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# **Introduction Curriculum Vision**

Our mission is to ensure that the message of living life to the full, of loving and of learning permeate all we do in school. And to be encouraged by the language of our vision which speaks of 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!

### 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.



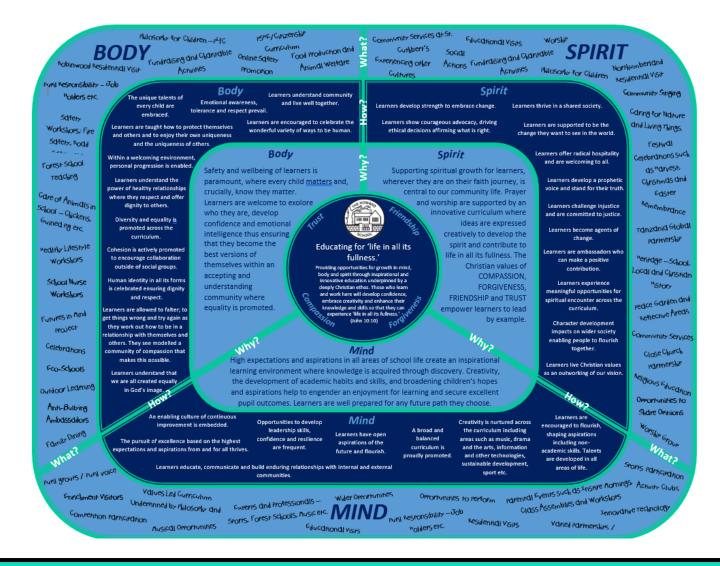
### Body

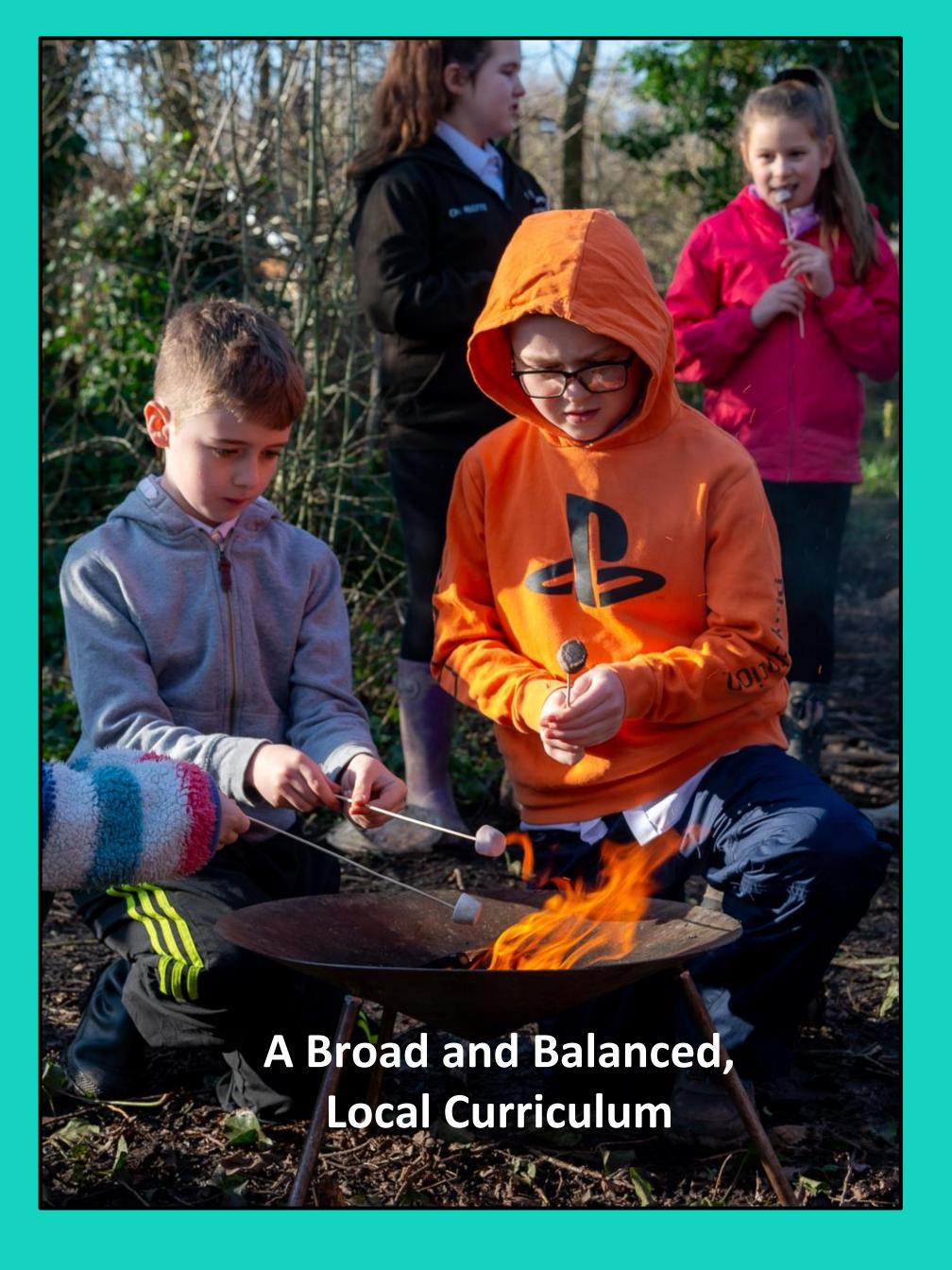
Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.



### **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. The Christian values of **COMPASSION**, **FORGIVENESS**, **FRIENDSHIP** and **TRUST** empower learners to lead by example.







# 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 definition of 'The Curriculum' is all the activities that we plan, organise and deliver in order to facilitate the development of our pupils, their learning, their personal growth, their spiritual development and an understanding of British values. Whilst our curriculum includes the formal requirements of the National Curriculum, it also aims to provide a range of experiences to enhance and enrich learning and development for all in relation to our school setting and local area. We broaden children's horizons through 'character education' and 'social actions' which we believe are essential in instilling the values we hold dearly.

### **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 in assemblies 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.

Using the national curriculum and our school vision and values, subject leaders have developed the 'Howard Knowledge Essentials,' criteria which we aspire for all our children to achieve during their time at Ackworth Howard. We strive for all children to leave our school equipped with the essential knowledge they need to succeed at secondary school and in future life. For each subject and year group a set of non-negotiables have been established to enable learners to sustain strong progress as they move through our school.

These knowledge essentials influence planning by the teachers and ensure that our children 'Know more, remember more and can do more.'

At the heart of the curriculum are a core set of threads, underpinned by our P4C approach, 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

### 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.

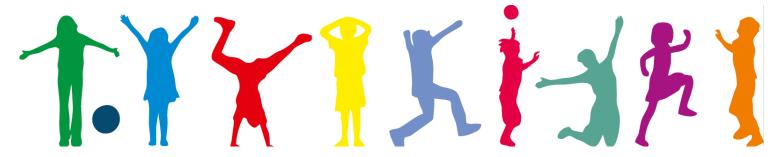
### **Christian Values**

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.

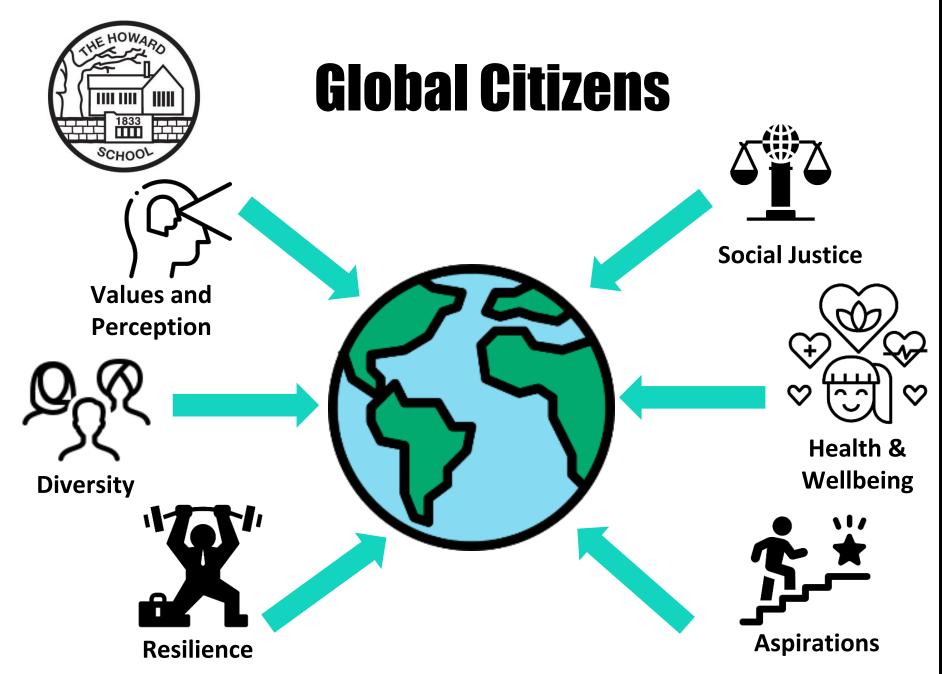
### **Global Citizen Threads**

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 Global Citizen Threads
Diversity
Values and Perceptions
Resilience
Aspirations
Health and Wellbeing
Social Justice







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 three goals in mind:

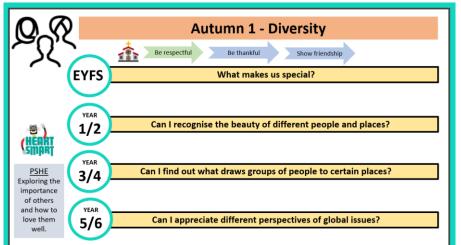
- 1. To provide a well sequenced, coherently planned curriculum that builds upon crucial content and leads to sustained mastery for all and a greater depth of understanding for those who are capable. Each subject has an individual curriculum planning document 'Howard Essentials,' which has been carefully 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.

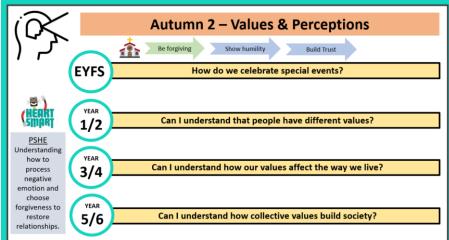


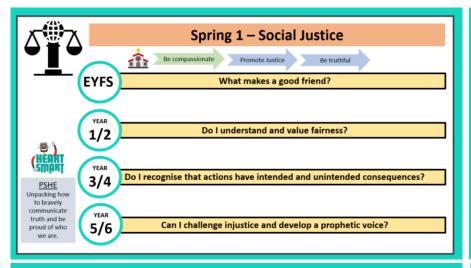
# Global Citizens Whole School Threads

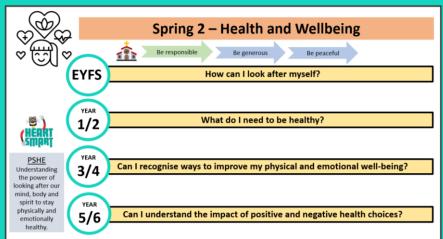
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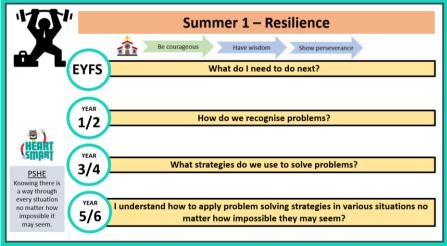
This is why we have developed 6 whole school threads that we believe enable pupils to become positive global citizens. Our curriculum is designed to put character education and PSHE at the very centre of what we do. The 6 threads are all characteristics of human beings who make moral informed choices 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.

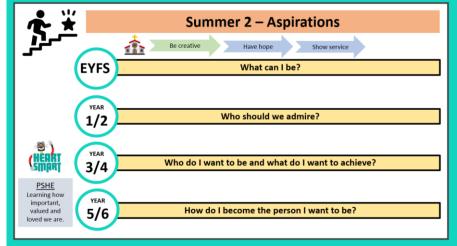


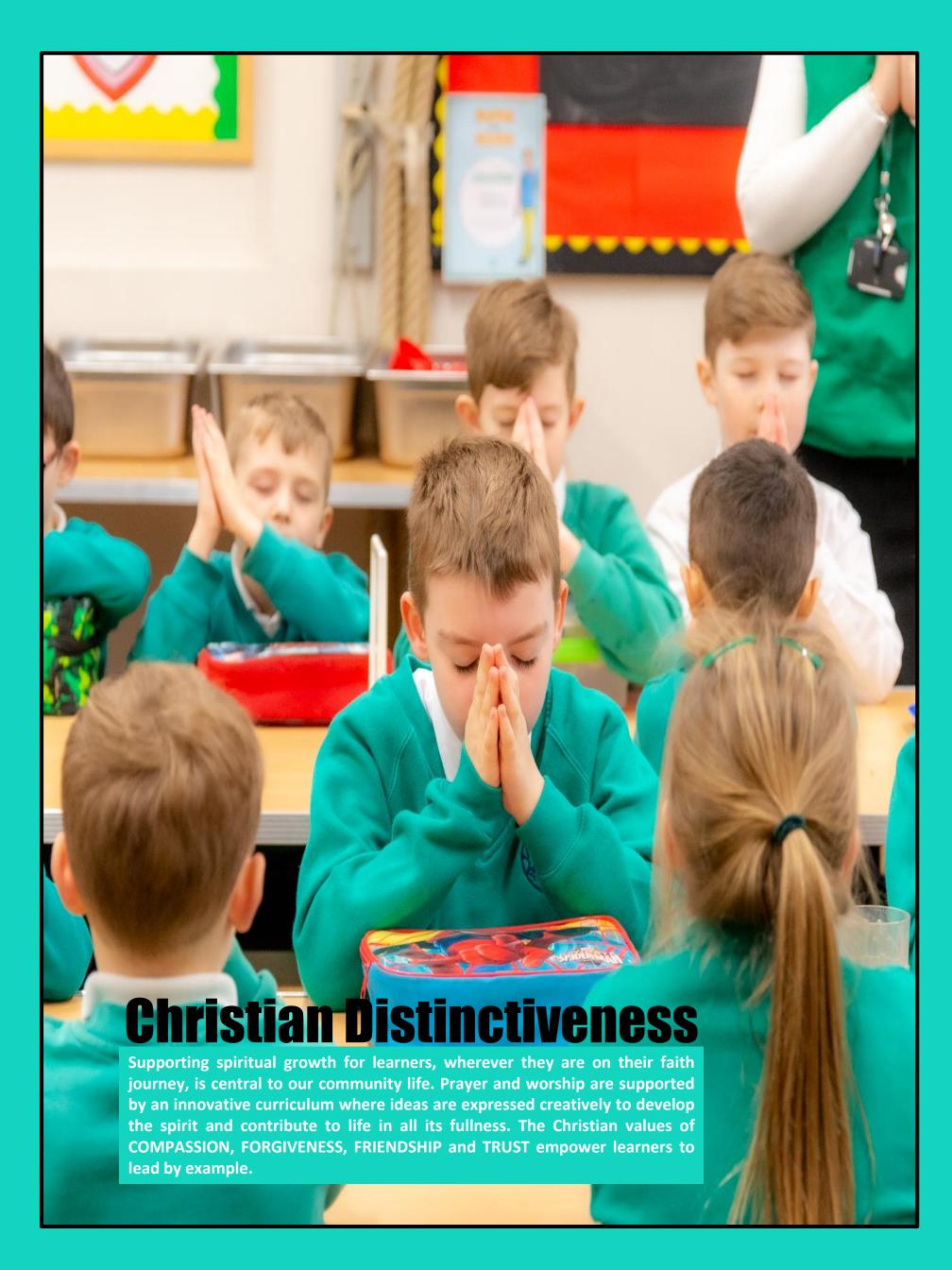
































# **Our Christian Ethos**

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 Robinwood 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 now established 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

We follow the Leeds Diocese and Wakefield Local Authority curriculums in RE, exploring the stories and themes of the Old and New Testaments and core Christian values. As part of the National Curriculum we also teach children about world faiths and perspectives. 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 assemblies, 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 fortnightly visits from Reverend Charlene Smith. 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 recent 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.

### Value

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.

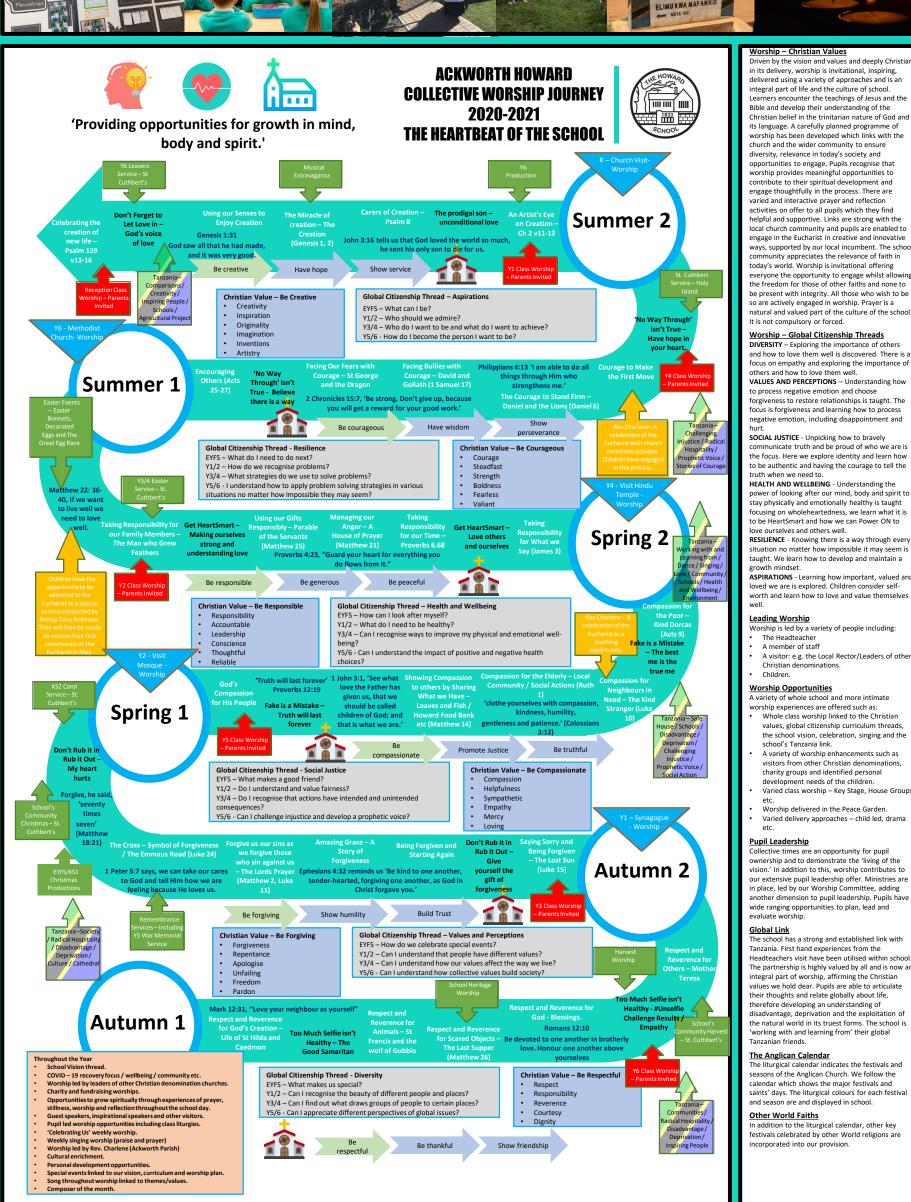
### School Prayer

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





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 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 soiritual development and 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 schoo 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. varied and interactive prayer and reflection

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

taught. We learn how to develop and maintain a

loved we are is explored. Children consider self worth and learn how to love and value themselve

A variety of whole school and more intimate

- Whole class worship linked to the Christian values, global citizenship curriculum threads,

- Varied delivery approaches child led, drama

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.

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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.





# **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 socioeconomic groups in the local, national and global communities



Safety and wellbeing of learns aramount, where every chil natters 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

Pupil leadership has been enhanced by the school's commitment to advocating genuine pupil leadership, opportunity and accountability This is interweaved in all we do Many leadership opportunities exist across school linked to pupil's passions and areas of nterests. Encouragement is als provided for children to develo their own 'initiative roles' and t lead by example. These are ed within school. The mpact of this can be seen in th excellent behaviour and attitudes of pupils. Their leadership skills are developed ey are listened to and feel sal and their wider experiences promote their wellbeing for today and the future. Pupil dershin is the heartheat of the school creating positive, tangible contributions to the li 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 equalit are promoted and human identity, in all its forms, is celebrated ensuring dignity an respect.

The development of the school 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 embers of the Inclusion Te and wider school workforce where appropriate. All pupils eeds are monitored contin 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 curre issues/barriers.

A consistent behaviour policy i embedded and applied by all staff in school. This is enhanced further by the culture of the school through its commitmer 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 ro of the Howard Ambassadors, ha also ensured exceptional attitudes and standards for behaviour. The Howard Ambassadors have received training in order to promote th sion, particularly in relation to diversity and equality ensuring that learners understand that v are all created equally in God's image. Pupil's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. ery child matters and, crucial knows they matter. Pupils ctively support the well-being other pupils and consistently have highly positive attitudes and commitment to their

The school promotes equality 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 eople, celebrating the things w share in common across cultura religious, ethnic and socio first hand experiences are utilised and disseminated to al within the school community

caring towards each other. Pupils develop their understanding of the fundamental British values







### **ACKWORTH HOWARD** PERSONAL DEVELOPMENT **JOURNEY**



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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

nsure aspirations are celebrated,

focused upon and realised through the curriculum, wider enrichment, the character and moral

development of pupils and

agement in the wider world. As

result of this broad focus, pupils monstrate 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.

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First hand experiences from the

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worship are supported by an novative curriculum where ideas

ers, wherever they are on

Show and tolerance themselves and of people others

iniustice healthy lifestyle Show they are overcoming obstacles

Know how to create relationships

Live the Christian

Achieve well rounded positive

"Be the one who nurtures and builds. Be the one who has an understanding and a forgiving heart; one who looks for the best in people. Leave people better than you found them."

Online Safety Reactive or safety

arning Mentor Suppor Tailored programmes to range of needs

Health and

wellbeing support

P4C Childre Pupil Leadership

> Peer Buddy Syste Including reading and playground buddies

Futures in Mind

sessions and consultations

resources Support and

EAL

Wakefield Safeguarding Children Partnershir

Target setting, support, review

Utilise the close relationships with external partners

**Pastoral** Support

Parent surgeries - support for behaviour, social and emotional welfare concerns

> Inspiring future astronauts

Foodbanks

banks including our own initiative

RHE

Relationships and

pporting local food

Social action

Choir in the

global warming issue

Other Examples

Enterprise

PCSO Support Responding to needs we have

Outdoor learning promoting positive

Threads

together across schools for the good of the

creating a caring school and

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Ackworth Gala

Paired Readin Social

across phases Regular sharing o

SEND Support Including

Pupil Led Worship

Pupil led

worship

opportunities

liturgies

cluding class

Online Safety

Curriculum and reactive measures

NSPCC

A range of roles

'if we can

can make it.

Celebrating Us!

@ P

Awards

Regular

awards

celebration

World Down ne Day

Raising awareness

Varied Worship

Including worship led by leaders of other

Christian

denomination

churches.

Pupil

Leadership

various talents

Competitions

Participation

Informing all

Inspire!

**PCSO** 

techniques

Mindfulness

Practicing

mindful

Engagement picks and choic

clubs on offer Protected visits Characteristics Curriculum links Fucharist

Engagement in creative ways

Lunche Including celebrating other cultures

Values for Life

Our inherent

Christian values

High profile

Global Citiz Our curriculum

drivers

Character

**Easter Events** Including the Great Egg Race

Child led initiatives tuck shop

Metacognition

**Global Links** 

Sports Day and Preparation for the Family BBQ new school year School commi

Learning how importan valued and loved we are



Young Voices

Road safety

proud of who we are

Sports/Comic Fundraising

Day Fair

Languages

Heartsmart / PSHE

School

Do our children:

with the tools to live ar emotionally and physically

 Marvin J. Ashton Links Community

Transition

Revolution Song Children submit Raising the entries to be published in a book.



For example: NSPCC, Barnardos, Police etc.

debates and

Local Heritage

Peripatetic / Wider Curriculum

Lessons Opportunity t learn an instrument

> Schools Community Council

Annual / **Ongoing** 

HEARI

Christmas

Poppy Appeal

**EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'** 

### Children showcase

Show they are fully equipped

vision and values

Covid-19 Respo

Referral to External

Mavor Visit

Pupil leaders take part in a

debate in the

counci

chambers

School Sports Fvents School links

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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

> 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 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

PCSO Support Responding to any emerging Workshops and 1-1

Completed by/with involvement from the class teacher

Inclusion Meeting Regular team meetings to discuss support for pupils

The Boxall Profile

**Behaviour Policy** The rule of law - British values

Artist in Residence Exploring debating global

Cricket World Cup **Howard Harriers** Taking part in the Junior Parkruns Experiencing world aspirations

> 50 Things.. Assembly/Workshops

Behaviour After School Activity Clubs A variety of

School trips

workshops and

Including our Tanzania link aching Appro Including

**Pupil Leadership Elections** 

Democracy

Harvest

School harvest

Heritage Day

Learning from ou

school/community

history

Whole

School Pantomime Children in Need

Pupil led

Citizenship Opportunities WMDC

> 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

independence. They understand that they don't have to wait to give service to others.

and effective interactions.

mind, body and spirit.' **EXIT CONSIDERATIONS** 

'Providing opportunities for growth in

**Pupil Voice** 

port children across a

Including Anti-Bullying Ambassadors and Foundation Friends Wellbeing Interventions

Access to wellbeing interventions ass teachers raise concerns and consider with SENDCo/Learning Mentor

Palace of

School Council

Westm

Safeguarding

esources such as

nline safety etc.

Wider

Music

RE

/ulti-faith

RE

Eco

Making a

to grow

praver

DCSO

Online safety

ternet Day

Raising

Day

A range of

**Mothers Day** 

Service

portunities

Sports

The

Learning Mentor Support

Covid-19 Respon

Participation in local events Y4 Resilience Day

health education

P4C Weekly singing Praise and

**Fundraising** and Charitable **Guest Speakers** Events inspirational

throughout the

Fundraising and Charitable Events

Including playground buddies and the healthy Philosophy 4 Children

Christmas Jumper **PCSO** Anti-Bullying Save the Children

MacMillan Coffee Morning

Fundraising opportunity

Big Me Day



The school engages directly an effectively with the local community through a broad programme of events and atives. This has led to stro nks within the community a the parish, high parental engagement and support, wel attended showcase

vents/workshops in school a confidence in pupils when interacting with a range of people in their community. As result, learners, including staff, uild enduring relationships w external communities through strong ethos of thriving in a shared society.

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

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

The school works effectively with partnerships and other cternal agencies to support th tensive personal developm of pupils. This includes workin closely with a local police officer, the school nursing tear and the Futures in Mind projec ensuring mental health is a priority. The Futures in Mind oject provides the opportuni to work with a CAMHs practitioner and as a result of these links, staff are well equipped to deal with anxiety nd 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 otional regulation, insight (self-knowing awareness), attunement with others, empathy, impulse control/response flexibility, fear

modulation, intuition, attentio span and morality Outdoor experiences are utilise

as not only a teaching tool but also to support pupils. The school offers dedicated Forest School teaching sessions as we 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 ha led to children being more resilient self-confident and nore effective when working i teams. The element of risk taking afforded by Forest Scho education has meant that children are making healthier hehaviour choices in the playground.

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





Y4 Class

<u>\*</u>\*

**Christmas Production** 

Developing talents and providing opportunities

'Providing opportunities for growth in

mind, body and spirit.'



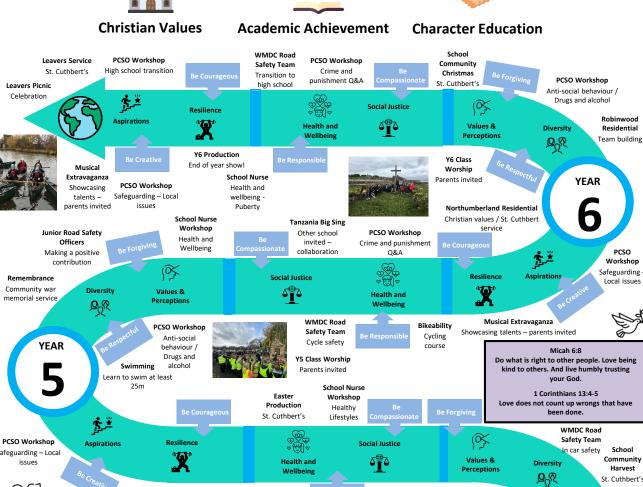
### **ACKWORTH HOWARD** PERSONAL DEVELOPMENT **JOURNEY**

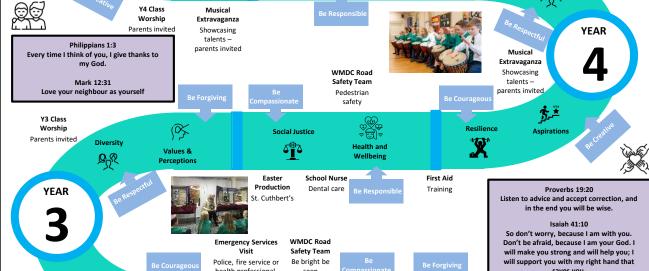


1833











health professional





**Emergency Services Visit** 

Big Bird Watch

212

Balanceability

opportunities 9

Developing talents and providing

POR

**EYFS** 

saves you

<u>o</u>g



lunchtime has infiltrated all aspects of school life and has become a key component to chieving our aspirational vision
As a result of our family dining approach, older pupils support unger pupils and foster positiv relationships throughout the whole school. The initiative rovides a dynamic tier to pupi 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 number of fundraising activities. easons for these and the impac of any charitable activities, which s not always financial, but alway inked 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, ho are committed to justice ar are genuine agents of change making positive contributions

ortunities are provided for children to engage in social actions however it has been mpressive 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 ared ensuring an ever-improv spiral of desired behaviours. This exemplary behaviour and insight nto the world the children live in mpliment the aims of the scho vision. The link also helps pupils and adults to appreciate the levance of faith in today's work 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.

ny opportunities for children learn about nature and the role they play in protecting our world re 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 aring for them. Through science and topic work, children learn bout the world and how they car care for living things. The school

as been awarded the Eco Schoo

Green Flag Award.

d deeply Christian in its delivery worship is invitational, inspiring, delivered using a variety of opproaches and is an integral part fife and the culture of school. A cent focus has ensured that th services has ensured that this so 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 bughtfully in the process. The

are varied and interactive prayer nd reflection activities on offer t 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 ve ways, supported by ou local incumbent.

Through developed strong links ith the local church comi nunity artnerships are extremely stron and forward thinking. Church ders regularly lead worship a are involved in the annual planning of the school's programme also offer practical upport and encouragement. As well as school led events at St. uthbert's Church, the school als attends church planned events





# 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 castle as part of your learning in history.



**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



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



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



**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 o our many reading challenges.



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



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 Robinwood Residential.



**27.** Care for and feed the school chickens, guinea pig and tadpoles.



**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.** Earn a certificat for completing the social action challenge.



**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



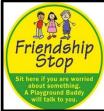
**34.** Have a visit from the police, fire service or health professional.



**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.



instrument in a musical extravaganza.



**41.** Earn afternoor tea for excellent behaviour and attitude.



**42.** Work together to build a shelter in the forest school area.



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



enhance your learning in a topic.



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



**46.** Work together with your parents in inspire mornings.



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



**48.** Take part in Howard 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**

### 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" (2017 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.



### <u>Spirit</u>

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 RECEPTION - NURSERY





### **PSHE**

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

- Resolving conflicts
- · Confidence to speak to others ·
- Boundaries and behavioural expectations.
- Initiates conversation
- Self image
- Effect of own actions
- Find a compromise
- Confidence
- · Negotiate and problem solve
- Turn taking
- · Confidence to speak in a

- group
- Collaboration
- Showing sensitivity
- Confident to try new activities
- Behaviour and consequences
- Positive relationships
- Positive relationsh
- Asking for help
- Changes in routine

- Relationships
- Independence
- Feelings
- Responding to others
- Communicate about home
- Independence
- Taking turns and sharing
- Initiates play
- Responsibility
- Tolerate delay
- Extend and elaborate play
- Confidence

- Adapting behaviour
- Relationships
- · Personal needs
- Behavioural expectations
- Explains knowledge and asks questions
- Resolves conflicts
- Self image
- Effect of own actions



### Communication and Language

- Maintains attention
- Responds to two part instructions
- Uses language for play
- Maintains attention
- Follow a story without props •
- Links statements to theme
- Attention span
- Listens and responds
- Talk to organise and clarify thinking
- Can listen and do
- Follow instructions

- Introduce storyline into play
- Listen attentively
- Answer how and why questions
  - Awareness of listeners needs
- Anticipate key events
- Follow instructions for several ideas
- Use past, present and future forms accurately
- Listen to others in a small group
- Respond to instructions
- Use familiar vocabulary
- Joins in with repeated refrains
- Understands the use of objectsRetell past events in correct order
- Reteil past events in correct orde
   Listens to stories with increasing attention and recall
- Understand prepositions
- Uses talk to connect ideas
- Focusing attention

- Begin to understand why and how questions
- Question why things happen
- Maintains attention
- Listens and responds to others
- Use language in play
- Attention span
- Responds to instructions
- Introduces storyline into play



### **Physical Development**

- Experiments with movement
- Shows increasing controlUses pencil to form
- recognisable letters
   Transports equipment safely •
- Negotiates space
- Travels with confidence
- Uses simple tools
- Follows safety measures
- Jumps and lands appropriately
- Handles tools safely
- Eat a range of healthy food
- Safety and risk taking

- Move confidently and negotiate space
- Manage basic hygiene and personal needs.
- Handle equipment and tools effectively
- Importance of good health
- Control and coordination
- Manage basic hygiene and personal needs.
- Moves freely
- Washing and drying hands
- Runs skilfully
- Draws lines and circlesDresses with help
- Mounts climbing equipment
  Walks downstairs carrying small
- objectTells adult their needs
- Can catch a ball
- Holds pencil between thumb and two fingers
- Copies some letters
- Observes effect of activity on their bodies

- Shows increasing control
- Jumps and lands appropriate
- Experiment with movement
- Transports equipment safely
- Eats a range of foodTravels with confidence
- Handles tools safely Shows preference for dominant
- Begins to form letters
- Need for safely when tackling new challenges









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

### **ACKWORTH HOWARD EARLY YEARS RECEPTION - NURSERY**





### Literacy

- Hears and says initial sounds
- Links sounds to letters
- Give meaning to marks they make
- Can segment sounds in simple words
- Begins to read words and simple sentences
- Uses some clearly identifiable letters to communicate meaning
- Write own name/captions
- Uses vocabulary influenced by books
- Knows information can be retrieved from books
- Uses some clearly identifiable letters to communicate meaning
- Write own name/captions
- Use phonic knowledge to decode regular words
- Break the flow of speech into words
- Write short sentences
- Read and understand simple sentences
- Talk about what they've read
- Use phonic knowledge to write

- words which match spoken sounds
- Read and write some common irregular words
- Read and write some common irregular words
- Write simple sentences that can be read by themselves and others
- Uses some clearly identifiable letters to communicate meaning
- Enjoys rhyming activities
- Listens to stories and poems
- Sometimes gives meaning to marks •
- Awareness of rhyme and alliteration
- Joins in with repeated phrases
- Interest in illustrations and print in environment
- Handles books carefully
- Sometimes gives meaning to marks
- Recognises rhythm in spoken words
- Listens to stories with increasing attention and recall
- Holds books correctly
- Ascribes meaning to marks they see
- Suggests how a story might

- Describe story setting
- Recognise familiar words
- Ascribes meaning to marks they see
- Hears and says initial sound in
- Links sounds to some letters

- Gives meaning to marks they make
- Continues a rhyming string
- Can segment the sounds in simple words
- Knows information can be retrieved from books and computers
- Writes own name

# **numbers**

### **Mathematics**

- Recognising numerals
- Counts objects which can't be moved
- Counts objects to 10 and beyond
- Finds the total
- Says one more
- Begins to use 2D/3D shapes names
- **Estimate**
- Use addition vocabulary
- Orders items by length and height
- Recognise patterns Use subtraction vocabulary
- Count reliably 1-20 Place numbers in order

- Addition by counting on Recreate patterns
- Recognise characteristics of shape Subtraction by counting back
- Solve problems involving doubling
- Use everyday language related to time and money
- Solve problems involving halving and sharing
- Use everyday language related to weight and capacity
- Use number names
- Show interest in shape and space
- Recites numbers in order to 10
- Knows numbers identify how many objects in a set
- Compares two groups of objects
- Use shapes for tasks
- Shows interest in number problems •
- Separates a group of objects in different ways
- Shows interest of numerals in the environment
- Uses positional language
- Represents numbers in different
- Marches numeral and quantity
- Understands anything can be counted
- Interested in shape in the

- environment
- Talks about shape of everyday objects.
- Recognises numbers of personal significance
- Recognises numbers 1-5
- Count up to 10 objects
- Count out up to 6 objects from a larger group
- Orders items by length, height, weigh etc.
- Counts objects that cant be moved
- Select the correct numeral 1-10 Count irregular arrangements
- Find one more and one less
- Shape names
- Order familiar events



### **Understanding of the World**

- Family customs and routines
- Similarities and differences
- Completes a simple program on a computer
- Family customs and routines
- Similarities and differences
- Interact with age appropriate computer software
- Family customs and routines
- Similarities and differences
- Interact with age appropriate computer software Shows sensitivity to differences
- Recognise range of technology Past and present
  - Similarities and differences
  - Patterns and change
  - **Environmental features** Technology use for particular purposes
  - Past and present
  - Similarities and differences
  - Patterns and change
  - **Environmental features**
  - Technology use for particular purposes

- Familiar people
- Shows care and concern for environment
- Interest in technological toys
- Significant events
- Different occupations Talk about observations
- Operates simple equipment
- Recognise special times Ask questions about the world
- Making toys work
- Similarities and differences
- Why things happen/How things work

- Changes over time
- Information can be retrieved from
- Enjoys family customs and routines
- Similarities and differences
- Complete simple program on the computer
- Enjoys family customs and routines
- Similarities and differences
- Age appropriate computer software

Make observations and talk



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

# ACKWORTH HOWARD EARLY YEARS RECEPTION - NURSERY





### **Art and Design**

- Experiments to create different textures
- Understands that different media can be combined
- Creates simple representations
- Builds a repertoire of songs and dances
- Manipulates materials
- Constructs with a purpose
- Choose colours for purpose
- Plays alongside others
- · Constructs with a purpose
- Uses simple tools and techniques competently
- Selects appropriate resources
- Initiates new combination of movement
- Introduce storyline or narrative into play
- Selects tools and techniques to shape, assemble and join
- Sing songs, make music and dance

- Plays cooperatively in a group
- Think about uses and purposes of materials
- Experiment with colour, design and texture
- Represent own ideas, thoughts and feelings
- Explore tools, techniques and materials
- Represent own ideas, thoughts and feelings
- Ring games
- Constructs using different materials •
- First hand role play
- Builds stories around toys
- Sing familiar songs
- Captures experiences using a range of media
- Makes enclosure and space using construction
- Moves rhythmically
- Moves in response to music
- Joins construction pieces together •
- Movement to express feeling
- Imitate adults
- Taps out repeated rhythms
- Explores how sound and colour can •
   be change
- Understands lines can be used to enclose a space
- Make up simple songs

- Make up rhythms
- Create props for role play
- Build up repertoire of songs and dances
- Explore different instruments and sounds
- Explore colour mixing
- Construct with purpose
- Create simple representations
- Choose particular colours for purpose
- Experiments to create different textures
- Combines different media
- Uses simple tools and techniques
- Selects appropriate resources
- Introduces storyline into play
- Plays cooperatively



### **Religious Education**

- 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?

God and Me Focus





## **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 lifelong 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**

### MULTIPLICATION

# Short division Long division (up to 4 digits by 2 digit inc. remainders)

**Y6 DIVISION** 

### **DECIMALS** Addition & subtraction of fractions wit

**Y6 CALCULATING WITH** 

- - numbers
    Multiplication of pairs of proper
    fractions answer in its simplest form
    Multiplication and division of numbers
    10, 100 and 1000 -answers up to 3dp
    'Flip and kiss' to divide fractions by
    whole numbers







- Y6 MULTIPLECTION/ DIVISION KNOWLEDGE

  Metalfy common factors, common factors,



- common multiplies to express fractions in the same denomination.

  denomination.

  denomination univalence between simple fractions, denimised and percentages Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.

  Multiply simple gairs of proper fractions, writing the answer in the simplest form.

  Divide proper fractions by whole numbers.

  Calculate decimal fraction equivalents, for simple fractions



addition: range of large numbers/ decimals

This unknown angles in it in ingles, quadrilateria, a, et egual polygons.

Draw 20 shapes using given dimensions & angles.

Draw 20 shapes with feel and coordinate grid

Draw & translate simple shapes on the coordinate plane
and reflect them in the ases

Recognise, describe, build simple 3D shapes & make nets. \*

Recognise, describe, build simple 3D shapes & make nets. \*

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 manpe part of circles, including radius, diameter
and cumference; 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



- For MEASURES

  I can calculate, estimate and compare volume of cubes and cuboids using standard units.
  Convert between miles. &k.
  Convert between miles. &k.
  Convert between miles. &k.
  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 areas can have different perimeters and viceversa.
  Calculate the area of parallelograms and triangles.



### 3:7

Ve RATIO & PROPORTION

Solve problems involving the relative sizes of two quantitie where missing values can be found by using integer multiplication and division facts.

Solve problems involving the color problems invo

FRACTIONS &















prep for KS3





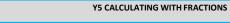


SUBTRACTION

Y5 MULTIPLICATION

Short division (up to 4 digits by 1 digit inc. remainders

**Y5 DIVISION** 





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



- RACTION KNOWLEDGE

  Identify, name & write equivalent fractions represented visually, inc. tenths &hundredths. Read & write decimal numbers as fractions, e.g. 0.71 = 71/100.

  Convert mixed numbers to/from improper fractions
  - 0.71 = 7.17.00.
    Convert mixed numbers to/from improper fractions
    Compare and order fractions whose denominators are all multiples of the same number.
    Round decimals with 2g to the nearest whole number and to one dg., order and compare numbers with up to 3.30.
    Recognies %; understand that % represents one startly interest with up to 3.40.
    Recognies %; understand that % represents one startly under 4.00.
    Recognies %; understand that % represents one startly under 4.00.

### 1

- YS SHAPE & GEOMETRY

  Know angles are measured in degrees; estimate & compare acute, obtuse & reflex angles. Identify angles at a point on a straight line & Ya turn (total 180) at a point & one whole turn (total 180) and identify other multiples of 90. 2

  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 30 shapes, inc. cubes & other cuboids, from 2D representations

  Use the properties of rectangles to deduce related facts & find missing lengths & angles.



- YS MEASURES

  Measure & calculate the perimeter of composite rectilinear shapes (m and m)

  Calculate & compare the area of rectanglesuing cm2 & m2: estimate the area of riregular shapes.

  Estimate volume (e.g. using 1 cm3 blocks to build cubes, including cuboids) & capacity (e.g. using water).

  - cuboids) & capacity (e.g. using water).
    Convert between different units or metric measure (km/m, cm/m; cm/m; g/kg: l/ml).
    Solve problems inv. converting between units of time.
    I understand & use approx. equivalences between metric units and common imperial units and common imperial units



















### 0 1 2 3 4 5 6 0 8 9 10

Place value counters leading to column addition: THTO

Y4 ADDITION

V4 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,

problems in contexts,
edecliding which operations
and methods to use and why

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 %, % and %.

Round decimals with one decimal place to the nearest whole number.

Compare numbers with the same number of d.p. (up to 2) •

HAPE & 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

REASURES
Read, write and convert time between analogue and digital 12- and 24-hour docks. 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)

















**Y3 DIVISION** 











**Y3 ADDITION** 



**Y3 SUBTRACTION** 



Y3 MULTIPLICATION/ DIVISION Y3 FRACTION KNOWLEDGE

Recall x & / facts for 3, 4
and 8 tables.

Calculate multiplication &
it division statements using
known tables (2d x 1d)
using mental and written
methods including
reasoning with money and
length

Y3 SHAPE & GEOMETRY
Recognise and Spapes in different
orientations, describe and make these
require fractions and write fractions or Jamps and order unit fractions. The comparison of turn.
Compare and order unit fractions, are didentify right angles and relate these to
units of turn
same denominators within one whole:

Add and subtract fractions with the '
same denominator within one whole:

Add and subtract fractions with the '
same denominator within one whole:

Add and subtract fractions with the '
same denominators within one whole:

Add and subtractions, and denotify right angles and relate these to
units of turn
orientations, describe and make these
recognise and show, using diagrams,
Recognise and Shapes in different
orientations, describe and make these
recognise and show, using diagrams,
required in the same denominators,
show the same denominators.
Add and subtractions, and return the comparison or than a right angle
dentify norizontal and vertical lines
and pairs of perpendicular and parallel
lines.



y3 STATISTICS

Interpret and e 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 1 to XII

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (/mn).

Record and compare time in seconds, minutes, hours.

use vocabulary such as o'clock, am/pm, morning, afternoor noon and midnight.

Know the numbers of seconds in a minute and the number of days in each month, year and Jeap year.

Compare dure items of events























Y3 NUMBER & PLACE VALUE Y3 ADDITION/ SUBTRACTION KNOWLEDGE

KNOWLEDGE

Add & subtract mentally with 3-digits and ones/
tens/hundreds
100. 4dd & 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 numbers or quantities by 10.

Place value of 3 digit
number

























































































































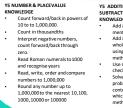






















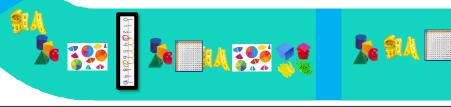






Y3 CALCULATING WITH





















































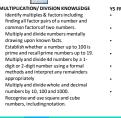










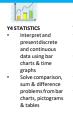








**Y4 CALCULATING WITH FRACTIONS** 



















### **ACKWORTH HOWARD LEARNING JOURNEY MATHS**

Y2 DIVISION

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

Y2 ADDITION Adding three single digits

partitioning tens & ones to add

- bridging through 10

adding 10 and adjusting

Y2 SUBTRACTION Partitioning to bridge 10

Counting back in ones using a number line

Part whole connections: finding the difference

Use of base 10 withand without exchange

Y2 MULTIPLICATION

Using number lines to show repeated groups

showing multiplication

Division within arrays- linked to multiplication



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

- multiplication and division within the multiplication tables and write them using the x÷
- = 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 RACTION Y DWLEDGE Recognise, find, name and write factions 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 vertica 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
  movement in a straight line and
  distinguishing between
  rotation as a turn and in terms
  of right angles for quarter, half
  and three-quarter turns.



objects in each category and sorting the categories by quantity Ask and answer

questions about totalling and compare categorical data

- 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. 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

  - 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 y < and z < 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.

  - 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 ( Q); capacity (I/m) 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.

  - amounts of money.

    Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.



Y1 ADDITION

Combining two parts to make a whole

Starting at the bigger number and counting on- using cubes, Numicon and number lines

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



0 1 2 3 4 5 6 0 8 9 10

Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to

100. Add and subtract numbers mentally,

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; 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







Y1 MULTIPLICATION

Repeated addition of equal groups

Counting in multiples: use cubes, Numicon and other objects in the classroom





Sharing objects into groups

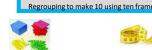
Division as grouping e.g. I have 12 sweets and put them in groups of 3, how many groups?





Numbers **SA** 1-100





### Y1 NUMBER & PLACE VALUE

- ALUE
  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
- numerals
- Given a number
- Read and write

### Count in multiples of 2s, 5s and 10s

- identify 1 more or 1
- numbers from 1 20 in numerals and wor. Compare and order numbers to 100.

### Y1 MEASURES

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 codes.

- Sequence events in chronological order Recognise & use language relating to dates, including days of the week, weeks, months, years.
- Tell time to the hour, explore minutes, seconds, hours

### 0 1 2 3 4 5 6 0 8 9 10

Y1 SUBTRACTION

Partitioning to bridge 10

Part whole connections finding the difference

Counting back in ones using

### Y1 ADDITION/SUBTRACTION KNOWLEDGE

- statements + =
- statements + =
  Represent & use number bonds &
  related subtractions 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. objects and pictorial representations, and missing number problems

### 

### Y1 SHAPE & GEOMETRY

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



### MULTIPLICATION/DIVISION KNOWLEDGE

Y1 DIVISION

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



### 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 ar





**YEAR** 









Numbers 1-20





### Numbers 1-50







### Numbers 1-20

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



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.



Numbers 1-15 & 1-20







Numbers 1-10

practise and improve their skills in counting numbers, calculating simple addition and subtraction problems

describe shapes, spaces, and measures



welcome





# **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 Cannon, 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.'

- d and comprehend most ds from Y5/6 statutory lists

- EADING
  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

No Balled Shoes in

- 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

- Y6 WRITING

  Use a range of devise 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 withing.

  Use punctuation taught at K52 mostly correctly

  Spell correctly most words from the Y5/6 spelling list and use a dictionary to check

Book bands – Ruby

YEAR

6

### SP&G • Consolida-

Book bands – Emerald

- Collaboration, Critical thinking
- Holistic covers all genres, writing process develops
- of language and context















r handwriting so that

YS WRITING

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

### Write for a range of purposes and audiences Some evidence of selecting

### YEAR













### Earthquakes/

## SP&G Standard English Paragraphs to organise idea around a theme

Book bands – Copper

YEAR

4

- impact.

  Some use of dialogue to convey character
  Use of fronted adverbials and pronoun

### Book bands – Copper PRIME MINISTER









commas used correctly in lists Apostrophes for singular possession used mostly correctly Spelling KS1 common exception words correctly (year 3/4) Letters are consistent in size and proportion with both letters and words evenly spaced Letter proportion with both letters and words evenly spaced Letters are consistent in size and proformation with both letters and words evenly spaced Letters are consistent in size and proportion with both letters and words evenly spaced Letters are consistent in size and proportion with proportion with size and proportion with proportion prop

- 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

  I dentify main ideas drawn from more than one paragraph and summarise these Retell main pints, 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

YEAR

### **EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'**

### The Basis of Novel Study Why Novel Study?

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

### What does Novel Study develop at its core?

- All forms of communication

curriculum

- think, reflect and grow morally, socially and cognitively
- Deep analysis
- Trust creates a safe place for children to express their inner most thoughts

- Immer sive-engagement
- Mastery deep analysis and questioning, reasoning with evidence
- AfL develops alongside the
- and Creativity









**Author visit** Theatre visits

## Oracy and language Imagination – the ability to

- What is the pedagogy behind it?
- Reader Response Theory
- children's reactions 4 Cs - Communication
- naturally, responses reflect deeper understanding







and Workshops / Inspire Mornings

**Reading Challenges** 

Book bands – Gold/White

Fit/Explorers/Social Justice/Health &

Book bands – Purple/Gold

DOGGEI

ly by blending the sounds in ntain the common GPCs for all 40+

Two destinates that contain the common GPCs for all 40ments of the contain the dame 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
(-5, -e5, -ing, -ed, -ef, -e5t)

ding and spelling high-freq e reading and spelling

Cycle 2 -The Farm

Book bands – Yellow

er 1: Cycle 1 – Traditional Tales

said, have, like, so, do, some, come, were there, little, one, when, out, what.

Cycle 2 -Traditional Tales







### **ACKWORTH HOWARD LEARNING JOURNEY ENGLISH**



**Early Reading at Ackworth** 

Howard

Autumn 1 & 2 – Phase 1 activities and baseline assessments

Phase 2 discrete phonics sessions

Phonetically plausible book closely matched to taught sounds.
Assessments carried out termly:

Individual colour band book linked to benchmarking assessments –can be

sounds, blending & segmenting Comprehension development

Guided Reading started when children pass pink level

consolidation taught in discrete

phonics sessions delivered in differentiated groups with regular 'keep up' interventions.

Begin phase 5 discrete phonics 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

Comprehension development -Y1 Individual colour band book linked to benchmarking assessments –can be

changed regularly by the child. Assessments carried out termly: Pira, Salford in the summer

Guided Reading – daily group activities Whole class reading daily linked to

Whole class reading comprehension taught discretely using the class text. Reading characters introduced to

Throughout Y2 – Phase 5 revision and discrete lessons of 'Support for

Children who didn't pass Phonics Screen in Y1 access daily discrete

Assessments carried out termly and as part of writing.
Weekly buddy reading with Y4.

Comprehension Development -Y2

Pira, Salford October and May,

reading spine.

the spring term.

teaching

Individual colour band book linked to benchmarking assessments -can be changed daily by the child.
Assessments carried out termly:

Guided Reading – daily group activities Whole class daily reading linked to

Whole class reading comprehension taught discretely once a week from

Reading characters used to support

**Reading Development** 

Reading in KS2

In Lower KS2 guided reading is taught daily In differentiated groups moving

Weekly buddy reading with Y5.

phonics sessions with Y1. Ongoing tracking sheets for sounds taught

Tracking sheets for sounds

taught

term.

reading spine.

support teaching.

Phonics in Y2

Spelling'.

Whole class reading daily.

Autumn 1 - Phase 3 /4

delivered in small groups Spring 1 & 2 - Phase 3 discrete phonics sessions. Delivered in small groups with 'keep up' interventions.

Summer 1 & 2 – Phase 3/4 discrete phonics sessions. Delivered in small groups with 'keep up'

Phonics in Reception

interventions.

in Reception

changed regularly. Assessments carried out termly: benchmarking and Pira in the

summer term.

(summer term)

Phonics in Y1

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



READING – in a familiar book they can ady 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

The Tunne

### ring: Superheroes/Plants Justice/Health & Wellb

SP&G

Formlower-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

ns: Joining words and clauses

Conjunctions: Joining words and clauses using and. Introduction to exclamation marks. Capital letters: Using capital letters for proper nouns - names of people, places and days of the week.

YR ELG WRITING
Children use their phonic knowledge to write words in ways which match
their spoken sounds. They also write some irregular common words. They
write simple sentences which can be read by themselves and others. Some
words are spelt correctly and others are phonetically plausible.

7
recognition and recall of graphenes and different pronunciations of graphenes as they are learned alternative pronunciations of graphenes for reading flabout four per week || //| o| o| //| o| /o| /|| o| /|| e| /|| o| /|| o|

Cycle Baseline

Assessments















towards daily whole class comprehension which is taught discretely. Whole class reading daily linked to

reading spine.

Reading characters/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.

Teachers analyse and record assessments using the Ackworth Howard Reading Assessment



VORD 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 Tluently to allow them to
focus on their understanding rather than decoding
individual words
Sound out most unfamiliar words accurately
without undue hesitation

Book bands – Orange/Turquoise

r: Our Local Area/

SP&G sing commas to separate items in a

Y1 READING – in a familiar book that is read to

Discuss word meanings, linking new meanings to those already known identify story language. Find specific information in simple teach and answer questions in discussio with the teacher and make simple inferences. [Ink wheat 1-1]

**YEAR** 

nds. ome irregular

read some common irregular words. (ELG) Begins to break the flow of speech into words. Attempts to write short sentences in meaningful contexts. (40 – 60 mths) •Children use their phonic knowledge to write words in ways which match their spok sounds. (ELG)

Cycle 2 -At the Zoo

ing 2: Cycle 1

Book bands – Red

list.
Past and Present Tense
Adjectives with er and est comparative/superlative
Spelling:
Forming the Progressive Tense
Compound Words
Forming nouns using er
Noun Phrases
Conjunctions

Should Tom go to sea?

SP&G
Ready to Write - What is a sentence?
Correctly demarcate sentences.
Grammatical terminology - revise nouns and verbs

others Write about real events, recording these simply and

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.

required
Use present and past tense mostly correctly and
consistently
Use co-ordination (e.g. and/or/but) and some
subordination (e.g. when/lif/that/because) to join clauses

- Character description

**YEAR** 

Segment spoken words into phonems and represent these by graphemes, spelling many of these words control these words control and making phonically-plausible attempts at others' Spell many common exception words Form capital letters and digits of born capital letters and digits of exception words relationships to one another and to lower-case letters' Use spacine between words that refle

Use spacing between words that reflect the size of letters

### Handwriting n should sit comfortably at the table with two the floor and the non-writing hand resting o

### ner: Africa/Our Local Area/ tesilience/Aspirations

SP&G
Questions:
Introductions to
questions and how to
use a question mark.
Singular and plural:
Using regular single
noun suffix -s and -es.
Prefix/Suffix How the
prefix un changes the
meaning of verbs and
adjectives.
Sequencing sentences.

Book bands -Orange/Turquo

### k bands – Green/Orange

SP&G
Ready to write: Finger spaces, letters
and words
Punctuation
What is a capital letter?
Where does a Full stop go?
Sentences: How words combine to make

VR ELG READING
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what

a sentence.
Capital letter for the personal pronoun I.

Γογs/Qι

s/Diversity

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 plausble attempts at others Form lower-case letters in the

VINNTING

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 consistent

Demarcate some sentences in writing with capital leiters and full stops. Some correct use of question marks when required

Big Familie























Autumn 1
Continues a rhyming string.
Hears and says the initial sound in words.
Links sounds to letters, naming and sounding the letters of the sightwate.
We shall be a sound to the string of the sound to the soun

Spring 1: Cycle 1 – Knights, Prin Cycle 2 – Pirates & M

Cycle 2 –Fabulous Food

Book bands – Pink

**EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'** 

YEAR





## 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



Concept	Key Stage	What understanding and using that concept looks like
Life The condition that distinguishes animals and plants from inorganic matter	EYFS	Identify and name common animals and plants: talk about change
	Year 1	Recognise and describe the differences and similarities in plants and animals (i.e. carnivores/herbivores/omnivores, fish, reptiles, mammals, amphibians, birds, deciduous and evergreen)
	Year 2	Identify what living things needs to survive and flourish (i.e. food, water, exercise etc.)  Recognise and describe how living things differ to non-living things, and how they change as they grow (including plants and animals).  Construct and interpret food chains, identifying predators, producers and prey
	Year 3	Identify and describe the role of skeletons and the circulatory system in animals  Describe the life cycle and process of reproduction in plants  Explain the specific nutritional needs of plants, animals and humans  Explain how different plants' needs vary
	Year 4	Sequence the simple functions of the digestive system, including the role of teeth  Distinguish the functions of the heart, vessels, and blood  Use classification keys to group living things  Explain the impact of the environment on specific habitats.
	Year 5	Describe the interdependence of organisms, including food webs and insect-pollinated crops.  Describe reproduction in humans, including the development of male and female reproductive organs and systems  Discern the differences in the life cycles of a mammal, amphibian, reptile, bird and fish.  Discern the processes of reproduction in plants and animals
	Year 6	Explain the mechanism of breathing and how this links to the circulatory system  Describe the effects of diet, exercise, drugs and lifestyle on the way bodies function and the consequences of imbalance in the diet (i.e. drug abuse, eating disorders, the impact of maternal lifecycle on a foetus)  Reason about the classification of living things according to common observable characteristics  Explain the concept of 'natural selection' and adaptation  Explain how fossils provide information about the changes to living things over time









Concept	Key Stage	What understanding and using that concept looks like
Energy Power derived from the use of physical or chemical resources	EYFS	<b>Explore</b> the effect of simple forces (i.e. pushes and pulls, magnets) through continuous provision
	Year 1	Identify and describe simple forces, including pushes and pulls.  Recognise that dark is the absence of light  Observe the features associated with season change
	Year 2	Describe the effect of applying a greater or lesser force to object (i.e. pushing/pulling harder)  Recognise that light is reflected from surfaces  Describe the features associated with season change
	Year 3	Compare and contrast the movement of objects across surfaces and explain this using knowledge of friction.  Explain how magnets attract and repel one another using knowledge of poles; use this to make predictions Identify the effect of the force of gravity  Identify the effect of air resistance and water resistance on movement  Recognise that light travels in straight lines and explain the effect of the position of an object in relation to a light source on its shadow.  Explain that objects are seen because they give out or reflect light into the eye.
	Year 4	Describe the role of components in a circuit through construction and make predictions about components.  Recognise the impact of common conductors and insulators  Recognise that sounds are made from vibrations and that these travel through different mediums to the ear: explore the impact of distance on volume  Compare and contrast the pitch of sounds made by different materials
	Year 5	Explain the effect of the force of gravity, including its impact on the moon, planets and solar system  Relate knowledge of air and water resistance to make predictions about the speed of movement  Compare and contrast how pulleys, levers and gears enable a smaller force to have a greater effect  Explain the effect of the earth's rotation, tilt and movement around the sun (i.e. day and night/movement of sun across sky/seasons)
	Year 6	Compare and explain the effects of changes to voltage and position of components in an electrical circuit:  Represent circuits using recognised symbols  Describe the concept of absorption linked to the transmission of light through material  Explain imaging in mirrors using a ray model









Concept	Key Stage	What understanding and using that concept looks like
Matter Physical substance which occupies space and possesses rest mass	EYFS	Experience, explore and describe a range of common materials.
	Year 1	<b>Describe</b> , <b>compare</b> and <b>group</b> a variety of materials and their uses on the basis of their simple physical properties
	Year 2	Compare the suitability of materials for particular purposes
		<b>Explore</b> the how the shapes of materials can be changed by the application of force
	Year 3	Compare and group rocks on the basis of their simple physical properties
		Recognise that soils are made from rocks and organic matter
		Describe in simple terms how fossils are formed
	Year 4	Compare and group materials together according to whether they are solids liquids or gas.
		<b>Describe</b> the impact of temperature on a range of materials.
		<b>Explore</b> and describe the concepts of evaporation and condensation linked to the water cycle.
	Year 5	<b>Demonstrate</b> that dissolving, mixing and changes of state are reversible changes
		<b>Use</b> knowledge of solids, liquids and gases to separate materials
		<b>Explore</b> and identify reversible and irreversible changes on the basis of temperature
		Justify the grouping of everyday materials based on evidence from comparative and fair tests.
	Year 6	Explain changes of state in terms of particle model
		<b>Use</b> and explain simple techniques for separating mixtures: filtration, evaporation, distillation and
		chromatography









Concept	Key Stage	What understanding and using that concept looks like
Being scientific Investigating in a systematic and methodical way	EYFS	Explore, describe and question the world around them
	KS1	Ask simple questions and recognise that these can be answered in different ways Observe closely using simple equipment Carry out simple tests Identify and classify Gather and record data to help answer simple questions Use observations and ideas to suggest answers to questions
	LKS2	Ask relevant questions and use different types of scientific enquiry to answer them Carry out simple practical enquiries, comparative and fair tests. Observe systematically and carefully; where appropriate take measurements using standard units Identify differences, similarities or changes related to simple scientific ideas or processes Gather, record, classify and present data to answer questions. Report on findings of investigations Use scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions
	UKS2	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables. Use test results to make predictions and to set up further comparative and fair tests. Take measurements using a range of scientific equipment; record data and results accurately. Report and present findings from enquiries Use scientific evidence to support or refute ideas or arguments.













# **ACKWORTH HOWARD LEARNING JOURNEY - SCIENCE**



warming is and its

Describe climate change

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

	CELLS	
	Give reasons for the classification of animals, using examples as a	F
	guide	ŀ
•	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

Describe the useful and harmful effects of different croorganisms ntify 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

**EVOLUTION & INHERITANCE** 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 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. **DIET & LIFESTYLES** 

Demonstrate prior knowledge of systems within the human body. Explain the specific functions of the lungs in the circulatory

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.

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

Explain how a prism allows us to see the visible

Understand that colours are a result of light reflecting off an object.
Explain Isaac Newton's experiments about light and

Understand that shadows are the same shape as the object that casts them.

SUSTAINABILITY

Identify inherited traits Describe and explain what everyday materials are made from.
Know the definition of recycling explain why Understand that adaptations are random mutations. Examine fossil evidence recycling plastic is supporting the idea of important to the Identify the difference between selective and cross-breeding. Compare reusable and one use plastic bags ove their lifetime.
Explain what global

**YEAR** 



Cells





Electricity



Sustainability

**HUMAN DEVELOPMENT** 

Demonstrate understanding of how babies grow in height Describe the main changes that occur during pubersy.

Explain the main changes

that take place in old age.

Name the 6 stages of human

development.
Give reasons why changes occur during puberty.

YEAR



Mixtures

**ELECTRICITY** 

identify electrical and

ectrical appliances

me at least two electrical

explain, with support, how

conductors and insulators. create a simple series circuit both with and without a switch.

Sort appliances based on

whether they use mains or

explain how a switch turns

**EARTH IN SPACE** 

As spiretical.

Name the planets in the solar system independently.

Distinguish between heliocentric and geocentric ideas of planetary

Describe the Sun, Earth and Moon

Explain that day and night is due to rotation of the Earth. Support the idea that different

relative to the Earth.

Inheritance

identify and explain balanced and

explain the difference between weight explain the link between the weight and

mass of an object increase the effects of air resistance explain the conclusions and implication

explain the conclusions and implication 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

**Diet and Lifestyle** PHYSICAL AND CHEMICAL

CHANGES

Follow instructions to test a

material's properties.
Explain the uses of thermal and electrical conductors and insulators.
Order materials according to their electrical.

to their electrical

Explain and investigate

dissolving.
Explain the processes used to separate mixtures.
Explain irreversible

Identify the variables in an

conductivity.

changes.

investigation.

REPRODUCTIVE CYCLES

Give two differences between sexual and asexual reproduction.
Identify the features of plants
pollinated by insects or the wind. Describe the stages of sexual

Explain the function of the parts of a

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

Identify similarities and differences between the life cycles of different plants and animals.

SEPARATING **MIXTURES** Order the stages of human

Raw and Synthetic

**Materials** 

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



Human Development

to make sounds.

**SOUND** 

Explain how vibrations change

when the loudness of a sound

our ears.

Describe the pitch of a sound.

changes. Explain how sounds travel to reach

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

Explain how sound sources vibrate



**Reproductive Cycles** 

liquids and gases.

state of a material.

condensation

STATES OF MATTER

Describe the properties of solids,

Explain that melting and freezing are

opposite processes that change the

Identify the melting and freezing point of several different materials.

Explain that heating causes

condensation are opposite processes that change the state of a material. Explain that the higher the temperature, the quicker water

Explain what happens to water at the

different stages of the water cycle.

evaporation and cooling causes

Explain that evaporation and



**Physical and Chemical** Changes



**HUMAN ANATOMY** 

Identify parts of the

Match the parts of the

Match the types and

digestive system with their

functions of teeth.
Construct and interpret a food chain.

digestive system

functions



living things.

**Forces CLASSIFICATION & ADAPTATIONS** 

Generate criteria to use to sort

Sort living things into a Venn

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

Use the characteristics of living



**Earth in Space** 

**RAW & SYNTHETIC MATERIALS** Explain what a raw material

Describe the uses of some explain what a synthetic

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

**YFAR** 



**Electricity** 



Sound

**PLANTS** 

**Identify** the different parts of

stages of the life cycle of flowering

plants.

Explain the functions of the different parts of plants.

plants.
Identify different
parts of a flower.
Identify and
describe the stage
of the life cycle of
flowering plants.



**States of Matter** 



Anatomy

Classification and Adaptations

PRACTICAL SKILLS

Define a dependent,

Can write a method for an

Can use scientific diagrams to identify an organism or object Describe how to collect results Can draw a results table

**EXAMINING ROCKS** Children will be able to name the

They will be able to state the four different types of matter that soil

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-

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

They will be able to explain, using simple scientific language, how so

ANIMAL ECOSYSTEMS Understand that plants and animals obtain food in different

ways.
Identify the right types and demonstrate they unde
the right amounts of nutrients for animals including

humans.

Name the different types of skeletons as well as identify; 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 includi 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.

LIGHT

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 eye
Know how to protect their eyes from th

Understand that a shadow is formed when a solid object blocks light.
Understand that dark is the absence of

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.

carry out an action.

Investigate the force of friction produced by different surfaces.

Explain that magnets produce an invisible pulling force.

FORCES AND MAGNETS

objects down.
Feel the pulling force of a magnet.

nagnetic or not. tify the different poles of a bar

points. Identify the type of force required to

Identify forces as pushes and pulls.
Describe friction as a force that slows

Forces and

Magnets



**Plants** 





**Examining Rocks** 



**Practical Skills** 

**YEAR** 











# **ACKWORTH HOWARD LEARNING JOURNEY SCIENCE**



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



The condition that distinguishes animals and plants from inorganic



Energy Power derived from the use of physical or chemical resources



Matter Physical substance which occupies space and possesses rest mass



RECYCLING

Being scientific Investigating in a systematic and methodical way.



**Everyday Materials** 



HABITATS

**Identify** some of the plants habitat. Find microhabitats.

Describe the conditions in a habitat.

Ask questions about different habitats.

Name some sources of food.
Identify some plants and
animals in global habitats.
Draw a map of a local habitat.
Sort objects into categories and give reasons for their Identify and name minibeasts

Suggest how an animal is able to survive in their habitat.

Answer questions about habitats they have researched. Explain why the animals in a habitat need the plants

LIVING THINGS Say what is different about things that are living, dead or

have never been alive.

Sort objects into categories.

Describe the characteristics of some plants and animals. **Explain** some of the life processes.

Ask questions to decide if a thing is living, dead or has never been alive.

Draw a simple food chain.

Label the main parts of plants and trees plants and trees

Describe the stages in the life cycle of a plant.

Explain that plants need water, light and a suitable temperature to grow well.

PLANTS

Make observational drawings of plants.

Record the growth of my plants in a bar chart.

Use observations to explain how we can tell that plants are living

Set up a simple

results.

Say how an animal gets air, food and water.

Say what is healthy about their diet. Say how they could improve their diet. Give a reason why hur need to exercise. Name one effect that exercise has on the hum

HEALTHY LIVING

Say how an animal will

change as it grows.

Collect and interpret

Record information about Use information to answer questions.
Give reasons why human should keep themselves

Identify and name Identity and name everyday materials. Identify different uses of everyday materials. Demonstrate and explain how shapes of objects made from some material can be changed can be changed Explain what recycling

Compare the uses of different everyday **Compare** the suitability of different everyday Explain the basic progress

of recycling.

Explain the advantages of recycling. Name the process invented by John McAdam

**Everyday Materials** Observe the effects of climate change on melting

Identify and classify litter in to recycling groups. Describe different energy

Plan and carry out survey on energy use.
Identify the resources
rainforests offer humans.
Compare water usage and
how to save resources. Discuss and identify endangered animals.

Persuade people to look after one aspect of the



**Healthy Living** 



**Plants** 





**Habitats** 

YFΔR

PLANTS
<ul> <li>Write instructions to describe how to plant a bean.</li> </ul>
<ul> <li>Identify some garden plants that they see in photographs or in the garden area of school</li> </ul>
<ul> <li>Name some garden plants from memory.</li> <li>Identify some common plants on the school field or forest school area</li> </ul>

Label the parts of a plant.

Sort leaves into groups of deciduous and 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

ANIMALS

identify and name a range of common describe the structure of comr 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

understand that animals have different diets

ornerent diets
sort animals into simple groups,
including groups based on animal diets
describe animal bodies using relevant
vocabulary
understand the difference between ores, herbivores and or identify and classify animals by suggesting groups that they belong to

**FOUR SEASONS** 

Name the four seasons.

Name different types of weather. Make observations about the

weatner.

Describe the weather associated which 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 comparise between two seasons **OUR BODIES** 

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

describe activities that use each of the five senses

**EVERYDAY** MATERIALS

Identify and name everyday Describe simple properties of everyday materials.

Distinguish between an object and the material it is made

Sort objects 3 ways.



**Everyday Materials** 



**Our Bodie** 

**YFAR** 



**Plants** 



**Animals** 



The Seasons **Autumn and**  **The Seasons** 

**Spring and Summe** 

YR BEING SCIENTIFIC

Winter YR ENERGY **YR MATTER** 

YR LIFE **Identify** and name common animals and plants: talk about chang

Explore the effect of simple forces (i.e. pushes and pulls, magnets) through

Experience, explore and describe a range of common

Explore, describe and question the world around them.



Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.





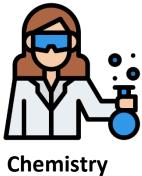


Reception cover the full range of concepts over the course of the year; the timing of this is guided by children's interests. This is planned and delivered through ongoing continuous provision opportunities.

**EYFS** 



# **Working Scientifically**







Biology

**Physics** 

	Progression in Working Scientifically				
Early Years	Explore, describe and question the world around them.				
Year 1	<ul> <li>Use their observations to give reasons for their answers to questions.</li> <li>Collect and record simple data.</li> <li>interpret simple data</li> <li>gather and record information and use it to answer a puzzle.</li> <li>Make a prediction.</li> <li>Perform simple tests.</li> <li>Use their observations to answer simple questions.</li> </ul>				
Year 2	<ul> <li>Gather and record information.</li> <li>Record in a bar chart.</li> <li>Research the answer to a question</li> <li>Use information to answer questions.</li> </ul>				
Year 3	<ul> <li>Predict what will happen in an investigation.</li> <li>Make observations.</li> <li>Set up an investigation and make predictions.</li> <li>Make observations and conclusions.</li> <li>Be able to answer questions based on their learning.</li> <li>Set up a simple practical enquiry and write an explanation for their findings.</li> <li>Take part in and contribute towards an oral presentation of their observations.</li> <li>They will make and record observations accurately</li> <li>Construct a bar chart on labelled axes.</li> <li>Form a conclusion from their results</li> <li>Explain their predictions and conclusions using key words or prompts</li> </ul>				
Year 4	<ul> <li>Create a classification key.</li> <li>Record observations in a table.</li> <li>Write a report.</li> <li>Present findings to the class.</li> <li>Generate relevant scientific questions.</li> <li>Identify differences related to scientific ideas.</li> <li>Make predictions and suggest equipment.</li> <li>Make careful observations, record findings using labelled diagrams and use results to make predictions for new values.</li> <li>Make observations and conclusions.</li> <li>Be able to answer questions based on their learning.</li> <li>report their findings and conclusions orally.</li> </ul>				
Year 5	<ul> <li>Compare and present data using bar and line graphs.</li> <li>Report findings in oral form.</li> <li>Compare graph types and select which is most appropriate for my data.</li> <li>Analyse and report findings in written explanations.</li> <li>Make observations and conclusions.</li> <li>Be able to answer questions based on their learning.</li> <li>Report and present findings from enquiries.</li> <li>identify dependent, independent and controlled variables</li> <li>set up reliable and accurate investigations</li> <li>make and explain predictions</li> <li>make and record accurate observations</li> <li>use scientific language to explain their findings</li> <li>use their results to make generalisations and further predictions</li> <li>be able to ask and answer questions based on their learning using scientific language</li> </ul>				
Year 6	<ul> <li>Decide on the most appropriate type of investigation for their question.</li> <li>Take repeat readings if necessary.</li> <li>Report the degree of trust they have in their results.</li> <li>Make observations and conclusions.</li> <li>Be able to answer questions based on their learning</li> </ul>				





# **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



Concept	Key Stage	What understanding and using that concept looks like
God Fundamental to Christian belief is the	EYFS	Know that God is a name
existence of God, Father, Son and Holy Spirit (UC)	KS1	Know that Christians believe in God, and that they find out about God in the Bible.  Recognise that Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this  Remember that Christians worship God and try to live in ways that please him.
	LKS2	Explain that Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation)  Give examples of Bible stories show how God keeps his promises.  Discuss how Christians find that understanding God is challenging; people spend their whole lives learning more and more about God  Relate symbols, similes and metaphors to God, in song, story, poems and art.
	UPKS2	Understand Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.  Explore why Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.  Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.  Debate about what God is like. Christians do not all agree what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.  Discuss why Christians believe getting to know God is like getting to know a person rather than learning information.

Concept	Key Stage	What understanding and using that concept looks like
Creation & Fall The universe and human life are God's	EYFS	Understand that Christians believe God is Creator of the universe  Discuss Christians believe God made our wonderful world and so we should look after it
good creation. Humans are made in the image of God but they have a tendency	KS1	Recognise that God created the universe and the Earth and everything in it are important to God  Ask questions about the relationship between God and with human beings  Illustrate how Humans should care for the world because it belongs to God.
to go their own way; this attitude is called sin.	LKS2	Show how God wants to help people be close to him.  Examine the Bible account of how humans spoiled their friendship with God.
(UC)	PKS2	Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.









Concept	Key Stage	What understanding and using that concept looks like
People of God People who will model a restored	EYFS	Listen to stories about the People of God
relationship with God, who will attract all other people back	KS1	Discuss stories about the People of God
to God	LKS2	Understand that the Old Testament tells stories about the children of Israel and their relationship with
(UC)		God.
		<b>Explain</b> the benefits of having a relationship with God
	UKS2	<b>Trace</b> the people of God throughout the Bible: Abraham, Jacob to David
		<b>Explore</b> stories from the Bible and analyse how Christians today apply these ideas to living today
		<b>Explore</b> how Christians see the Christian Church as part of the ongoing story of the People of God, and
		try to live in a way that attracts others to God, for example as light in the world.

Concept	Key Stage	What understanding and using that concept looks like
Incarnation Jesus is God's answer	EYFS	Know that Christians believe God came to Earth in human form as Jesus
<ul> <li>the Messiah and</li> <li>Saviour, who will</li> <li>repair the effects of</li> </ul>	KS1	Christians believe Jesus came to show that al people are precious and special to God  Recount the story of Jesus' extraordinary birth in Bethlehem
sin and the Fall and offer a way for		<b>Know</b> that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming
humans to be at one with God again	LKS2	<b>Understand</b> that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.
(UC)		Investigate how Christians worship God as Trinity.
	UPKS	Understand that Jesus was Jewish.
		<b>Discuss</b> Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan to restore the relationship between humans and God.
		Contrast this belief with the Jewish faith which does not think Jesus is the Messiah
		Analyse why Christians see Jesus as their Saviour









Concept	Key Stage	What understanding and using that concept looks like
Gospel  Jesus' life, teaching and ministry which	EYFS	Know that Christians believe that God loves everyone
embodies what it is like to be one of the People of God.	KS1	Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things.  Talk about how Jesus is a friend to the poor and friendless.
(UC)		Consider Jesus' teachings about how to live the right way
	LKS2	<b>Examine</b> how Jesus' life shows what it means to love God (his Father) and love your neighbour. <b>Identify</b> how Christians try to put the teaching and example of Jesus into practice every day
	UKS2	Analyse how 'good news' is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world

Concept	Key Stage	What understanding and using that concept looks like
Salvation Jesus' death and resurrection effect	EYFS	<b>Know</b> that Christians believe Jesus came to show God's love and remember Jesus' last week at Easter Recognise that Christians try to show love to others.
the rescue or salvation of humans (UC)	KS1	Know that Easter is important in the 'big story' of the Bible.  Remember that Christians believe Jesus showed that he was willing to forgive all people ad builds a bridge between God and humans  Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	Describe how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.  Explain how events of Holy Week were important in showing the disciples what Jesus came to earth to do.  Understand that Christians trust that Jesus really did rise from the dead, and so is still alive today
	UKS2	Consider why Christians read the 'big story' of the Bible, including Gospels and the New Testament  Discuss the different ways that Christians interpret Jesus' death and explore how Christians remember  Jesus' sacrifice through the service of Holy Communion  Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven).  Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others









Concept	<b>Key Stage</b>	What understanding and using that concept looks like
Kingdom of God The idea of the	EYFS	<b>Listen</b> to parables and stories from the Bible
'Kingdom of God'		
reflects God's ideal for human life.	KS1	<b>Know</b> that parables often try to teach Christians lessons about how to live their life
(UC)	LKS2	<b>Discuss</b> Christian beliefs that Jesus' whole life was a demonstration of his belief that God is king,
		not just in heaven but here and now.
		<b>Discover</b> the meaning of the Pentecost and the importance of the Holy Spirit to Christians
	UKS2	<b>Explore</b> the parables about the Kingdom of God and consider what they mean.
		Consider why many Christians challenge unjust social structures in their locality and in the world.

Concept	Key Stage	What understanding and using that concept looks like
Islam	KS1	<b>Know</b> some simple ideas about Muslim beliefs about God, making links with some of the 99 Names
(AS)		of Allah
, ,		Know a story about the life of the Prophet Muhammad
		Remember some objects used by Muslims and suggest why they are important
		Give examples of some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might
		make them feel
	KS2	<b>Discuss</b> the connections between Muslim practice of the Five Pillars and their beliefs about God
		and the Prophet Muhammad
		Explain the significance of the Holy Qur'an to Muslims
		Recognise the forms of guidance a Muslim uses
		Understand the key functions of the mosque and the beliefs of Muslims









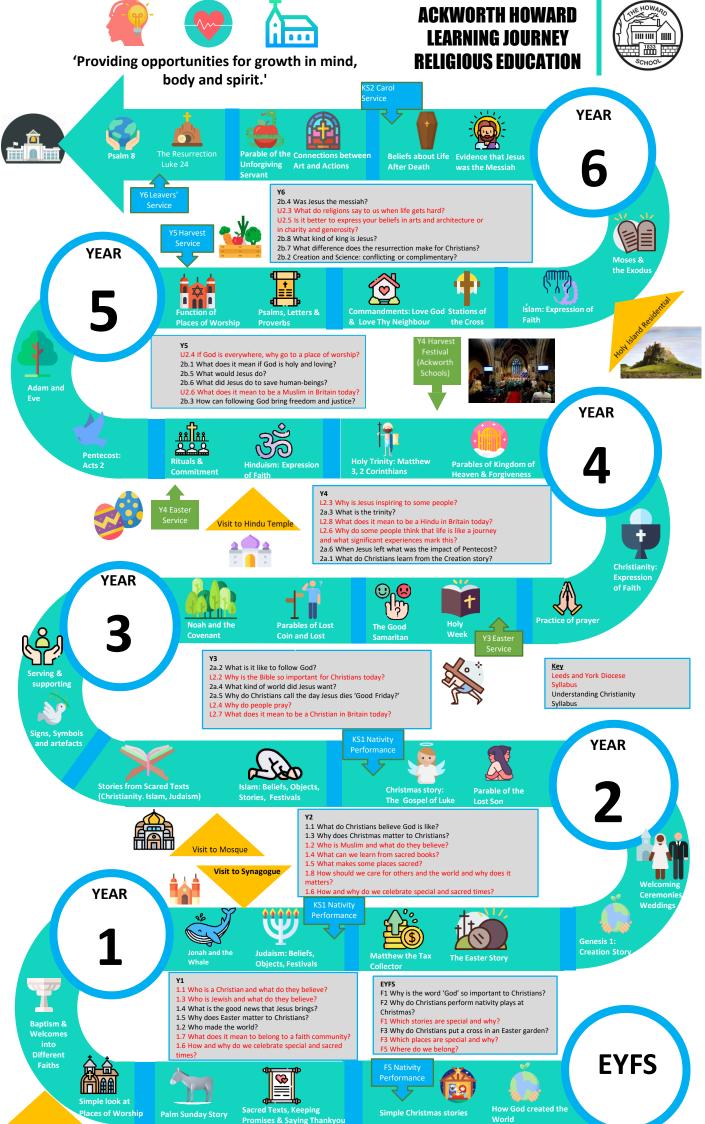
Concept	Key Stage	What understanding and using that concept looks like
Judaism	KS1	Know how the mezuzah in the home reminds Jewish people about God
(AS)		<b>Explain</b> how Shabbat is a special day of the week for Jewish people, and give some
()		examples of what they might do to celebrate Shabbat
		Talk about a story that shows what Jewish people at the festivals of Sukkot, Chanukah or
		Pesach might think about God, suggesting what it means
	KS2	<b>Describe</b> Jewish beliefs about God
		<b>Explore</b> examples of some texts that say what God is like and explain how Jewish people
		interpret them.
		Talk about clear connections between Jewish beliefs about the Torah and how they use it
		Clear connections between Jewish commandments and how Jews live (e.g. in relation to
		kosher laws
		<b>Explain</b> how Jewish people put their beliefs into practice in different ways (e.g. some
		differences between Orthodox and Progressive Jewish practice).
		Understand and know and consider and weigh up the value of e.g. tradition, ritual,
		community, study and worship in the lives of Jews today, and articulate responses on how
		far these ideas are valuable to people who are not Jewish
Hindusim	KS2	<b>Discuss</b> examples of what Hindus do to show their faith, and make connections with some
(AS)		Hindu beliefs and teachings about aims and duties in life
,		<b>Describe</b> ways in which Hindus express their faith through puja, aarti and bhajans
		<b>Explore</b> reasons why being a Hindu is a good thing in Britain today, and reasons why it
		might be hard sometimes
		Identify links between the actions of Hindus in helping others and ways in which people of
		other faiths and beliefs, help others







# **ACKWORTH HOWARD LEARNING JOURNEY RELIGIOUS EDUCATION** 'Providing opportunities for growth in mind, body and spirit.' **YEAR** Making sense of the text: Developing skills of 6 reading and interpreting Biblical texts **Understanding the** Impact: Examining ways in which 2b.8 What kind of king is Jesus? YEAR 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

Aut 1: Be thankful

Aut 2: Show humility Spr 1: Promote Justice

Spr 2: Be generous

Sum 1: Have wisdom

Sum 2: Have hope

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 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,





# 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!











# **PSHE**

# **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.



# <u>Spirit</u>

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.

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS PSHE



Concept	<b>Key Stage</b>	What understanding and using that concept looks like
Diversity	EYFS	Identify the feelings of others and develop awareness and respect for differences in
		people and families.
	KS1	Demonstrate how to love others and respect differences in people.
	KS2	Demonstrate and encourage acceptance and tolerance of all.
Values and Perceptions	EYFS	Develop awareness of their own and other's feelings and needs, adapting their behaviour accordingly.
	KS1	Demonstrate how to mend and maintain relationships with peers and family.
	KS2	Confidently understand how to create and maintain positive and healthy relationships.
Social Justice	EYFS	Identify their own and other's likes and dislikes.
	KS1	Develop understanding of different risks and how to look after themselves and others.
	KS2	Use their understanding to challenge injustice and make informed decisions.
Health and	EYFS	Identify a range of emotions and work cooperatively with others.
Wellbeing	KS1	Recognise factors that affect their emotional and physical wellbeing in positive and negative ways.
	KS2	Show they are fully equipped with the tools to live an emotionally and physically healthy lifestyle
Resilience	EYFS	Begin to show perseverance when completing tasks and challenges, and understand that making mistakes is normal.
	KS1	Describe ways to overcome challenges, offer and accept encouragement.
	KS2	Confidently use a range of strategies to overcome obstacles and tackle challenging situations.
Aspirations	EYFS	Explore the affirmation that each one of them is loved, special and important.
	KS1	Identify their strengths and achievements and describe themselves in a positive way.
	KS2	Have high expectations of themselves and others.















# **ACKWORTH HOWARD LEARNING JOURNEY**



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

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

Show acceptance and

Have high expectations of

Challenge injustice

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

Show they are capable of

Know how to create and maintain positive and healthy relationships







Q: Can I appreciate uniconserspectives of global

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. Consider their self-worth and recognise their value as an individual. tor. ways to spot early signs of illr

YEAR 6

YEAR

4

Think of words

they are given from others.

Understand the difference 'letting love in' can make to a person.

Understand that me choices ey make will

YEAR



Q: Can I appreciate different perspectives of global issues?

Q: Can I challenge injustice and develop a prophetic voice?

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Oo I understand how to apply prob ing strategies in various situation tter how impossible they may see Q: How do I become the person I want to be?

YFAR

Q: Who do I want to be and what do I want to achieve?

Q: Do I recognise that actions have intended and

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?

Suggest who the unseen heroes of their communi Work together to achiev shared goal, good teams skills (clear communication

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.

order to achieve their goals.
Understand that we all need people to encourage us to keep going.
Define what puberty is and describe key physica changes that take place as puberty begins. 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

Q: Who do I want to be and what do I want to achieve?

Understand and demonstrate how to respond in an emergency.

Q: How do we recognise problems?

Q: Who should we admire?

Q: Do I understand and value fairness?

Give a simple explanation of what shame is and spot shame phrases.

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Understand that in life there are

they had been loved in this way. Identify their strengths and achievements. Show gratitude for the amazing things their bodies can do.
Suggest ways bacteria spreads and create a rhyme/song or rap to remind others of the importance of hand

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.

Pescribe ways to manage

Q: Can I understand that people h different values?

**YEAR** 

Explore and suggest different ways to handle hurt or disappointment.

Describe how different emotions feel and describe a time they have felt them.

Q: What do I need to be healthy?

Q: Do I understand and value fairness?

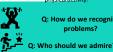
Q: What do I need to be healthy?

to a proble

Suggest how to care for their school

Understand that being have and who they are helps them develop a gratitude attitude.

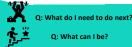
Notice the difference in their heart rate after physical activity, find their pulse and describe how they feel after physical activity.



Q: How do we recognise problems?

Describe ways they can use power in positive / negative ways.

**EYFS** 





Q: What makes a good friend?



Look for ways to keep going through a challenging task and express how they feel about change.

Explore how each of them is loved, special and important. Identify their talents, skills and likes / dislikes.



es and Perceptions / Don't rub it in, rub it out!

Social Justice / Fake is a mistake! Health and Wellbeing /

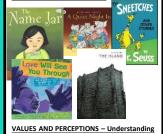
HeartSmart

**X** Resilience / No way through isn't true!

Aspirations / Don't forget to let love in!

PSHE / HeartSmart Literature

DIVERSITY – Exploring the importance of



now to process negative emotion and choos 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 th 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 in ossible it nay seem NO WAY THROUGH ISN'T TRUE



**ASPIRATIONS - Learning how important** ed and loved we are - DON'T FORGET TO LET LOVE IN!







# **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

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS History



Concept	<b>Key Stage</b>	What understanding and using that concept looks like
Chronology	EYFS	To be able to correctly use simple terms to talk about chronology, including old, new, today, tomorrow and yesterday.
	KS1	To be able to use an increasing range of terms including week, month and year to talk about chronology.
	KS2	To be able to correctly use the terms ancient, modern, AD, BC, century and decade to talk about chronology and create timelines to show how these relate to one another.
Evidence	EYFS	To be able to use items to talk about the past .
	KS1	To introduce the term 'sources', and synthesise these, to talk about what has happened.
	KS2	To define a range of primary and secondary sources.  To use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present.
Significance	EYFS	To ask questions to find out what happened.
	KS1	To ask questions about how a person or event changed the immediate future and how it/they impact on our lives today (cause and effect).
	KS2	To explain why a person or event changed the immediate future and how it/they impact on our lives today (cause and effect).









# Rationale

# **Our Themes**



# Ackworth – Our Local Area

Through the study of our local area, children are given the opportunity to understand how and why their local community has developed in the way it has. In KS1, children will explore the people that have lived in our local area - such as Luke Howard of the Howard Family who named the cloud formations - and the impact they have had on our locality and the wider world. Through this, they will develop a sense of historical curiosity about their local area and sense of place in the world; the starting point of historical enquiry. In KS2, pupils will explore Pontefract's role in the Magna Carta and Baron John De Lacy played a key role in forcing King John to seal the charter meaning that no one was above the law – not even the king. Through studies of war and industry in KS2, children will build upon this knowledge to understand how Ackworth was involved in, responded to and was affected by regional, national and international events and actions including its role in WW1 and WW2.



# Monarchy

Our children explore the process and effects of change within our islands in KS1 through their focused study of Queen Victoria and Queen Elizabeth I. In KS2, our children will explore the way our monarchy has expanded to the wider world, the impact of colonisation and the beginnings of the Church of England religion. Our children will learn how the monarchy acts as an overarching government and has hugely impacted the way our nation has developed and changed in the past



# **Civil Rights**

We challenge our children to explore sensitive topics in our school and use history to empower our children to become well rounded, accepting global citizens. Our children will understand discrimination, segregation and diversity and the impact of key events in the world's history on how we live today. Through exploring relationships between different groups, children will understand the complexity of people's lives and develop and articulate their own perspective, judgement and opinions based on the interpretation of historical evidence.



# War

In the studies of WW1 and WW2, our children in KS2 will consider and reflect on the roles and responsibilities of individuals, groups and nations when confronting the abuse of power and civil and human rights violations. Our children will use historical evidence to understand that events such as the Holocaust were not accidents and were not inevitable, and investigate the events in history that led up to these. We will explore the impact of war on our local area to understand the sacrifices that were made.



# The Role of Women

The changing role of women is a prevalent theme in both key stages where the process of change and key events in our history has led to the importance of equality in our lives today. Our children will understand how cause and consequence led women to step into roles previously only inhabited by men, and how the drive and determination for social justice has changed women's rights today.

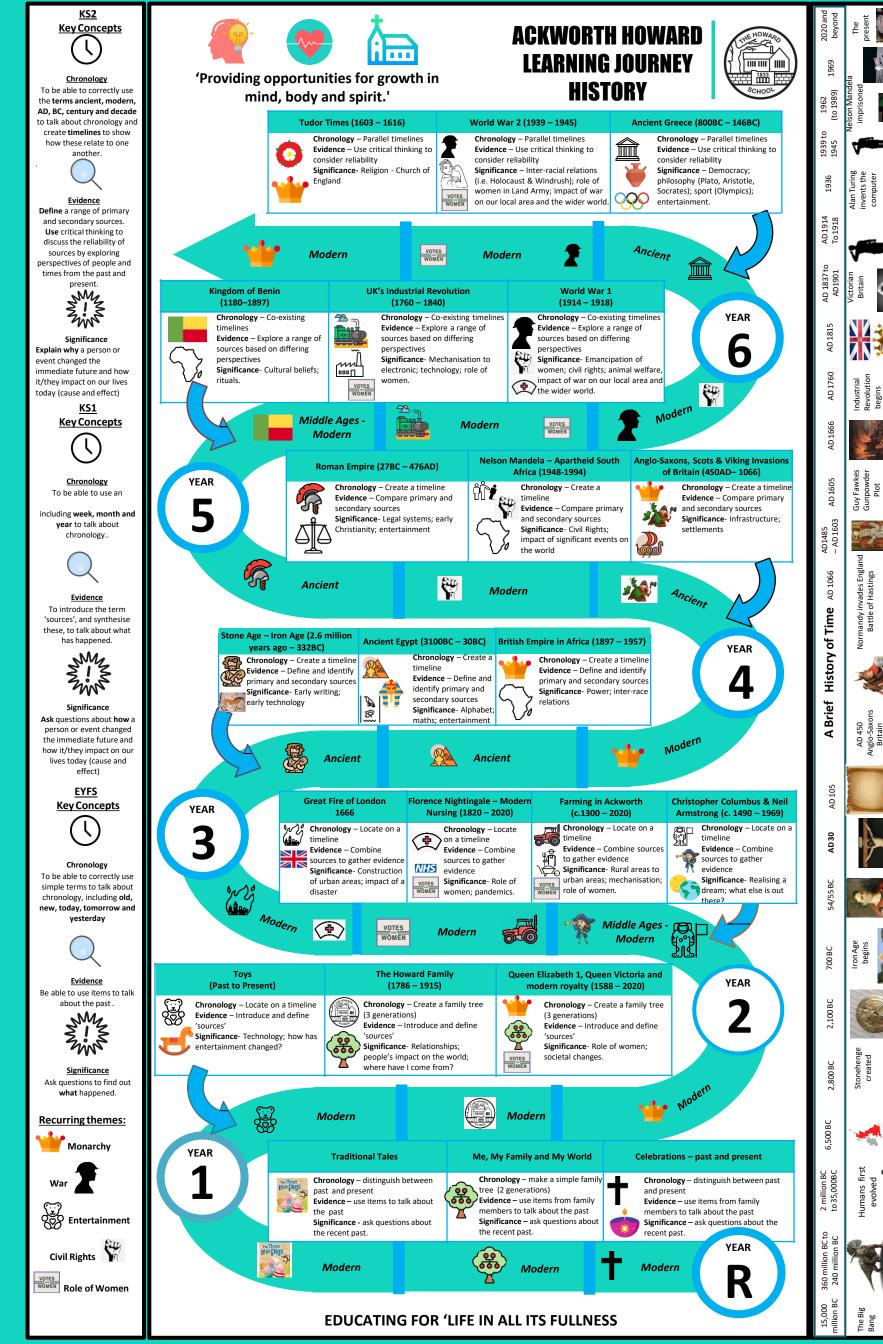


# **Entertainment**

From the earliest civilisations to modern history, entertainment has always been an important way to understand the lives of people during the time periods studied. Our children in KS1 will gain an understanding of changes through time and their sense of self within this chronology through their study of toys. In KS2, our pupils will explore the cultures of the earliest civilisations, the way technology influenced our concept of entertainment, and how even through the challenges of modern history, time was still set aside to have fun.

# The order in which we teach:

Pupils in Key Stage 1 study historical topics that allow them to gain a fundamental understanding that the passing of time creates history. In Key Stage 2, children learn historical topics from the changes in Britain from the Stone Age to the Iron Age and earliest civilisations beginning in Year 3, through to modern history in Year 6. Topics are planned in a way that the chronology of events is clear and coherent, and opportunities for connections to be made and contrasts to be explored are plentiful. This ensures pupils are able to make direct links between historical time periods, understanding the reasons for the demise in one period and the rise/start of another.





# **Local History within our Curriculum**



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



Dissolution of the monasteries of Fountains Abbey and **Lindisfarne Castle** 



40 people from Ackworth lost their lives.





Industrial Revolution – pottery,



Impact of WW1 on Ackworth 83 people from Ackworth lost



Cathedral



coal mining, glass manufacture, chemicals and confectionary.

**Pontefract Coal Fields** 



ontefract Castle End of the



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



Sandy Gate Lane Hundhill



Lagentium - The Roman Fort in Castleford





**British Empire** Tanzania School Link



Mesolithic Site - North Stone Age – Iron Age



Church



The Foundling Hospital **Modern Nursing** 



through South America



recording of Ackworth meaning Oak Enclosure **Farming in Ackworth** 





namer of the clouds



**Rachel Howard the** founder of our school



**Our Family Tree** 



YEAR



Coal – Ackworth Pit, Featherstone's Three Collieries



Railways/Steam Trains Ackworth Six arches railway bridge.





**Heritage Day** 



Our Schoo

1 Victoria





# 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.

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

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Geography



Concept	Key Stage	What understanding and using that concept looks like
Place	EYFS	To describe places which are important to them e.g. home, classroom, school and local places.
	KS1	To be able to locate particular places on simple maps and atlases e.g. UK countries, capital cities, world continents and oceans.
	KS2	To compare the position of two places in relation to one another using maps, diagrams, globes and aerial photographs e.g. countries, regions and time zones across the world.
Space	EYFS	To identify large and small spaces in relation to their size e.g. small tunnel, big playing field.
	KS1	To describe the features of an environment e.g. name physical and human features in the jungle, the ocean, a town, a city.
	KS2	To explain how the features of an environment/space affect its use e.g. people settle near natural resources.
Sustainability	EYFS	To recognise that classroom/home resources must be taken care of in order for us to use them in the future.
	KS1	To describe how people take care of resources and spaces e.g. planting trees, water butts, litter picking and recycling.
	KS2	To analyse the impact of human use of natural resources and determine if this an be maintained e.g. impact of plastic use on the world's oceans; landfill sites; global warming.
Change	EYFS	To identify physical and human changes in the local area e.g. weather and new buildings.
	KS1	To relate the link between depleting physical features and increasing human features e.g. less forests and woodland but more homes.
	KS2	To explain how human use of natural resources have impacted the Earth e.g. the impact and implications of burning fossil fuels on world temperatures.







# **KS2 Key Concepts**



## Place

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



# **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 an be maintained ie impact of plastic use on the world's  $% \left\{ \left( 1\right) \right\} =\left\{ \left( 1\right) \right$ oceans; landfill sites; global warming.



<u>Change</u> 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**



<u>Place</u> To be able to locate particular places on simple maps and atlase ie UK countries, capital cities, world continents and oceans.



# <u>Space</u>

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**



# <u>Place</u> Describe places

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



<u>Space</u> 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



# Change

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







# **ACKWORTH HOWARD LEARNING JOURNEY GEOGRAPHY**

**Y6 SUSTAINABILITY** 

Analyse the impact

of global warming on fertile land globally

(desertisation) and etermine if this can



# 'Providing opportunities for growth in mind,

# body and spirit.' **Y6 PLACE Locate and compare** the position of at least two places in the same continent: North America Locate and compare the position of at least two places across the world on a world map: countries involved Y5 PLACE Y5 SPACE

# (ليلك





**Y6 SPACE** 

Explain how global warming is impacting

contributing to global

on the features of

fertile land and

desertisation.









**Y6 CHANGE** 

**Explain how** global warming is changing global landscapes

Explain how bombing raids during

WWII changed landscapes in Britair and the wider world i.e. Hawaii

(desertisation).



**History Links** 

World War 2

Locate and compare the position of two places in the world on aglobe:

Explain how the location and climate of Benin & Brazil has formed

**Explain** the natural resources that can be

# Y5 SUSTAINABILITY Analyse the impact of

humans using natural resources from the rainforests and suggest more sustainable ways to acquire the resources that humans need.

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.

Industrial Revolution

















YEAR

Stone Age to the

British Empire in

4

Africa

# Locate and compare the position Explain how natural and aces within a country on human resources impact on

a map of that country: Rome & a where people choose to settle of the UK and Europe.

Analyse the impact the tourism industry in regions Explain how land use patterns Anglo-Saxons, Vikings and Scots







Ackworth & Robin Hoods Bay.

world map: UK & South Africa

Define a county and identify their purpo









Analyse the impact of

pollution on the ocean,

determine if this can be

maintained and offer

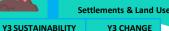
nprove this.

suggestions on how to

people and wildlife,









Explain how pollution has affected people, wildlife and the oceans







**Y3 PLACE** 

Locate and compare the position of two places on

Locate and compare the position of two places

within a country on a map of that country:







**Y3 SPACE** 

Explain how natural and human

resources impact on what people

choose to do in the local urban

Explain how natural and human

resources impact on how people

live and lived in South Africa













Great fire of London



# Y2 PLACE

**Locate** the world's oceans and continents on a

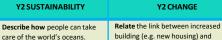
# **Great British Co**

of an ocean.



and physical features of a city and a coastal Describe the huma

and physical features



reduced farmland and woodland. Relate the link between plastic and

building (e.g. new housing) and

Y2 CHANGE







# **Y1 PLACE**

Locate UKcountries and capital cities on a UK map.

Locate Ackworth

and our local area on

Describe the human and physical features of a

Describe the human and physical features of a town

Identify and compare the weather in Ackworth and Mara, Tanzania and **recognise** the significance

## Y1 SUSTAINABILITY Describe the impact

that we have on ou local area and suggest ways we

## **Y1 CHANGE** Identify the changes in Ackworth based on photos from the past

(i.e. less farm land,





YEAR







YR/N SPACE







YR/N CHANGE



World



Context

Autumn: Me, My Family & My

Spring 1: Polar Regions
Spring 2: Under the Sea











YR/N SUSTAINABILITY



dentify that rain







**EDUCATING FOR 'LIFE IN ALL ITS FULLNESS** 



# **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

## Year 4 – Settlements and Land Use

(History Link - Anglo-Saxons, Viking and Scots) Land use patterns and their changes in our local area and the Holy Islands of Lindisfarne.

# Year 3 - Water Cycle

A study of coastal erosion, climate zones and understanding the water cycle.

## Year 1 - Our local Area

(History Link – Howard Family)

## Year 3 - Great British Counties

(History Link – Stone Age to the Iron Age) To define what a county is and explain which county our local area is part of. To study, locate and compare the features of Robin Hoods Bay to Ackworth.

# Year 2 – Towns and Cities

(History Link – Great Fire of London) To describe the physical and human features of cities and towns, including coastal towns.

# Year 4 - Earthquakes and **Volcanoes**

To explain how volcanoes form, define tectonic plates and explain how earthquakes occur. The study of Iceland, Pompeii and New Zealand.

# Year 6 - North America

A study of North America and its states, examining vegetation, climates and landscapes.

# Year 2 - Oceans and Seas

Locate the worlds ocean and seas and knowing the difference between the two. With sustainability of these a key issue.

# Year 5 - Location, Location, Location

Eco-systems, biomes and trade. Land uses in South America and Benin. The natural resouces, weather, climare and biomes and the impact this has on their economy.

# Year 5 - Rainforest

Structures of rainforest, the impact of deforestation, human uses of the rainforests and there effect. Comparing levels of deforestation in two areas.

# Year 6 - Impact of War

(History Link - World War 2) To locate and compare the positions of countries involved in WW2. What impact did fighting have on landscapes in Europe.

# Year 4 – Tourism

(History Link – Romans) A comparison of Ancient Rome, Modern Rome and Sorrento examining human and physical geography changes and the impact of tourism on European places.

# Year 2 - What makes up our world?

(History Link - Explorers and **Pioneers** 

Naming the 7 continents and 5 oceans in the world. Using a world map or atlas to locates them.

# **Year 6 – Climate Change**

To define desertisation and explain how global warming and climate change is changing global landscapes. To research climate change effects and observe and measure its effects on our local area.

# Year 3 - Pollution

Analysing the impact of pollution on the ocean and Great Barrier Reef. How pollution has affected people, wildlife and the oceans already.

# 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.

# Year 5 - Trade Links

(History Link – Benin and Industrial Revolution) What is an economy and how has it adapted through the British Empire and Industrial revolutions in the Kingdom of Benin.

# Year 1 - What is the weather?

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





# **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 crosscurricular 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 PROGRESSION OF KEY CONCEPTS Computing



Concept	Key Stage	What understanding and using that concept looks like
Safety The condition of being protected from or unlikely to cause danger or risk online	EYFS	Use online activities with the support and permission of adults.
	KS1	Ask adults before sharing information about themselves online  Know that people sometimes behave differently online  Understand the interconnected nature of the internet and how sharing information can be a good thing, but must be done so with boundaries to keep us safe
	LKS2	Understand their responsibilities as a digital citizen.  Recognise risk by thinking critically about the information they read on line
	LKS2	<b>Think</b> critically about the information they share with others (e.g. though social media, apps and games)
Creation Using technology to bring something	EYFS	Select and use technological devices to capture images, sounds and mark making.
into existence	KS1	Combine media from multiple sources (within the classroom) to create a new piece of work digitally.
	LKS2	Select and create digital media from pre-selected sources (by the teacher) to create a representation of a concept or data set
	UKS2	Select, manipulate, edit and create digital media from a wide range of sources to create a representation of a concept or data set
Coding Computational thinking to compose a program which achieves a specific goal.	EYFS	Understand that technology plays a role in our lives. Understand cause and effect
	KS1	Compose a simple set of instructions to complete a set task/purpose (algorithm).  Understand when these instructions need to be altered or changed (debug).
	KS2	Combine algorithms to complete more complex tasks.









# **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 aroup safety focus
- Identify where and how to report concerns and getsupport for issues online



Delivery: whole class lessons

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.

YFΔR

6

Select, manipulate, edit and create digital media from a wide range of sources to createa representation of a concept/data set

Y5/6 CODING Combine algorithms

to complete more complex tasks.



P

Radio station - Plan and

Delivery: whole class lessons

**YEAR** 

and quizzes Program an
algorithm as a
sequence of gaminstructions with
actions and

Think critically about the information

they share with others (e.g. through

social media, apps and games

YEAR

4

Delivery: whole

Using and applying -Undertake basic

functions using software for creati

Whole class

lessons

Delivery

whole

lessons



**Understand** their responsibilities as a

digital citizen.

Recognise risk by thinking critically about

the information they read online



Word Processing – Utilise more



a representation of a concept or dataset

Select & create digital media from pre-Combine algorithms selected sources (by the teacher) to create

to complete more complex tasks

Understand communication
Understand computer networks
including the internet; how they can
provide multiple services and the
opportunities they offer for
communication and collaboration

Internet Research and Communication

Delivery: whole

class lessons

Using and applying – Basic formatting after opening applications such as type letters and

symbols formatting text

and positioning

**YEAR** 





Recreate a piece of a



Presentation

Skills - Slides

text boxes and

hyperlinks, transitions, audio/vide

Programming Turtle Logo &

instructions

Turtle Logo – Giv and follow simple

YFAR

Y1/2 SAFETY

Ask adults before sharing information about

themselves online

Know that people sometimes behave differently online

Understand the interconnected nature of the internet,

how sharing can be a good thing, but must be done with

boundaries







Y1/2 CREATION

Combine media

from multiple

sources (within the

classroom) to

of work digitally







instructions to complete a set

instructions need to be altered or changed (debug)

Y1/2 CODING

Compose a simple set of

task/purpose (algorithm)

Understand when these

YEAR







using different colours, brushe

**Delivery**: continuous provision using interactive table, Bee Bots. Code-apillarflexibly

**EYFS** throughout the year

collected - Tapesty

RECEPTION SAFETY RECEPTION CREATION RECEPTION

capture images, sounds and markmaking

technology plays a role in our lives

Select and use technological devices to

**Understand** that

Use online activities with the support and permission of adults.





# **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.



## Mine

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 PROGRESSION OF KEY CONCEPTS PE AND SPORT

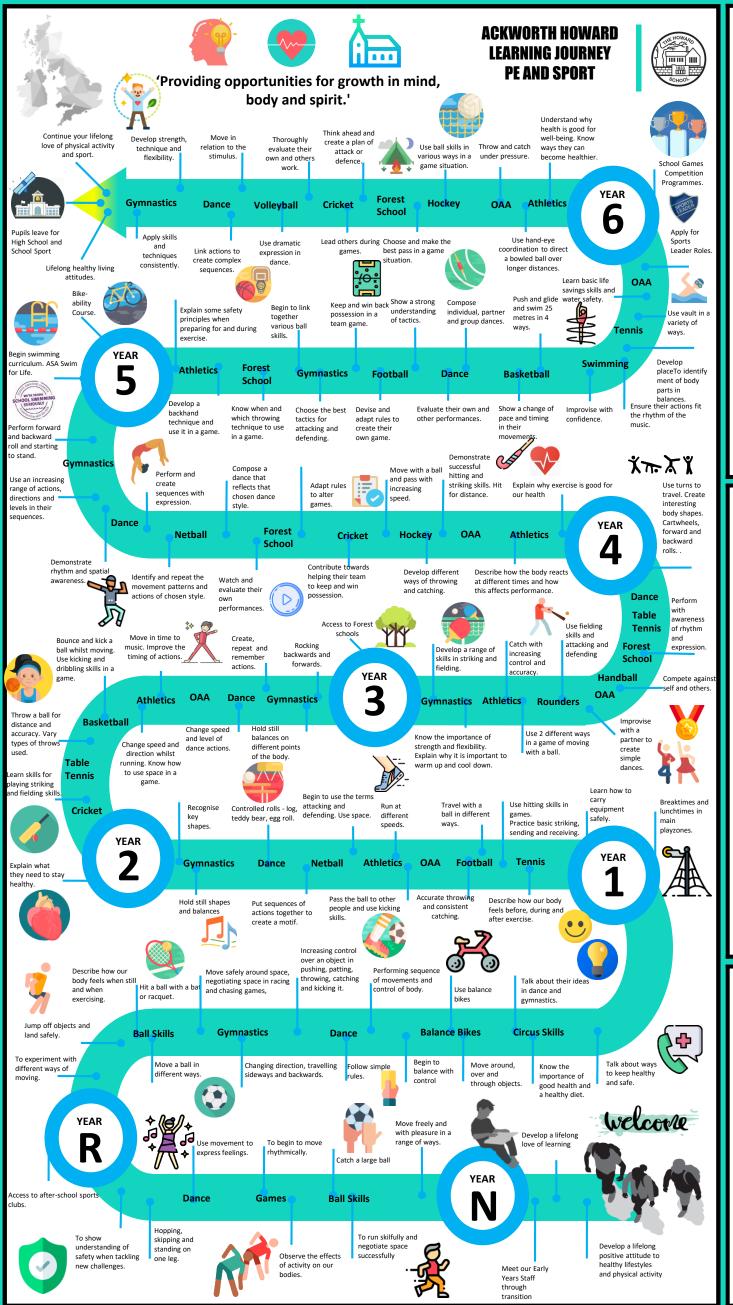


Concept	Key Stage	What understanding and using that concept looks like
Resilience The capacity to recover quickly from difficulties and face the unfamiliar.	EYFS	Willing to try new activities.  Identify when help is needed.
	KS1	Adapt well to increasingly challenging situations and activities.  Apply performance-based feedback in order to improve.
	KS2	Demonstrate improvement based on self-evaluation and performance-based feedback. Perceive challenge as an opportunity rather than a threat.
Skill The ability to do something well; expertise.	EYFS	Show good control and co-ordination in large movements (e.g. walking, running, skipping, climbing).  Show good control in smaller movements (e.g. throwing, catching and kicking).
	KS1	Refine basic large and small movements and apply in a range of activities.  Demonstrate hand-eye coordination to hit objects.
	KS2	Apply refined large and small movements in a range of competitive activities.  Recognise the use of space to make informed decisions whether to pass, dribble or throw.  Think ahead and create plans and scan before receiving possession.
Physical and Mental Fitness	EYFS	Recognise ways to be healthy.  Choose to take part in physical activities.
The condition of being physically and emotionally fit	KS1	Know how nutrition and healthy lifestyles improve physical fitness.  Take part in strenuous activity.
and healthy.	KS2	Apply knowledge of nutrition and healthy lifestyles to improve physical fitness.  Take part in sustained, strenuous activity.  Make informed choices based on knowledge of how they can become healthier.
Competition Striving to gain or win.	EYFS	Understand and follow the rules of a team game.  Work as part of a group.
	KS1	Develop simple tactics for attack, defence and performance in order to improve.  Explore different roles within team.
	KS2	Analyse previous performance of themselves and others in order to improve.  Strategically deploy individual talents within a team.  Show leadership and communication skills within team games.











# to provided highintra and inter-



quality competition opportunities both school. We compete in the School Games programme and in 2019 received the Gold Award for the second year running

Competition

We are committed



We promote the **Schools Games** Values of determination. teamwork, selfbelief, passion and respect.



Competition is an important part of out curriculum and is developed throughout KS2 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** <u>Fitness</u> The condition of being physically and emotionally fit and



**Competition** Striving to gain or

win.

healthy.



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**

# 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.



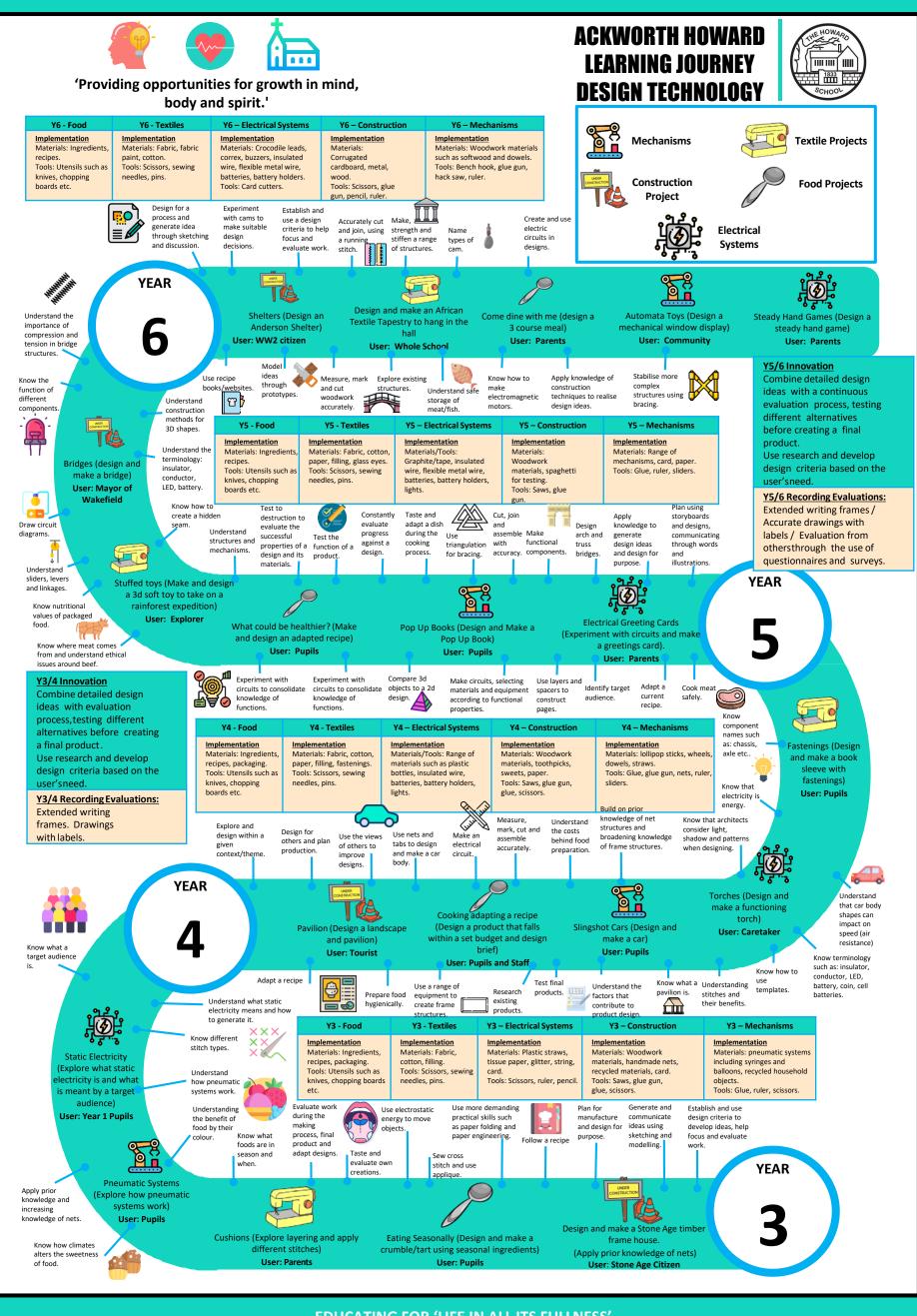
# Spirit

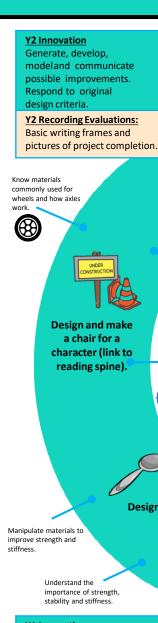
Through the evaluation of past and present deign and technology, children develop a critical understanding of its impact on daily life and the wider world and the impact it has on the contribution to the creativity, culture, wealth and well-being of the nation.

# Careers

Careers that include the use of DT:

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









body and spirit.'



# **ACKWORTH HOWARD LEARNING JOURNEY DESIGN TECHNOLOGY**





<u>Implementation</u>

Materials: Fabric, cotton,

Tools: Scissors, sewing

needles, pins, glue

**Textile Projects** 

Y2 - Textiles



**Food Projects** 

Y2 - Food

Materials: Ingredients, recipes.

Tools: Utensils such as knives,



**Construction Project** 

Materials: plasticine, card,

Tools: Ruler, glue, scissors,

<u>Implementation</u>

Y2 - Construction



Mechanisms

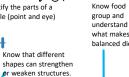
Materials: A variety of recycled materials,

variety of card thickness, split pins.

Tools: Glue, ruler, scissors,







Identify input and output.

Understand how fruit and vegetables grow making process and the finished product product.

Recognise examples of a natural and manmade structure.

<u>Implementation</u>

chopping boards etc.

Conduct product research and apply it to a design



Thread a needle and sew using a running stitch.

and hygienically. Chop safely using the bridge grip.

Prepare food safely

Apply knowledge of structures in design process.

**Implementation** 

Create and use design criteria, generating idea and planning for



Design and make a wrap



a moving monster/Ferris Wheel

Y1 - Food

Materials: Ingredients,

Tools: Utensils such as

knives, chopping boards

<u>Implementation</u>



Design and make a Make a pouch for **Samuel Pepys** 

YFΔR

## 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.

fruit and vegetables





and cut work to

Y1 - Textiles

<u>Implementation</u>

Materials: Fabric - felt,

Tools: Scissors, stapler,

accurately scale and follow a design brief

adapt designs, test a finished product and

reflect on it.



2d nets in to 3d structures



Materials: Card, paper, pipe

Tools: Glue, scissors.









Materials: Recycled wheels such as

bottle tops, A variety of recycled

materials, variety of card thickness

Look at mechanisms and understand how an axle

<u>Implementation</u>

Tools: Tape, scissors.





Design and make a fruit/vegetable smoothie











Represent their own ideas,



Design and make a structure such as a windmill

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



**Design and make** a puppet

Reception CONTINUOUS PROVISION

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



Design and make a moving story book with levers and sliders



Making objects from stories such as brushes for Farmer Duck (con\*. provision)

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

thought and feelings through design

Experiment with colour,

texture, form

and function

design,



representations of events, people and

To create



experiment to create different textures.



To explore what happens when they mix colours.

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







# 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 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)







# 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 problemsolving 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

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Art and Design



Concept	Key Stage	What understanding and using that concept looks like
Composition  Art can take an endless array of shapes through the manipulation of colour, patter, texture, line, shape, form and space	EYFS	<b>Name</b> artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in a range of artwork. e.g. In their own work or that of artists.
	KS1	Identify and describe artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in a variety of artistic styles (e.g. Cubist, pop art. Impressionist, contemporary, abstract)  Recreate specific elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) of artistic styles.
	KS2	Compare and contrast artistic styles (e.g. cubist, pop art, impressionist, contemporary, abstract) using technical language linked to artistic elements.  Recreate artists' work in a range of different artistic styles.
Creating art to represent something real or express an emotion, mood or message  (Artist talk)	EYFS	<b>Experiment</b> with artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
	KS1	<b>Apply</b> their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.
	KS2	<b>Justify</b> their use of artistic elements and different artistic styles to make deliberate choices bout their own pieces of art.
Comprehension  Critically ascribe meaning to a piece of art.  (critic talk)	EYFS	Identify how a piece of art makes them feel.
	KS1	<b>Describe</b> how a piece of art makes them feel using simple language linked to artistic elements and give reasons why.
	KS2	Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their reason.  Investigate how artists' deliberate choices about composition have different effects on the audience, based on their personal experience and values.







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



growth in mind, body and spirit.'

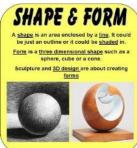
**ACKWORTH HOWARD LEARNING JOURNEY - ART** 



Key vocabulary for each year group is new vocabulary to be introduced, building on the previous year group.
Children should be aware of each formal element from YR-Y6. They should be able to discuss what each formal element is by the end of their primary education.

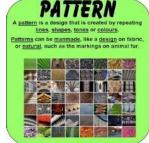


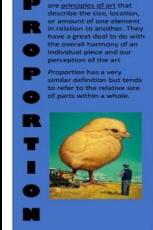












Shape and form – create pre-designed 3D forms e.g. nets, sculptures.

Tone – use tone to represent 3D forms. Proportion – Use proportion accurately relating to human features. Oil pastels, gold/sil sketching pencils. writing frames linked to formal elements/style to justify response the audience, based on their personal experiences and values.

techniques
Evolution and

Communication Progression (ma

Pattern – Create own abstract pattern to reflect personal experiences.

Shape and form – Represent 3D forms using line on a 2D image.

Tone – create a tone continuum.

Line – Interlocking

Create their own Logo for Print/Textile design

Texture – Think about how we can use line and tone to create visual texture.

Colour – Explore a range of colours. Introduce complimentary colours. Look at colour for purpose and texpress moods/feelings.

鼠

Artist Focus

Illustrator Armin Greder

Visual texture

YEAR

6

ow a piece of art makes them feel; use more technical language & extended writing frames linked to formal elements/style to justify respore

how artifits deliber atechnices about composition have different effects on the audience, based on their personal experiences and values

eir work along with evaluations to a whole school assembly. YEAR

Peter Thorpe Abstract space art



Stunning First World War Artworks by Women

Henri Rousseau Rainforest paintings

Shape and form – Represent 3D forms using line on a 2D image.

Proportion – Begin to consider proportion in relation to features within landscapes.



Nick Harris

Leonardo Da Vinci Mona Lisa

Shape and form – manipulate 2D shapes to create a 3D effect (cubism). Line – ripples Tone – use black/white to create a given tone of colour (consolidation). Shading (grades of pencils).

Pattern – Explore natural and manmade patterns in the environment. Use ICT to create patterns Look at

**Artist Focus** 



**Artist Focus** 



**YEAR** 4

Lights and shadows

Art Concept		Year 3	
Composition Progression (formal elements taught)	Shape and form – Draw 3D forms and create organic 3D forms. Use 2d shapes to create patterns. Line - short dashes. Proportion – Refer to proportion as size in relation to human features.	Colour – create a colour wheel. Explore warm and cool colours. Explore different ways of apply colour e.g. splashing, dotting, Use colour to express mood.  Tone – use black/white to create a given tone of colour.	Pattern – look at natural and manmade patterns. Make patterns on a range of surfaces. Texture – Begin to weave, dye and change textures in some way.
Communication Progression (materials)	Clay, wire.	Oil pastels	Coloured paper, sandpaper, textured paper, textured wallpaper, corrugated paper, cardboard.
Comprehen sion Progression (evaluation)	Describe how a piece of art makes them feel; use more technical language and basic writing frames linked to formal elements/style to justify their response.  Investigate how artists deliberate choices about composition have different effects on the audience, based on their personal experiences and values.  Present their work along with evaluations to another class.		

Artist Focus Atta Kwami African patterns



**Artist Focus** 



Line – stippling
Pattern – Distinguish between natural and man made patterns. Shape
and form – Recognise 3D shapes and draw organic 2D shapes.
Proportion – Begin to think about the appropriate size of letters.

**Art Concept** 

Y2 Key Vocab:

**Identify** how a piece of art makes them feeling using simple language and an external service and an artist's choice of formal elements has an effect on the audience

Texture - overlap and overlay actual textures to create effects. Be able to distinguish between the qualities of the different textures Tone – Add black to make colours darker. Colour- Make tones of colours using black and white. Begin to describe and link colours to objects. Use colour on a large scale.

Pencil crayons, felt tips.

Fields



Colour – name all the colours.
Find collections of different colours by mixing white. Introduce secondary colours.
Textures – recognise a range of different textures and sort by qualities. Use in collages.

Artist Focus Claude Mone



Pattern – awareness of how manmade par Tone - Use white to create lighter tones of

Artist Focus

	YIK
	- Prii
tterns repeat.	- Ligl
f colours.	- Dai
	- Mix
	- Tor
	- Dia
	- Ge
	shap





Artist Focus Vincent Van Gogh Self portraits

Pencil and charcoal

patterns

Identify how a piece of art makes them feeling using simple language and a basic talking frame, making li Talk about how an artist's choice of formal elements has an effect on the audience



Acrylic paint



Illustrator Hargreaves

Pattern – Look at irregular patterns (manmade).

YEAR

YEAR 1

Shape and Form – recognise 2D geometric shapes Colour – Experiment with and name colours. Paint from memory and

**Andy Goldsworthy** Natural patterns using sticks and ston

**EYFS** 

Axel Scheffler

Large scale whole class



Piet Mondrian Colours and shapes Make collages with different 2D shapes and a selection of paper, cards and fabrics.



Finger and handprint paintings





# 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**

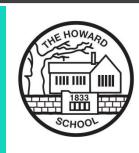
Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the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

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Music



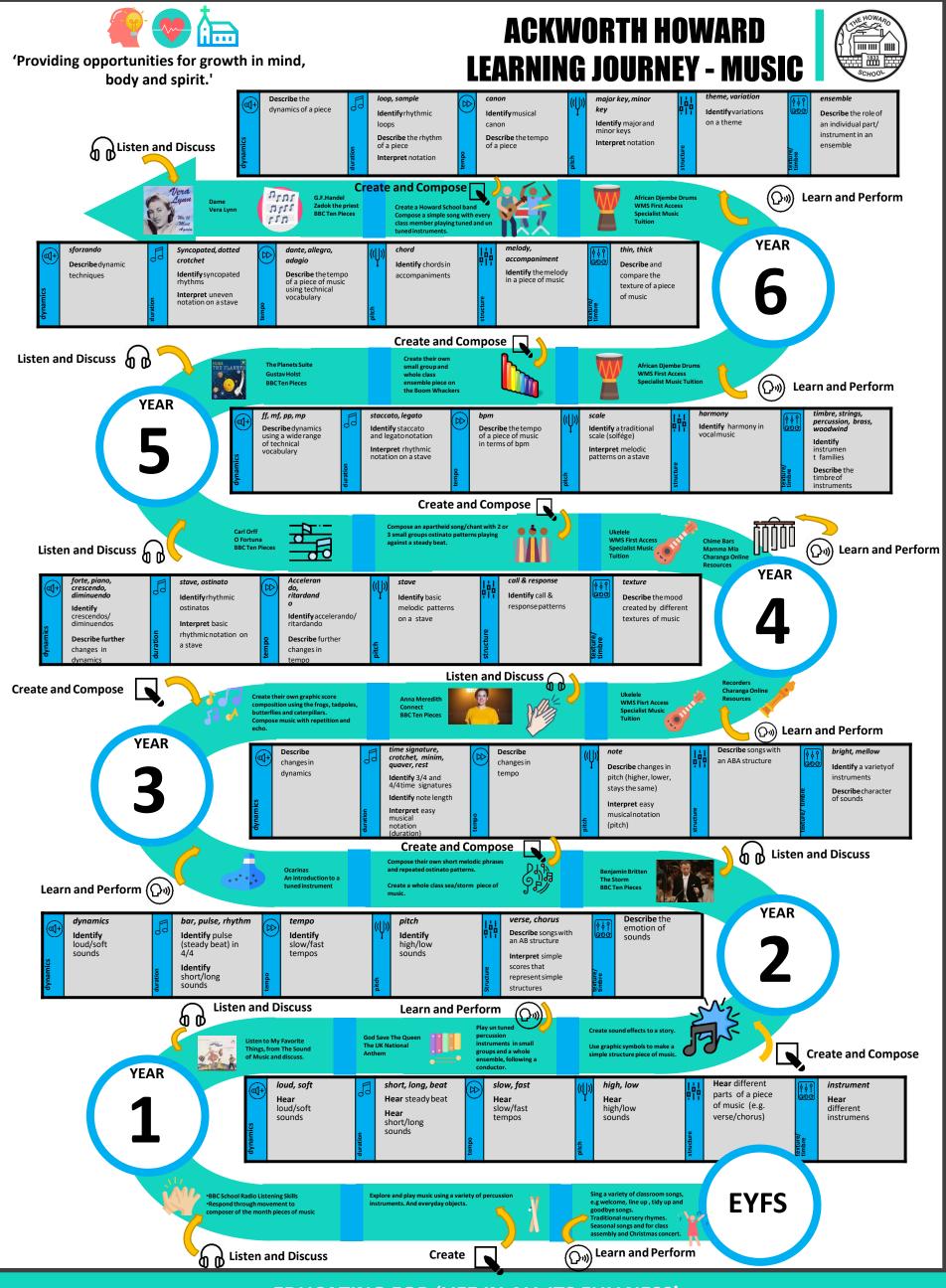
Concept	Key Stage	What understanding and using that concept looks like
Shape  Music can take an endless array of shapes through manipulating the pitch, duration, dynamics, tempo, timbre, texture and structure.	EYFS	<b>Hear</b> elements of musical shape (i.e. High, low, loud, soft, long, short, fast, slow and steady beat)
	KS1	Identify and describe elements of musical shape using simple language (i.e.) high, low, loud, soft, long, short, fast, slow) Identify different time signatures (3/4 and 4/4) Interpret early musical notation and link it to the simple language of musical rhythms (frog, tadpole, butterfly and caterpillar)
	KS2	Identify and describe elements of musical shape using technical shape (rhythm, pitch, duration, dynamics, tempo, timbre, structure)  Interpret more complex musical notation on a stave (treble clef) and link it to the language of musical shape (crotchets, quavers, minims)
Communication  Shaping music to represent something real or express an emotion, mood or message  Composer talk	EYFS	Copy and keep a steady beat (pulse)  Perform, compose and improvise with music using their early knowledge of musical shape, using a variety of songs, resources and instruments.
	KS1	Copy, keep and compose a rhythm  Copy and keep a steady beat in a given time signature (3/4 or 4/4)  Perform, compose and improvise music (including song) using their own developing knowledge of musical shape and comprehension to express themselves.  Perform and compose music deliberately and justify their choice of shape using their deeper knowledge of musical comprehension.
Comprehension	EYFS	Say how a piece of music makes them feel.
Critically ascribe meaning to a piece of music. Listener talk	KS1 KS2	Say how a piece of music makes them feel using simple musical language to give reasons why.  Say how a piece of music makes them feel using more technical language of musical shape to justify their response.  Explain how peoples' experiences linked to time and culture affect the way a piece of music is comprehended.







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





# **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 Fur 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	Leaonard Bernstein West Side Story 1957
February	John Williams March from SuperMan 1932	Aretha Franlin 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





# **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.



# <u>Mind</u>

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

# ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS MODERN FOREIGN LANGUAGES



Concept	<b>Key Stage</b>	What understanding and using that concept looks like
Communication Expression of ideas and thoughts using language and to understand and respond to other speakers	UKS2	Listen attentively to the correct pronunciation of taught words and phrases.  Repeat taught words and phrases with correct pronunciation.  Recognise taught words and phrases and recall their meaning.  Ask and answer simple questions using taught words and phrases.  Write words and phrases accurately.  Memorise and recite the correct pronunciation of taught words, phrases and sentences.  Use taught words, phrases and sentences accurately and independently in speech.  Apply taught words, phrases and sentences accurately and independently in writing.  Translate taught words, phrases and sentences.
Culture The ideas, customs, and social behaviour of a particular people or society	LKS2	<b>Study</b> the culture of another country by <b>exploring</b> popular religious beliefs, customs, food and music.
	UKS2	<b>Explore</b> cultural stereotypes and <b>justify</b> why they are flawed and inaccurate.







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

# 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 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
- 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.
- Ouick vocab revision sessions.
- Yearly MFL learning day to coincide with European Languages Day.

# How is culture explored?

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













# ACKWORTH HOWARD **LEARNING JOURNEY MODERN FOREIGN LANGUAGES**



## **Y6 Learning Outcomes**

'Providing opportunities for growth in mind,

body and spirit.'

- Can produce a weather forecast using the immediate future
  Can use "está" and "es" correctly in the context of geographical features
  Can pronounce correctly the identified phonic sounds

- Can pronounce correctly the identified phonic sounds
  Can use a bilingual dictionary and understand a longer text about geographical features.
  Can access the story and are able to translate some sentences into English
  Can describe a picture using the 3<sup>rd</sup> persons singular and plural in the pretérito tense
  Can pronounce correctly the phonic sounds included in the Unit
  Can create and perform a role plays et in a café
  Can follow the recipe for a milk shake
  Can discuss what they ate and drank in the past using the pretérito
  Can produce, with a group, pages of a newspaper showing elements of the language they have learnt at primary school.

### Y6 SKILLS

When 'es' and 'está' should be

And be able to identify word classes - verbs, nouns djectives, adverbs, connective

Unit 18

Los Planetas

Understand word classes - verbs.

nouns, adjectives

Recognise patterns in simple language

Grammar:

Adjectival agreements using correct gender and numbe

Imperative form of key verbs 3<sup>rd</sup> person singular and plural of verbs ir

present tense

Unit 16

Las Pescadoras

**Valencianas** 

Unit 15

Mi Cuida

T4 Learning Outcomes

Can create and perform a dialogue about the weather

Can ask and answer questions about modes of transport

Can understand that Spanish is spoken in many countries

Can pronounce correctly the phonic sounds included in the Unit

Can create a dialogue with a partner using questions and complex sentences

Can write sentences expressing opinions about what they like/do not like to

Can read the story aloud with accurate pronunciation and intonation

Can produce an individual written diary of daily activities

Can create complex sentences which include time + activities

Can create complex sentences which include time + activities

Can create and perform a dialogue about the weather, including articles of

clothing and temperature

YEAR

Grammar:

¿Dónde está? Está +

directions

un/una; el/la

¿Qué hay .

Unit 17

Las Estaciones

used

And be able to use adjectival agreements with nouns

YEAR

Geographica l Features

Unit 19

Differences between "es" and "está"

differentiating between features

3rd person singular and lural of pretérito of a range of -AR and -ER verbs

tense) of 'hay



Unit 22

Jn periódic

Grammar: and 2<sup>nd</sup> pers singular of pretérito of omer', 'bebe

Connectives to manipulate language and produce more complex sentences

Grammar: Adverbs to adjectives

manipulate language and produce more complex sentences

# **Y5 Learning Outcomes**

- Can ask and answer questions about what foods they like
  Can give opinions about food likes and dislikes using extended sentences
  Can recognise the 1<sup>12</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular of the past tense pretérito of the verbs comer and

- Can "eccognise the 1st, 2nd and 3nd person singular of the past tense pretérito of beber Can produce and perform a rap and role play in pairs Can use their musical skills to relate this to language learning Can talk about different music genere in simple Spanish Can correctly pronounce the phonic sounds covered in this unit Can read and create simple sentences about places in a town. Can produce with a partner a dialogue about a variety of personal information Can read and create simple or complex sentences about the painting Can memorise the poem 'La Playa' and use it as a model to write their own Can say what the weather is like in different seasons Can access new texts
  Can correctly read aloud phrases from a poem Can write short phrases using rhyming words
  Can produce complex sentences about the planets
  Can understand the different word classes

am the

Music

Man

Grammar: 1<sup>st</sup> and 2<sup>nd</sup> person singular

of 'ir' - voy, vas

Hace, hay and está as

constructions to use wher

describing weather

Use of 'en' or 'a' with

modes of transport

Can say the day and the date
Can say and ask others when their birthday is
Can say and ask others when their favourite colour is
Can recognise the 1st person singular of 7 -ar verbs
Can respond to and create descriptions using colour correctly, agreeing in gender and number
Can demonstrate through actions an understanding of the songs in this Unit
Can express simple preferences using parts of me gusta + colour and -ar verbs
Can respond to a known story with gestures and mime and take part in a performance of the str
Can recognise multiples of numbers in tens up to 100
Can hold a conversation with a partner about families and pets
Can pronounce the phonic sounds included in the Unit

Me gustaría comprar .

cambiar and enseñar

### Grammar:

The indefinite article un/una and definite Grammar: article el/la ¿A quién le gusta...?

Me gusta, no me gusta, me gustan, no me The verb tocar Unit 14 gustan with food items

> Extended sentences using the connectives y, pero and porque

> The  $1^{st}$ ,  $2^{nd}$  and  $3^{rd}$  person singular of the pretérito (past) of the verbs comer and bebe **Y4 SKILLS**

Use context to estimate new words Apply phonic knowledge to support reading and writing Understand that Spanish is spoken in many countries

Read and memorise words
Build on prior learning to determine meaning
Use a simple glossary to locate specific words
Use a dictionary
Develop intercultural understanding about oth
Use question forms

Build on prior knowledge to create new sentences

Plan and deliver a language activity
Look at the writing conventions of the language
Discuss language learning and share ideas
Understand a traditional children's song in the past tense

# **Y5 SKILLS**

# YEAR

Unit 13 he Hungry Caterpillai

Hace, hay and está as constructions to use when describing weather

Connectives to manipulate language and produce more complex sentences

# Unit 12

Cuando Llueve

Recognise and apply simple adjectival agreements

Manipulate the language by choosing different adjectives and activities

# The 1<sup>st</sup> person ingular form of

range of verbs

nfinitive phrase: with 'me gusta'

Prepositions of place

Lifestyles Differences

# El Carnaval de los Animales

Definite articles el, los, la, las

adjectival agreements

Singular and plural comm

## Unit 6 Mi Familia

Grammar:

The 1st, 2nd and 3rd

ersons singular of the

verb 'tener

masculine/feminine

versions 'un/una'

ustan, no me gustan + colour, + -ar verbs in the infinitive

### Unit 5 Me Gusta

Grammar:

differences of nouns

Adjectives describing

he 3rd person singular o

the verb 'tener'

Unit 4 Designing Monster

Cuál

How to ask and give favourite colour using

Gusta Hacer and encantar

Unit 8

Qué te

the 1st person singular form The indirect object ronoun with gusta

ne infinitive form o

veral AR verbs a

en el Tiempo

Unit 9

Raúl Viaja

### etween the us of 'está' and 'es

# **Y3 Learning Outcomes**

Can say how old they are and ask their partner their age Can say the day and the date

Unit 7

¿Qué

hace?

**Grammar:** The infinitive of -ar verbs

Me gusta, no me gusta, me

to describe nouns

# 1st person singular of Unit 3 common -ar verbs and their infinitives

Myself and the Things I Do

Can pronounce correctly the key Spanish sounds included in this Unit

# Grammar:

Nonths do not have a capital lette

Commands in the singular and plural The way to say 'of the' masculine Dates an Number

# Recall key phonic sounds Respond to a variety of inputs to learn new grammar points

Develop strategies to aid memorisation

Build on prior knowledge to access a new text

Use a bi-lingual dictionary to look up simple nouns

Do a presentation about their families

The yo and tú forms of the verb

Greetings Spanish **Speaking** 



# The immediate future using "va a. Masculine/feminine

Raúl en Sutton

House: una casa Tudoi

Llevo un Paraguas

Unit 10 Healthy

### Work effectively in pairs and give each other feedbac Memorise language through responding to songs

Develop a strategy of their own to help them memorise new vocabulary

Unit 2



- Discuss and reflect on language learning
  Use context and previous knowledge to estimate new words
  Use language known in one context in another context
  Devise questions for authentic use

# Grammar

nouns with great confidence

'Había' as the past (imperfect

verbs

# Unit 11

Recognise and apply simple

# **Y3 SKILLS**

Unit 1 Structures to say

- Estimate meaning, based on prior knowledge Summarise key points Work in pairs and develop a dialogue with a partner which can be

- work in pairs and oevelop a dialogue with a partner which cal acted out and written
  Use a simple bilingual dictionary
  Use context and previous knowledge to estimate new words
  Use a bilingual glossary and identify the word classes
  Work with a partner and give peer feedback
  Use context and previous knowledge to estimate new words
  Use knowledge of words, text and structures to build simple
  spoken and written passages
  Apply phonic knowledge to support reading and writing
  Discuss and reflect on language learning

- Listen attentively and follow the story of La pequeña or Create role plays in pairs
  Work in teams and with a partner
  Recall key phonic sounds
  Work well with a partner
  Recycle previously learnt structures into new sentences
  Combine all 4 language skills
  Understand places in Spain
  Appreciate a painting by a Spanish painter
  Integrate new language into previously learnt language
  Apply grammatical knowledge to make sentences
  Memorise a poem
  Manipulate language by changing one element in a con-

**Grammar:** The 1<sup>st</sup> person singular form of common -AR and -ER

Maths.

# Unit 20 3rd person singular and plural of the verb En el café Unit 21 'decir





# **Curriculum Impact**

# Education for 'life in all its fullness.'

A well sequenced, coherently planned curriculum that builds upon the crucial knowledge, understanding and skills that pupils must learn enables all pupils to experience 'life in all its fullness.'

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.

# **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.









