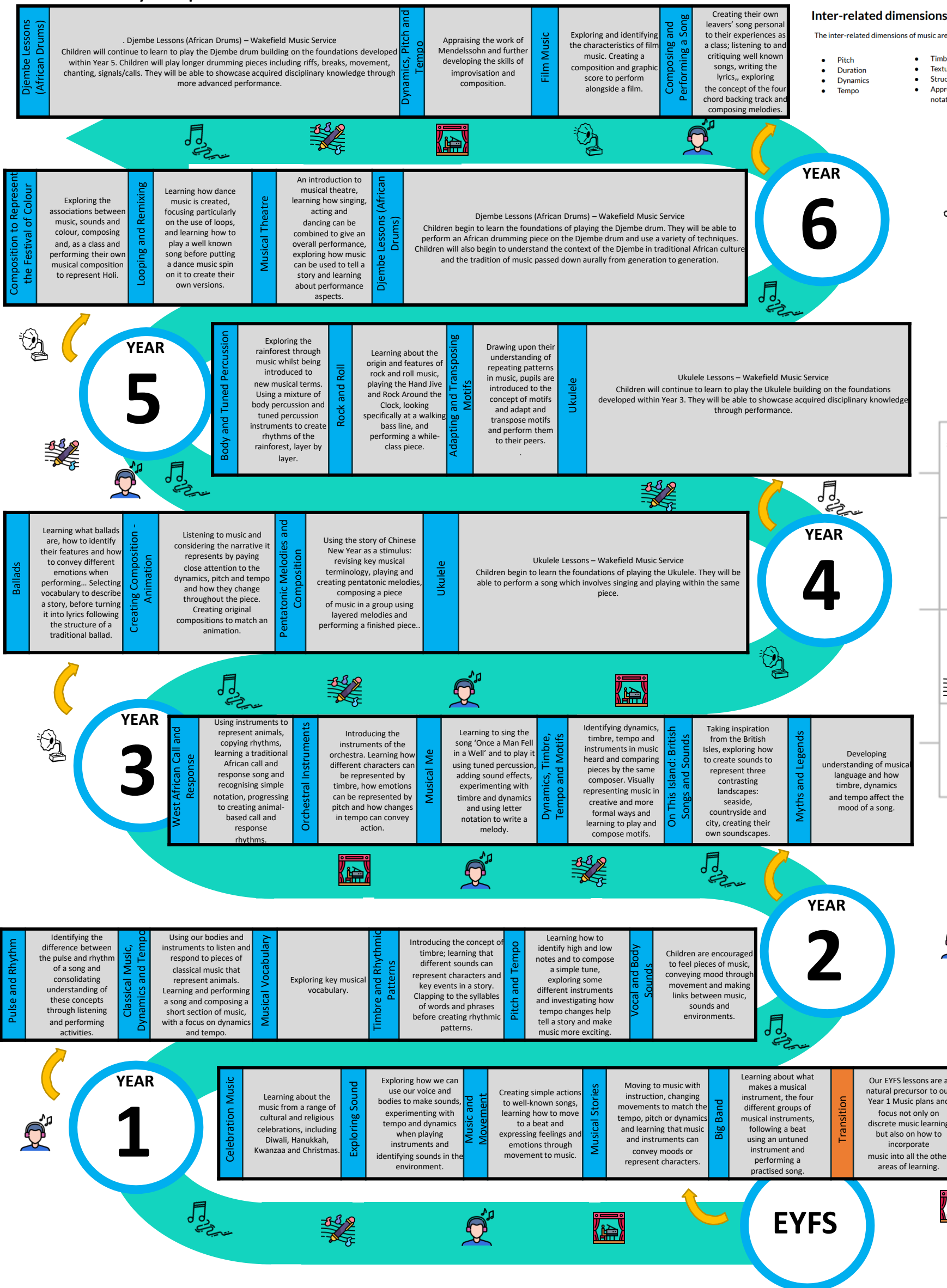
Inter-related dimensions of music

The history of music

Composing

Listening

Performing

























Musician Journey



Each month our music assemblies and worships will introduce a new artist and genre. Planned in a chronological order the journey is sequenced to show the history of music through time. A two year cycle ensures a variety of artists, composers, singers and musicians are exposed to the pupils.

Month	Year One	Year Two
September	Vivaldi The Four Seasons 1678-1741 	Stravinsky Firebird 1911 
October	Mozart Alla Turca 1783 	Camille Saint Sean Carnival of the Animals 1922 
November	Beethoven Für Elise 1810 	Prokofiev Peter and the Wolf 1936 
December	Tchaikovsky Swan Lake and Nutcracker 1840 -1893 	Bing Crosby White Christmas 1952 
January	Scott Joplin Entertainer 1902 	Leonard Bernstein West Side Story 1957 
February	John Williams March from Superman 1932 	Aretha Franklin RESPECT 1967 
March	Delia Derbyshire Dr Who 1963 	Bill Withers Lean on Me 1972 
April	Beatles Come Together 1969 	Queen Bohemian Rhapsody 1975 
May	Elton John I'm still standing 1983 	Oasis Don't Look Back in Anger 1995 
June	Bruno Mars Uptown Funk 2014 	U2 Beautiful Day 2000 
July	Ed Sheeran Perfect 2017 	Adele Hello 2015 

Foreign Languages





Modern Foreign Languages

Why are foreign languages important?

'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language that goes to his heart.'

Nelson Mandela

These two sentences are a powerful reminder that, for all the advantages that being an English-speaking nation brings us, we can never rely on English alone. If we want to build the kind of trust with people from other countries that underpins any kind of relationship, we need to be talking to hearts, not heads.

That is why being able to speak a foreign language is a vital skill for the future of our country and, most importantly, our children – and why they deserve to be held in the same regard as STEM subjects (science, technology, engineering and mathematics) in our curriculum.

Learning a foreign language helps pupils:

- Develop self confidence
- Mental development - increases critical thinking skills, creativity, and flexibility of mind in young children.
- Improves their understanding of English
- Encourages positive attitudes to foreign languages
- Broadens children's horizons
- Helps children in later careers
- It's great when you go on holiday!

Our aims

At Ackworth Howard J&I School, we believe that modern foreign languages should develop the mind, body and spirit of each child.



Mind

Learning a language at our school fosters pupils' curiosity and deepens their understanding of the world. The teaching should enable children to express their ideas and thoughts in another language, both in speech and writing, and provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Throughout the key stages, children are taught a variety of topics and develop their communicating skills through new vocabulary and the opportunity to explore different cultures. Children are encouraged to speak to each other in Spanish both in and outside of school allowing them to build enduring relationships with internal and external communities, develop their confidence and flourish as a language learner.



Body

Language learning allows our children to develop their understanding of community, where diversity and equality is promoted across the curriculum. In a welcoming environment, different traditions are explored and learners are encouraged to celebrate the wonderful ways to be human, which is evidenced through our MFL theme days, where children have the opportunity to explore different cultures through dance, art and food.



Spirit

Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the curriculum.

Careers

Careers that include the use of additional languages:

- Translator
- Interpreter
- Foreign language intelligence role
- Teacher of a foreign language
- Customer service position that requires foreign languages
- Linguist job in the military
- Language blogger or online content creator
- Holiday rep
- Tour guide
- A career abroad

Why do we teach Spanish?

- Spanish is the **second most spoken language**.
- The British Council announced that Spanish is the **most important language for the UK**.
- It is considered one of the **easiest languages to learn** as it is largely phonetic.
- Spanish can be used as a 'gateway' to learn other languages; it has many similarities to Italian, French and Portuguese.
- Emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge is increasing - we're keen to prepare our children for this.
- The vast range of countries that speak Spanish makes an understanding of the language very useful for those who want to travel and experience such countries.
- Many aspects of Spanish culture have become world-renowned and famous i.e. Pablo Picasso.
- Spanish and South American sport has consistently been among the best in the world i.e. World Cup winners in 2010, Rafael Nadal has won 13 Grand Slam titles.

How is Spanish delivered?

- Weekly lesson.
- Quick vocab revision sessions.
- Yearly MFL learning day to coincide with European Languages Day.

How is culture explored?

- Share traditional stories.
- Tasting and making food.
- Studying and creating art.
- Listening and creating music.
- Learning about traditional dance.
- Joining in with festivals and celebrations.



'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD LEARNING JOURNEY MODERN FOREIGN LANGUAGES



Y6 Listening	Y6 Speaking	Y6 Reading	Y6 Writing	Y6 Grammar
Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

YEAR 6

Unit 18 - Ricitos De Oro y Los Tres Osos By the end of this unit we will be able to: <ul style="list-style-type: none"> Listen attentively to a whole familiar fairy tale in Spanish. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in Spanish using a mini book for support. 	Unit 20 - Las Planetas By the end of this unit we will be able to: <ul style="list-style-type: none"> Name and spell accurately some/all the planets in Spanish on a solar map. Say and write extended sentences for at least one planet. Understand better the rules of adjectival agreement in Spanish and apply these rules to my work improving grammatical accuracy. 	Unit 19 - Phonics 4 and En el Colegio By the end of this unit we will be able to: <ul style="list-style-type: none"> Name the subjects we study in school in Spanish with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time and on what day we study certain school subjects. Introduced to the final set of phonic sounds. 	Unit 21 - La Segunda Guerra Mundial By the end of this unit we will be able to: <ul style="list-style-type: none"> Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in Spanish. Say and write in Spanish the key countries and languages involved in WW2. Write a letter in Spanish home explaining what life is like as an evacuee living in the countryside. 	Unit 22 - El Fin De Semana By the end of this unit we will be able to: <ul style="list-style-type: none"> Tell the time in Spanish using quarter past, half past and quarter to. Say and write in Spanish what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. 	Unit 23 - Yo En El Mundo By the end of this unit we will be able to: <ul style="list-style-type: none"> Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. Say and write something we do to help the planet.
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Y5 Listening	Y5 Speaking	Y5 Reading	Y5 Writing	Y5 Grammar
Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.

YEAR 5

Unit 16 - La Ropa By the end of this unit we will be able to: <ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour. 	Unit 15 - ¿Qué Tiempo Hace? By the end of this unit we will be able to: <ul style="list-style-type: none"> Recognise and recall the 9 weather expressions in Spanish from memory. Ask what the weather is today and give a reply in Spanish. Describe the weather in Spain, in Spanish using a weather map with symbols. 	Unit 14 - ¿Qué Fecha Es Hoy? By the end of this unit we will be able to: <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in Spanish. Ask what the date is and say the date in Spanish. Ask somebody when their birthday is and say when their own birthday is in Spanish. 	Unit 13 - Phonics 3 and ¿Tienes una mascota? By the end of this unit we will be able to: <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. Introduced to the third set of phonic sounds. 	Unit 12 - Mi Clase By the end of this unit we will be able to: <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in Spanish. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.
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Y4 Listening	Y4 Speaking	Y4 Reading	Y4 Writing	Y4 Grammar
Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

YEAR 4

Unit 6 - Caperucita Roja By the end of this unit we will be able to: <ul style="list-style-type: none"> Sit and listen to a familiar story being told in Spanish. Learn to use picture and word cards to recognise and help retain new language. Remember key parts of the body in Spanish. 	Unit 7 - Phonics 2 and Me Presento By the end of this unit we will be able to: <ul style="list-style-type: none"> Know how count to 20 in Spanish. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. Introduced to the second set of phonic sounds. 	Unit 8 - La Familia By the end of this unit we will be able to: <ul style="list-style-type: none"> Remember the nouns for family members in Spanish from memory. Describe our own or a fictitious family in Spanish by name, age and relationship. Understand possessive adjectives better in Spanish ('my' form only). 	Unit 9 - Mi Casa By the end of this unit we will be able to: <ul style="list-style-type: none"> Say and write in Spanish whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay... Use the connective/ conjunction y to link two sentences together. 	Unit 10 - Hábitats By the end of this unit we will be able to: <ul style="list-style-type: none"> Say and write the key elements that animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat.
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Y3 Listening	Y3 Speaking	Y3 Reading	Y3 Writing	Y3 Grammar
Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Communicate with others using simple words and short phrases covered in the units.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Unit 5 - Los Instrumentos By the end of this unit we will be able to: <ul style="list-style-type: none"> Name and recognise up to 10 instruments in Spanish. Attempt to spell some of these nouns with their correct definite article/determiner in Spanish. Learn how to say I play an instrument in Spanish. 	Unit 4 - La Historia de la Antigua Gran Bretaña By the end of this unit we will be able to: <ul style="list-style-type: none"> Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. Remember accurately from memory and use the Spanish for 'I am' (soy), 'I have' (tengo) and 'I live' (vivo). 	Unit 3 - Los Animales By the end of this unit we will be able to: <ul style="list-style-type: none"> Name and recognise up to 10 animals in Spanish. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am). 	Unit 2 - La Fruta By the end of this unit we will be able to: <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in Spanish. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in Spanish if they like a particular fruit. Say what fruits we like and dislike in Spanish. 	Unit 1 - Phonetics 1 and Yo Aprendo Español By the end of this unit we will be able to: <ul style="list-style-type: none"> To locate Spain, Madrid and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in Spanish. Introduced to the first set of phonic sounds.
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YEAR 3



Curriculum Impact



Curriculum Impact

Education for 'life in all its fullness.'

Learners are prepared for the next stage in life by acquiring the knowledge, skills and understanding needed in order to take advantage of the opportunities, responsibilities and experiences of later life as responsible respectful and active citizens.

Pupil Achievement

Pupils demonstrate ambition and strive for excellence within a coherent curriculum, resulting in strong progress throughout their learning journey. They are provided with opportunities to achieve the greater depth standard, fostering a culture of high aspirations. Children not only acquire knowledge, skills, and understanding but also retain it, demonstrating their ability to apply and extend their learning effectively.

Personal Development

Children thrive by embracing and embodying the school vision in both their academic pursuits and their conduct within and beyond the school premises. Through a holistic approach to personal development, they cultivate an understanding of how to thrive in an inclusive, healthy environment while recognising and navigating potential dangers. The curriculum fosters confidence, resilience, and mental well-being, equipping learners with the skills and knowledge to make safe and informed decisions both within the school community and in wider society. The positive values, traits, and dispositions instilled in our learners motivate them to act responsibly and contribute positively to the school and supported communities.

Pupil Outcomes

The curriculum fosters strong progress throughout, nurturing well-rounded, cultured, inquisitive, caring, and kind individuals who are resilient and knowledgeable. Through inspirational and innovative education underpinned by a deeply Christian ethos, learners develop the confidence to explore, the creativity to innovate, and the knowledge and skills to excel. Children are prepared to experience 'life in all its fullness' and emerge as self-assured individuals ready to navigate their own path in the world.

Our curriculum provides opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10) The curriculum is the driving force behind this philosophy and in achieving our vision for the school.

Strategic Intention 1 - MIND

High expectations and aspirations in all areas of school life create an inspirational learning environment where knowledge is acquired through discovery. Creativity, the development of academic habits and skills, and broadening children's hopes and aspirations help to engender an enjoyment for learning and secure excellent pupil outcomes. Learners are well prepared for any future path they choose.

- An enabling culture of continuous improvement is embedded.
- The pursuit of excellence based on the highest expectations and aspirations from and for all thrives.
- Opportunities to develop leadership skills, confidence and resilience are frequent.
- Learners educate, communicate and build enduring relationships with internal and external communities.
- Learners have open aspirations of the future and flourish.
- A broad and balanced curriculum is proudly promoted.
- Creativity is nurtured across the curriculum including areas such as music, drama and the arts, information and other technologies, sustainable development, sport etc.
- Learners are encouraged to flourish, shaping aspirations including non-academic skills. Talents are developed in all areas of life.

Strategic Intention 2 - BODY

Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.

- Learners understand community and live well together.
- Learners are encouraged to celebrate the wonderful variety of ways to be human.
- Emotional awareness, tolerance and respect prevail.
- The unique talents of every child are embraced.
- Learners are taught how to protect themselves and others and to enjoy their own uniqueness and the uniqueness of others.
- Within a welcoming environment, personal progression is enabled.
- Learners understand the power of healthy relationships where they respect and offer dignity to others.
- Diversity and equality is promoted across the curriculum.
- Cohesion is actively promoted to encourage collaboration outside of social groups.
- Learners are allowed to falter; to get things wrong and try again as they work out how to be in a relationship with themselves and others. They see modelled a community of compassion that makes this possible.
- Human identity in all its forms is celebrated ensuring dignity and respect.
- Learners understand that we are all created equally in God's image.



Curriculum Impact

Education for 'life in all its fullness.'

Strategic Intention 3 - SPIRIT

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. The Christian values of COMPASSION, FORGIVENESS, FRIENDSHIP and TRUST empower learners to lead by example.

- Learners develop strength to embrace change.
- Learners show courageous advocacy, driving ethical decisions affirming what is right.
- Learners thrive in a shared society.
- Learners are supported to be the change they want to see in the world.
- Learners offer radical hospitality and are welcoming to all.
- Learners develop a prophetic voice and stand for their truth.
- Learners challenge injustice and are committed to justice.
- Learners become agents of change.
- Learners are ambassadors who can make a positive contribution.
- Learners experience meaningful opportunities for spiritual encounter across the curriculum.
- Character development impacts on wider society enabling people to flourish together.
- Learners live Christian values as an outworking of our vision.

