

The Howard School Curriculum Brochure



Educating for 'life in all its fullness.'



Contents

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



The Howard School Vision

*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. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.

Theological Underpinning of the Vision:

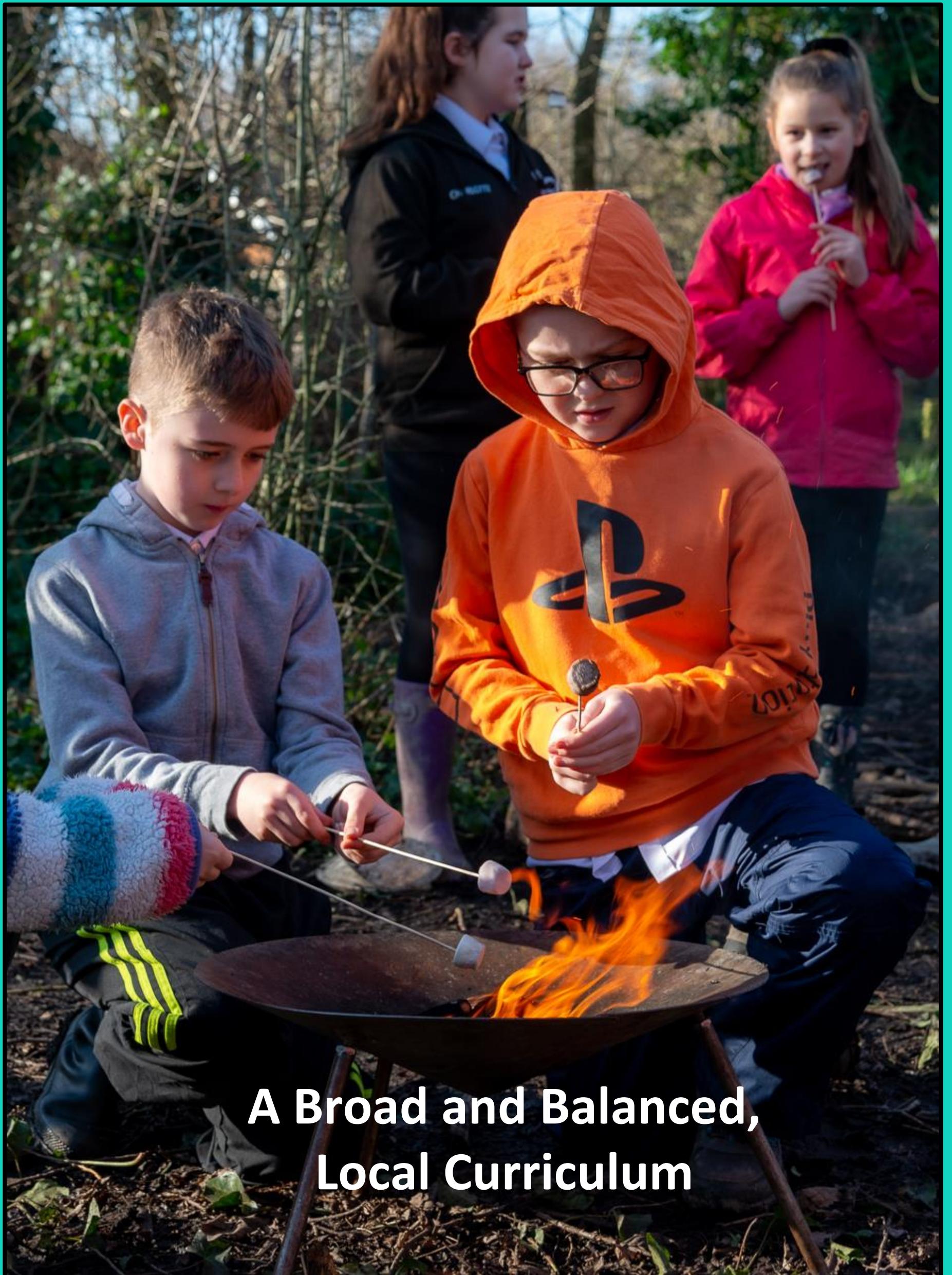
As a Church of England school, the school mirrors the church's vision for an education which promotes 'life in all its fullness' (John 10:10). Its core purpose is to educate the whole child; uniting excellence and academic rigour with spiritual, social, moral and cultural development - enabling every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

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

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

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

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



**A Broad and Balanced,
Local Curriculum**



A Broad and Balanced, Local Curriculum

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

Our 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

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

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

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

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

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

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

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

Teachers engage in their own reading of children's literature to develop their own subject knowledge and are encouraged to talk about the materials they read. They are able to make recommendations and broaden the range of what the children would normally read. Platforms such as Epic Read provide online materials and individual class lists challenge the children to read a wide range of texts and genres.

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



A Broad and Balanced, Local Curriculum

Our School Values

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

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

Christian Values

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

Global Citizen Threads

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

Our Core Christian Values

Compassion

Forgiveness

Friendship

Trust

Our Global Citizen Threads

Diversity

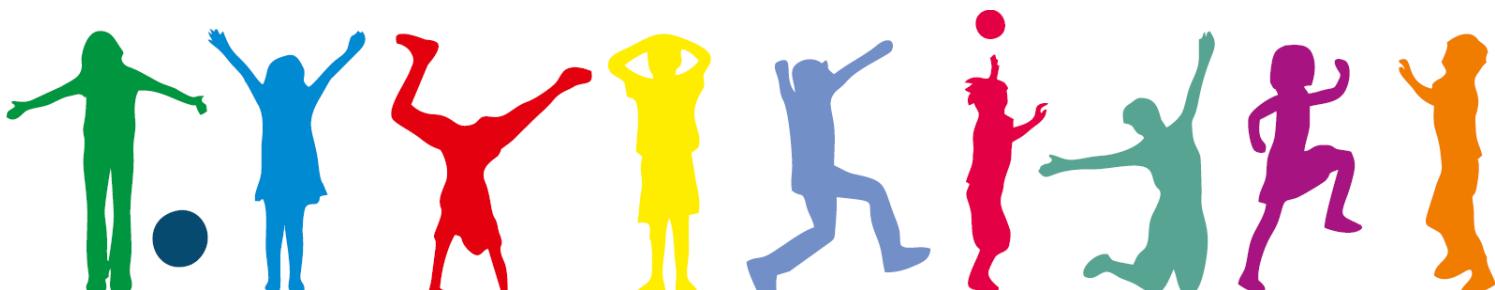
Values and Perceptions

Resilience

Aspirations

Health and Wellbeing

Social Justice





Christian Values



Academic Achievement



Character Education

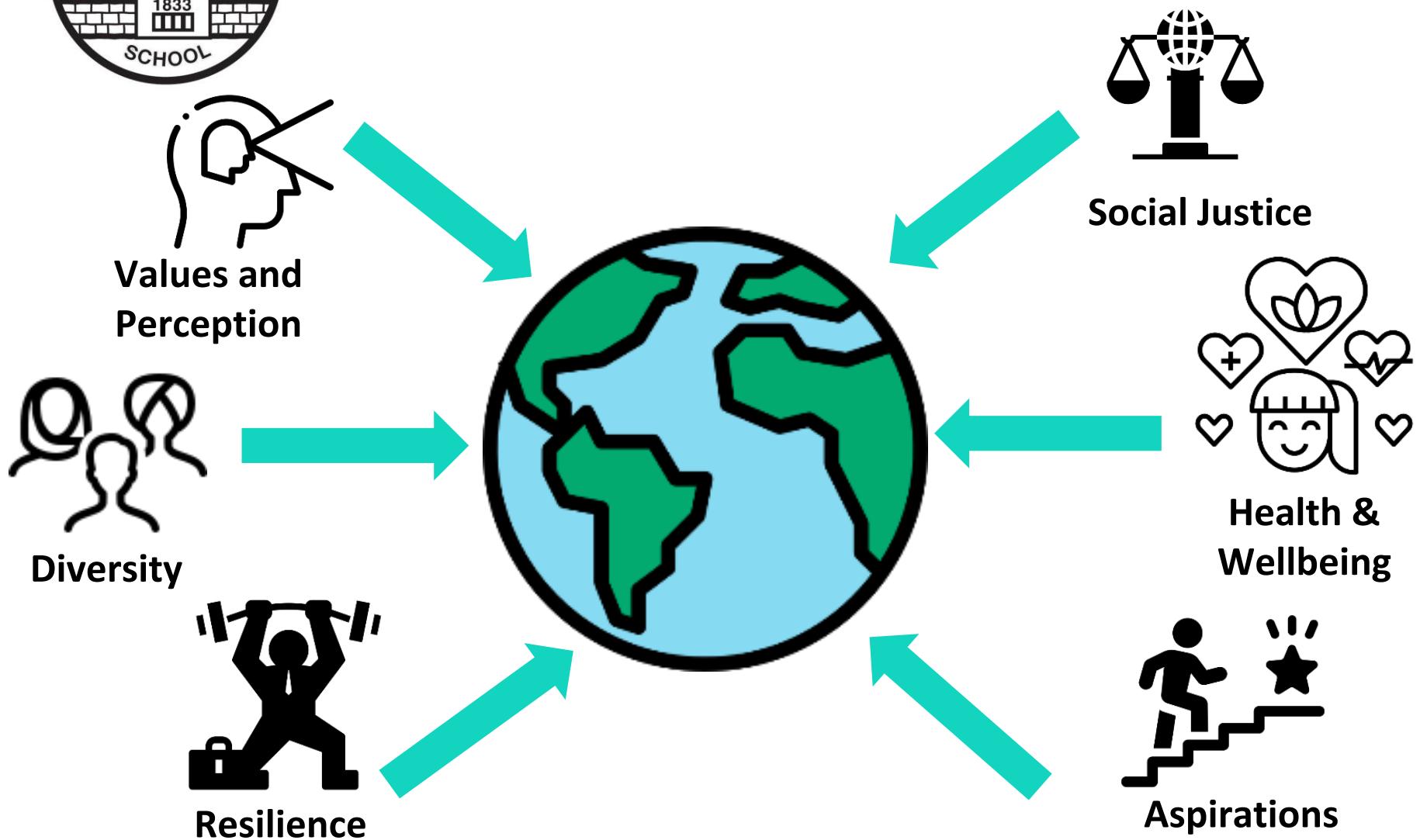


Global Citizens

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



Global Citizens



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

Our curriculum is designed with four goals in mind:

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



Global Citizens Whole School Threads

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!

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

Autumn 1 - Diversity

Be respectful → Be thankful → Show friendship

EYFS What makes us special?

YEAR 1/2 Can I recognise the beauty of different people and places?

YEAR 3/4 Can I find out what draws groups of people to certain places?

YEAR 5/6 Can I appreciate different perspectives of global issues?

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

Autumn 2 – Values & Perceptions

Be forgiving → Show humility → Build Trust

EYFS How do we celebrate special events?

YEAR 1/2 Can I understand that people have different values?

YEAR 3/4 Can I understand how our values affect the way we live?

YEAR 5/6 Can I understand how collective values build society?

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

Spring 1 – Social Justice

Be compassionate → Promote Justice → Be truthful

EYFS What makes a good friend?

YEAR 1/2 Do I understand and value fairness?

YEAR 3/4 Do I recognise that actions have intended and unintended consequences?

YEAR 5/6 Can I challenge injustice and develop a prophetic voice?

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

Spring 2 – Health and Wellbeing

Be responsible → Be generous → Be peaceful

EYFS How can I look after myself?

YEAR 1/2 What do I need to be healthy?

YEAR 3/4 Can I recognise ways to improve my physical and emotional well-being?

YEAR 5/6 Can I understand the impact of positive and negative health choices?

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

Summer 1 – Resilience

Be courageous → Have wisdom → Show perseverance

EYFS What do I need to do next?

YEAR 1/2 How do we recognise problems?

YEAR 3/4 What strategies do we use to solve problems?

YEAR 5/6 Can I understand how to apply problem solving strategies in various situations no matter how impossible they may seem?

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

Summer 2 – Aspirations

Be creative → Have hope → Show service

EYFS What can I be?

YEAR 1/2 Who should we admire?

YEAR 3/4 Who do I want to be and what do I want to achieve?

YEAR 5/6 How do I become the person I want to be?

PSHE Learning how important, valued and loved we are.



Christian Distinctiveness

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



Our Christian Ethos

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

Community Links

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



The Hidden Curriculum

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



In addition to the range of enrichment experiences for our pupils and the experiences of our 'hidden curriculum,' older pupils benefit from two contrasting residential visits which have been carefully planned for specific purposes to meet the needs of our context and vision. The Year 6 residential to 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 visits from our local incumbent. The children are further challenged to think, ask questions and share their views about the world around them.



Pupil Leadership

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



Values

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



School Prayer

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

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



**ACKWORTH HOWARD
DEVELOPING
SPIRITUALITY**

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

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

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

**YEAR
6**

ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, P4C, Residential	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C
REFLECTION	Health and Wellbeing – Can I understand the impact of positive and negative health choices? Resilience – Can I understand how to apply problem solving strategies in various situations no matter how impossible they seem? Aspirations – How do I become the person I want to be? Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?	Values and Perceptions – Can I understand how collective values build society? Social Justice – Can I challenge injustice and develop a prophetic voice? Is it better to please oneself first, or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn't life always fair? Is being fair always the right thing to do? Does more mean being happier?	Diversity – Can I appreciate different perspectives of global issues? What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so, what happens to it after death? Why do we love? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know? What is worth dying for?
TRANSFORMATION	The awareness of the value of reflection to explore deeper responses to thoughts that help shape the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions.	A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question

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

**YEAR
5**

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



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

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

**YEAR
4**

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

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

**YEAR
3**

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



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

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

**YEAR
2**

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

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

**YEAR
1**

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



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

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

EYFS

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

What is Spirituality?

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

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

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

Rationale

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

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

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

The four elements of spiritual development

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

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

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

Opportunities to develop and support spiritual development

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

Where will spiritual development opportunities occur?

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

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



Tanzania Partnership



Working With and Learning From...

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

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

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

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

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

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

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



Mind

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



Body

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



Spirit

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





Personal Development



Personal Development



Why is personal development important?

"The time is always right to do what's right."

- Martin Luther King Jnr.

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

Effective provision develops:

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

Effective provision promotes:

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

Effective provision enables/supports:

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

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

Spiritual development:

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

Moral development:

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

Social development:

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

Cultural development:

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



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

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

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

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

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

A consistent behaviour policy is embedded and applied by all staff in school. This is enhanced further by the culture of the school through its commitment to delivering the vision. Initiatives such as Family Dining are now established and have led to improved social interaction, fostering positive relationships through school.

Pupil leadership, such as the role of the Howard Ambassadors, has also ensured exceptional attitudes and standards for behaviour. The Howard Ambassadors have received training in order to promote the vision, particularly in relation to diversity and equality ensuring that learners understand that we are all created equally in God's image. Pupil's impeccable conduct reflects the school's effective strategies to promote high standards of behaviour.

Every child matters and, crucially knows they matter. Pupils actively support the well-being of other pupils and consistently have highly positive attitudes and commitment to their education.

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

Pupils develop their understanding of the fundamental British values.



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

ACKWORTH HOWARD PERSONAL DEVELOPMENT JOURNEY



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

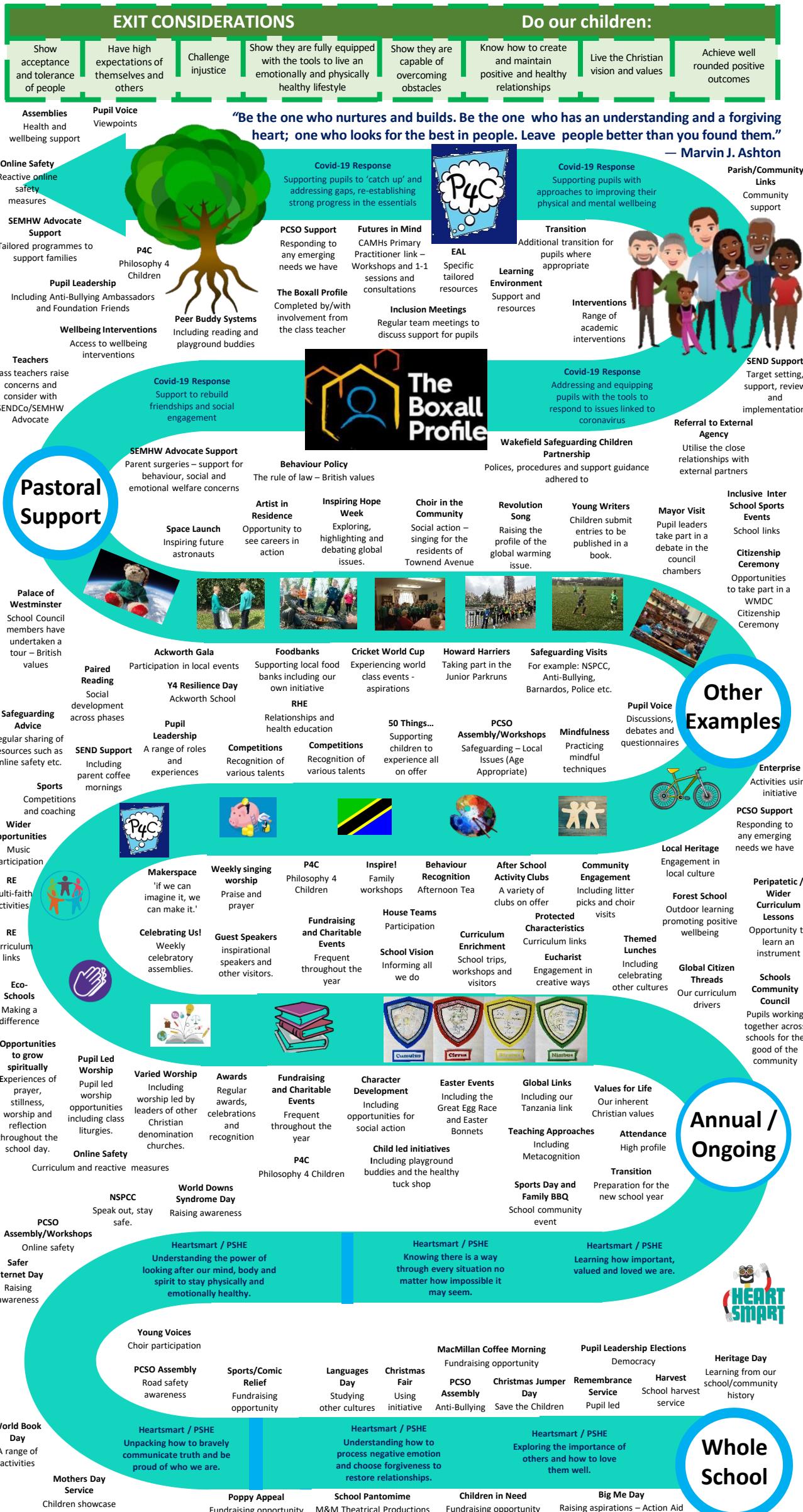
Our school vision and approach ensures that the cultural capital of pupils is excellent. It strives to ensure aspirations are celebrated, focused upon and realised through the curriculum, wider enrichment, the character and moral development of pupils and engagement in the wider world. As a result of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

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

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

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

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





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

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

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

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

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

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

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

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

ACKWORTH HOWARD PERSONAL DEVELOPMENT JOURNEY



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

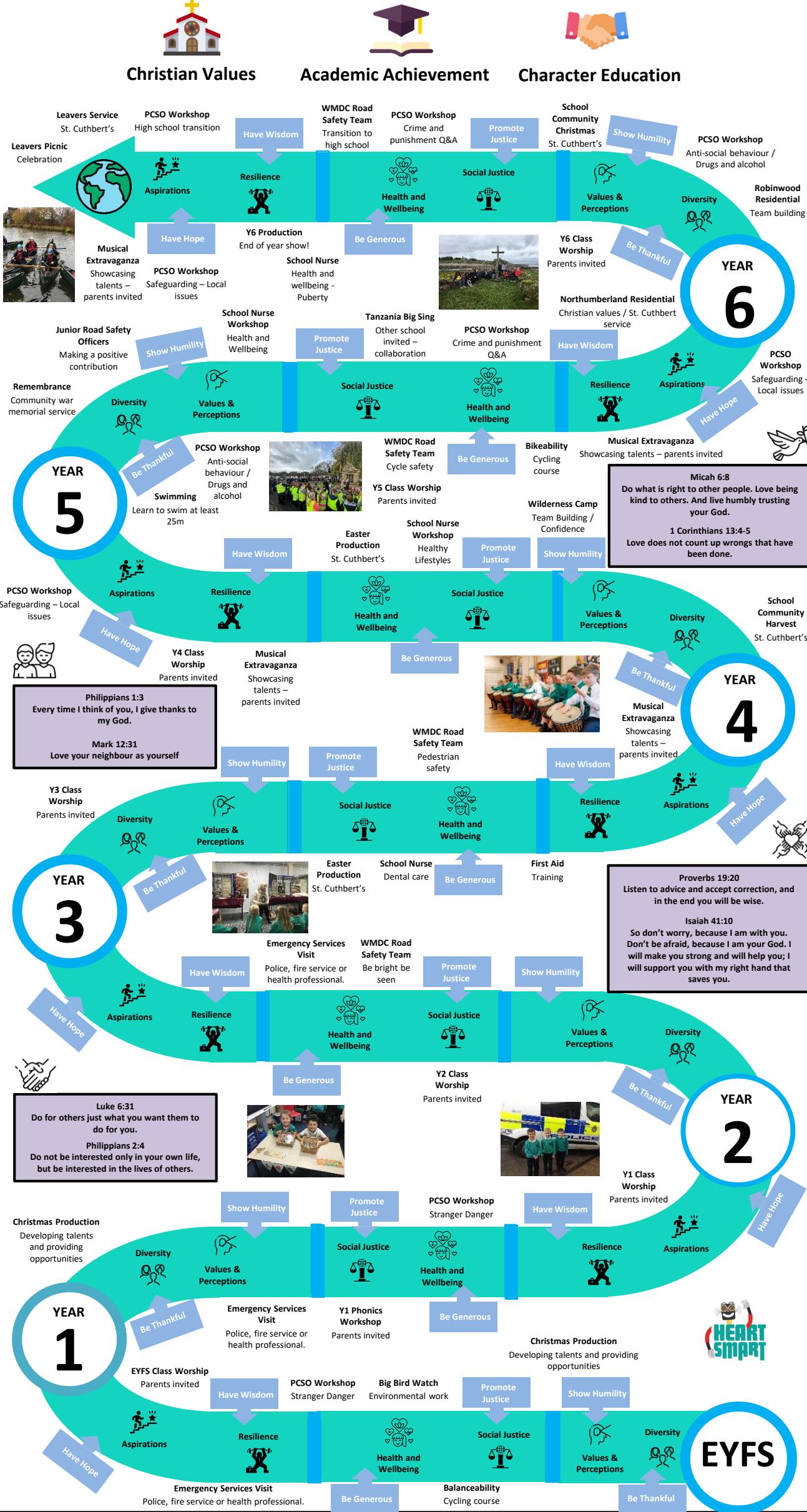
The school actively engages in a number of fundraising activities. Reasons for these and the impact of any charitable activities, which is not always financial, but always linked to the vision and values, is made explicitly clear to the children. This has led to pupils who demonstrate courageous advocacy,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

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

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

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

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





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 reviews.



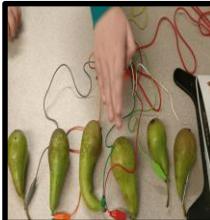
14. Listen to an author during a visit to school and write creatively.



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



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



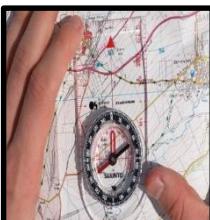
17. Join the school code club and learn how to program and code.



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



19. Complete one of our many reading challenges.



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



21. Attend a remembrance day service in Ackworth.



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



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



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



25. Compete in a class Times Tables Rockstars battle.



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



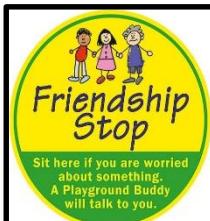
34. Have a visit from the police, fire service or health professional.



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.



40. Play a musical instrument in a musical extravaganza.



41. Earn afternoon 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.



44. Visit a museum to 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





The Early Years

Why are the Early Years important?

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

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

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

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

Our aims

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

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



Mind

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



Body

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



Spirit

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



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

ACKWORTH HOWARD EARLY YEARS



PSHE



Reception:

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

Nursery:

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

Personal, Social and Emotional Development



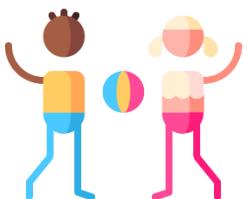
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships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

Communication and Language



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

Physical Development



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

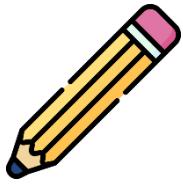


'Providing opportunities for growth in mind, body and spirit.'

ACKWORTH HOWARD EARLY YEARS

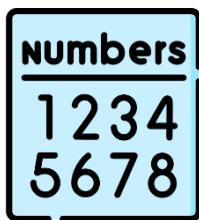


Literacy



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

Mathematics



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

Understanding of the World



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

Art and Design



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

Religious Education



Reception:

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

Nursery:

- [God and Me Focus](#)



Mathematics



Mathematics

Why is Mathematics important?

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

Albert Einstein

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

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

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

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of Mathematics:

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



ACKWORTH HOWARD LEARNING JOURNEY MATHS



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

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

Y6 NUMBER & PLACE VALUE KNOWLEDGE

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

Y6 ADDITION/SUBTRACTION KNOWLEDGE

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

Y6 MULTIPLICATION/DIVISION KNOWLEDGE

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

Y6 FRACTION KNOWLEDGE

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

Y6 SHAPE & GEOMETRY

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

Y6 STATISTICS

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

Y6 MEASURES

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

Y6 ALGEBRA

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

Y6 RATIO & PROPORTION

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

YEAR 6

Revision and consolidation – informed by GAP analysis

Investigations – prep for KS3

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

Y5 NUMBER & PLACEVALUE KNOWLEDGE

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

Y5 ADDITION/SUBTRACTION KNOWLEDGE

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

Y5 MULTIPLICATION/ DIVISION KNOWLEDGE

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

Y5 FRACTION KNOWLEDGE

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

Y5 SHAPE & GEOMETRY

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

Y5 STATISTICS

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

Y5 MEASURES

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

YEAR 5

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

Y4 NUMBER & PLACE VALUE KNOWLEDGE

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

Y4 ADDITION/ SUBTRACTION KNOWLEDGE

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

Y4 MULTIPLICATION/ DIVISION KNOWLEDGE

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

Y4 FRACTION KNOWLEDGE

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

Y4 SHAPE & GEOMETRY

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

Y4 STATISTICS

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

Y4 MEASURES

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

YEAR 4

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

Y3 NUMBER & PLACE VALUE KNOWLEDGE

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

Y3 ADDITION/SUBTRACTION KNOWLEDGE

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

Y3 MULTIPLICATION/ DIVISION KNOWLEDGE

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

Y3 FRACTION KNOWLEDGE

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

Y3 SHAPE & GEOMETRY

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

Y3 STATISTICS

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

Y3 MEASURES

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

YEAR 3



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

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

Y2 NUMBER & PLACE VALUE KNOWLEDGE

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

Y2 ADDITION/SUBTRACTION KNOWLEDGE

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

Y2 MULTIPLICATION/DIVISION KNOWLEDGE

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

Y2 FRACTION KNOWLEDGE

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

Y2 SHAPE & GEOMETRY

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- 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 (clockwise and anti-clockwise)
- Compare and sort common 2D and 3D shapes and everyday objects.

Y2 STATISTICS

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

Y2 MEASURES

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

**YEAR
2**

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

Y1 NUMBER & PLACE VALUE

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

Y1 MEASURES

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

Y1 ADDITION/SUBTRACTION KNOWLEDGE

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

Y1 SHAPE & GEOMETRY

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

Y1 MULTIPLICATION/DIVISION KNOWLEDGE

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

Y1 FRACTION KNOWLEDGE

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

**YEAR
1**

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

YR ELG NUMBER

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

YR ELG SHAPE, SPACE & MEASURE

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

Continuous provision provides opportunities to:

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

EYFS

English





English

Why is English important?

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

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

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

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

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

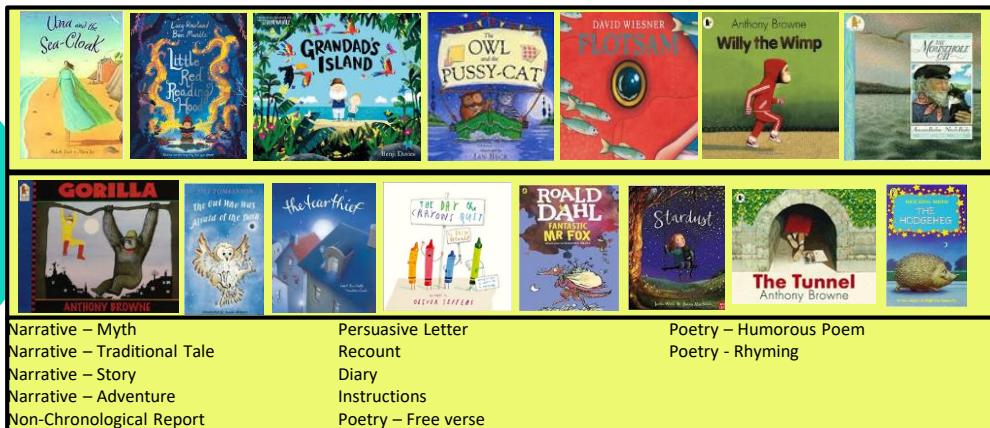
Careers that include the use of English:

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

ACKWORTH HOWARD LEARNING JOURNEY ENGLISH



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



Narrative – Myth
Narrative – Traditional Tale
Narrative – Story
Narrative – Adventure
Non-Chronological Report

Persuasive Letter
Recount
Diary
Instructions
Poetry – Free verse

Poetry – Humorous Poem
Poetry – Rhyming

Handwriting
The children should continue to sit comfortably at the table with two feet on the floor and the non-writing hand resting on the paper.
They should demonstrate a comfortable tripod grip, being able to manipulate their pencil in order to correctly form letters and write with developing fluency...
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
form lower case letters of the correct size, relative to one another.
use spacing between words that reflects the size of the letters
begin to use some horizontal and diagonal joins as soon as letter formation is secure.
Regular, focused lessons enable the children to practise correct letter formation.
Once letter formation is secure, the lead strokes required to enable joining will begin to be taught.

Summer: Our Local Area/
Habitats/Resilience/Aspirations

Book bands – Gold/White

SP&G
• Nouns using ness
• Adverbs ending -ly
• Forming adjectives using -ful and -less
• Consolidation of skills.

Y2 WORD READING

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

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

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

Y2 WRITING

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

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

Spring: Fighting Fit/Explorers/Social Justice/Health & Wellbeing

Book bands – Purple/Gold

- SP&G**
- Using commas to separate items in a 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

Phase 6 – Year 2

The suffixes –ment, –ness, –ful, –ly
•The suffixes –less and –ly
•Words ending in –ion
•Contractions
•The possessive apostrophe (singular nouns)
Common Exception Words: any, many, clothes, water, pretty, Christmas, busy, beautiful, poor, kind
•Homophones and near-homophones
•Conjunctions
•Months of the year / time
•Question words / SP&G Terms – who, why, what, how, which, where, when, adjective, verb, adverb

Autumn: Great Fire of London/Oceans and Seas/Diversity/Values & Perceptions

SP&G

- Ready to Write - What is a sentence?
- Correctly demarcate sentences.
- Grammatical terminology - revise nouns and verbs
- Adjectives, adverbs
- Types of sentence
- Questions and commands
- Writing and identifying statements and exclamations
- Adjectives and expanded noun phrases
- Coordination / subordination

Book bands – Orange/Turquoise

YEAR
2

Handwriting
Children should sit comfortably at the table with two feet on the floor and the non-writing hand resting on the paper.
They should adopt a comfortable tripod grip.
Know where to place their pencil correctly to begin each letter and start and finish in the right place.
Know which letters belong to which handwriting family and are formed in similar ways and practise these.
Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
Form letters in the correct direction.
Form capital letters correctly ensuring that they are the correct size.
Form the digits 0 to 9 correctly.

Summer: Africa/Our Local Area/
Resilience/Aspirations

Phase 6 – Year 1 Summer

Adding -s and -es to words (plurals of nouns and the third person singular of verbs)
Adding -er and -est to adjectives where no change is needed in the root word.
Adding the endings -ing and -er to verbs (where no change is needed in the root word).
Adding the ending -ed to words where no change is needed to the root word.
Spelling the days of the week.
Adding the prefix un- and spelling compound words.

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/Turquoise

SP&G

- 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.

Book bands – Green/Orange

Phase 5 – Year 1 Autumn Term

Week 8-9

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative spellings of phonemes for spelling:
Autumn Term: /ai/ /e/ /ee/ /ch/ /gh/ /i/ /oa/ /m/
Spring Term: /oo/ /y/ /oo/ /n/ /ow/ /ng/ /oi/ /i/ /ai/ /s/ /ear/ /sh/ /ost/ /n/ /ow/ /w/ /ai/ /o/
- Summer Term: /er/ /ure/ /oi/ /sh/ /u/
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences



Narrative – Story
Narrative – Adventure
Narrative – Traditional Tale
Biography

Travel Journal
Letters
Diary
Postcards

Instructions
Poetry – List
Poetry Rhyming

Y1 WORD READING

- Read accurately by blending the sounds in words that contain the common GPCs for all 40+ phonemes
- Read accurately some words of 2 or more syllables that contain the 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 (-s, -es, -ing, -ed, -er, -est

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

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

Y1 WRITING

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

- Spell many Y1 CEW and some Y2 CEW
- Segment spoken words into phonemes and represent these by taught (phase 5) graphemes, spelling some of these words correctly and making phonically plausible attempts at others
- Form lower-case letters in the correct direction, starting and finishing in the right place

- Form lower-case letters of the correct size relative to one another in some writing
- Use spacing between words that mainly reflects the size of the letters

Phase 5 – Year 1 Autumn Term

Week 1-4

- Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned
- Teach new graphemes for reading (about four per week) /au/ /ou/ /ie/ /ea/ /oi/ /y/ /ue/ /aw/ /wh/ /ph/ /ew/ /oa/ /au/ /ev/ /a_e/ /e_e/ /i_e/ /o_e/ /u_e/
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Learn new phoneme /zh/ in words such as treasure Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked
- Teach spelling the words said, so, have, like, some, come, were, there
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences – Practise writing sentences

Phase 5 – Year 1 Autumn Term

Week 5-7

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative pronunciations of graphemes for reading (about four per week) /i/ /oi/ /ci/ /gi/ /u/ /ow/ /ie/ /ea/ /er/ /a/ /i/ /ch/ /ou/
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please
- Teach spelling the words little, one, do, when, what, out
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

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 a sentence.
- Capital letter for the personal pronoun I.

Autumn: Toys/Queens/Diversity/Values & Perceptions

Book bands – Blue and Green

SP&G

- 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.

Phase 5 – Year 1 Autumn Term

Week 8-9

- Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned
- Teach alternative spellings of phonemes for spelling:
Autumn Term: /ai/ /e/ /ee/ /ch/ /gh/ /i/ /oa/ /m/
Spring Term: /oo/ /y/ /oo/ /n/ /ow/ /ng/ /oi/ /i/ /ai/ /s/ /ear/ /sh/ /ost/ /n/ /ow/ /w/ /ai/ /o/
- Summer Term: /er/ /ure/ /oi/ /sh/ /u/
- Practise reading and spelling words with adjacent consonants and words with newly learned graphemes
- Teach spelling the words oh, their, people, Mr, Mrs, looked, called, asked
- Practise reading and spelling high-frequency words Practise reading and spelling polysyllabic words
- Practise reading sentences
- Practise writing sentences

YEAR
1

Summer 2: Cycle 1 – Minibeasts
Cycle 2 – The Farm

Summer 2
They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.

Summer 1
Children read and understand simple sentences. They demonstrate an understanding when talking with others about what they have read. 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. (ELG)

Summer 1: Cycle 1 – Traditional Tales
Cycle 2 – Traditional Tales

Phase 4 Summer Term

The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

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

Spring 2
They use phonic knowledge to decode regular words and read them aloud accurately. They also 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 words)
Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)

Spring 2: Cycle 1 – Under the Sea
Cycle 2 – At the Zoo

Spring 1: Cycle 1 – Knights, Princesses & Dragons
Cycle 2 – Pirates & Mermaids

YR 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 they have read.

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.



Phase 3 Spring Term

Set 6: j, v, w, x
Set 7: y, z, zz, qu
Consonant digraphs: ch, sh, th, ng
Vowel digraphs: ai, ee, ig, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky Words: he, she, we, me, be, was, you, they, all, are, my, the

Phase 2 Autumn Term

Set 1: s, a, t, p, Set 2: i, n, m, d, Set 3: g, o, c, k, Set 4: ck, e, u, f, Set 5: h, b, t, r, l, i, ss

Tricky Words: to, the, no, go, i, into

Phase 1 - Taught throughout the year

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

Spring 1
Can segment the sounds in simple words and blend them together
Links sounds to letters, naming and sounding the letters of the alphabet.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Writes own name and other things such as labels, captions.

Autumn 2
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
Begins to read words and simple sentences.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Continues a rhyming string.
Can segment the sounds in simple words and blend them together.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

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 alphabet.
Enjoys an increasing range of books.
Gives meaning to marks they make as they draw, write and paint.
Hears and says the initial sound in words.
Links sounds to letters, naming and sounding the letters of the alphabet.
Writes own name and other things such as labels, captions.

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 alphabet.
Writes own name and other things such as labels, captions.

Autumn 2: Cycle 1 – Celebrations
Cycle 2 – Fabulous Food

Autumn 1: Cycle 1 – Me, My Family and My World
Cycle 2 – Woodland

YEAR
R

Early Reading at Ackworth Howard

- Phonics in Reception**
- Autumn 1 & 2 – Phase 1 activities and baseline assessments
 - Phase 2 discrete phonics sessions delivered in small groups
 - 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' interventions.
 - Phonetically plausible book closely matched to taught sounds. Assessments carried out termly: sounds, blending & segmenting

- Comprehension development in Reception**
- Individual colour band book linked to benchmarking assessments – can be changed regularly.
 - Assessments carried out termly: benchmarking and Pira in the summer term.
 - Guided Reading started when children pass pink level (summer term)
 - Whole class reading daily.

- Phonics in Y1**
- Autumn 1 – Phase 3 / 4 consolidation taught in discrete phonics sessions delivered in differentiated groups with regular 'keep up' interventions.
 - Begin phase 5 discrete phonics sessions.
 - Followed by...Phase 5 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.
 - Phonetically plausible book closely matched to taught sounds changed regularly by the teacher.
 - Assessments carried out termly: sounds, blending & segmenting incl. phonics screening materials
 - Tracking sheets for sounds taught

- Comprehension development - Y1**
- Individual colour band book linked to benchmarking assessments – can be changed regularly by the child.
 - Assessments carried out termly: Pira, Salford in the summer term.
 - Guided Reading – daily group activities
 - Whole class reading daily linked to reading spine.
 - Whole class reading comprehension taught discretely using the class text.
 - Reading characters introduced to support teaching.

- Phonics in Y2**
- Throughout Y2 – Phase 5 revision and discrete lessons of 'Support for Spelling'.
 - Children who didn't pass Phonics Screen in Y1 access daily discrete phonics sessions with Y1.
 - Ongoing tracking sheets for sounds taught
 - Assessments carried out termly and as part of writing.
 - Weekly buddy reading with Y4.

- Comprehension Development - Y2**
- Individual colour band book linked to benchmarking assessments – can be changed daily by the child.
 - Assessments carried out termly: Pira, Salford October and May.
 - Guided Reading – daily group activities
 - Whole class daily reading linked to reading spine.
 - Book talk and group reading session will incorporate reading comprehension skills and questions.
 - Reading characters used to support teaching
 - Weekly buddy reading with Y5.

- Reading Development Reading in KS2**
- In Lower KS2 guided reading is taught daily in differentiated groups moving 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 framework.

Science





Science

Why is science important?

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

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

Primary science helps pupils to:

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of Science:

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

ACKWORTH HOWARD

PROGRESSION OF KEY CONCEPTS

Science



Concept	Key Stage	What understanding and using that concept looks like...
Life <i>The condition that distinguishes animals and plants from inorganic matter</i>	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



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body and spirit.'**

EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

ACKWORTH HOWARD

PROGRESSION OF KEY CONCEPTS

Science



Concept	Key Stage	What understanding and using that concept looks like...
Energy <i>Power derived from the use of physical or chemical resources</i>	EYFS	Explore 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



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EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Science



Concept	Key Stage	What understanding and using that concept looks like...
Matter <i>Physical substance which occupies space and possesses rest mass</i>	EYFS	Experience, explore and describe a range of common materials.
	Year 1	Describe, compare and group 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 Explore 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. Describe the impact of temperature on a range of materials. Explore and describe the concepts of evaporation and condensation linked to the water cycle.
	Year 5	Demonstrate that dissolving, mixing and changes of state are reversible changes Use knowledge of solids, liquids and gases to separate materials Explore 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 Use and explain simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography



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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Science



Concept	Key Stage	What understanding and using that concept looks like...
Being scientific <i>Investigating in a systematic and methodical way</i>	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.



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

ACKWORTH HOWARD LEARNING JOURNEY - SCIENCE



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

YEAR

6



Cells



Evolution and Inheritance



Diet and Lifestyle



Light



Electricity



Sustainability

EARTH IN SPACE

FORCES

PHYSICAL AND CHEMICAL CHANGES

REPRODUCTIVE CYCLES

HUMAN DEVELOPMENT

SEPARATING MIXTURES

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

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

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

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

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

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



Separating Mixtures



Human Development



Reproductive Cycles



Physical and Chemical Changes



Forces



Earth in Space

YEAR

5

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



Raw and Synthetic Materials



Classification and Adaptations

YEAR

4



Electricity



Sound



States of Matter



Human Anatomy

PRACTICAL SKILLS

EXAMINING ROCKS

PLANTS

ANIMAL ECOSYSTEMS

LIGHT

FORCES AND MAGNETS

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

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

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

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

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

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



Forces and Magnets



Light



Plants



Animal Ecosystems



Examining Rocks



Practical Skills

YEAR

3



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

ACKWORTH HOWARD LEARNING JOURNEY SCIENCE



Life
The condition that distinguishes animals and plants from inorganic matter



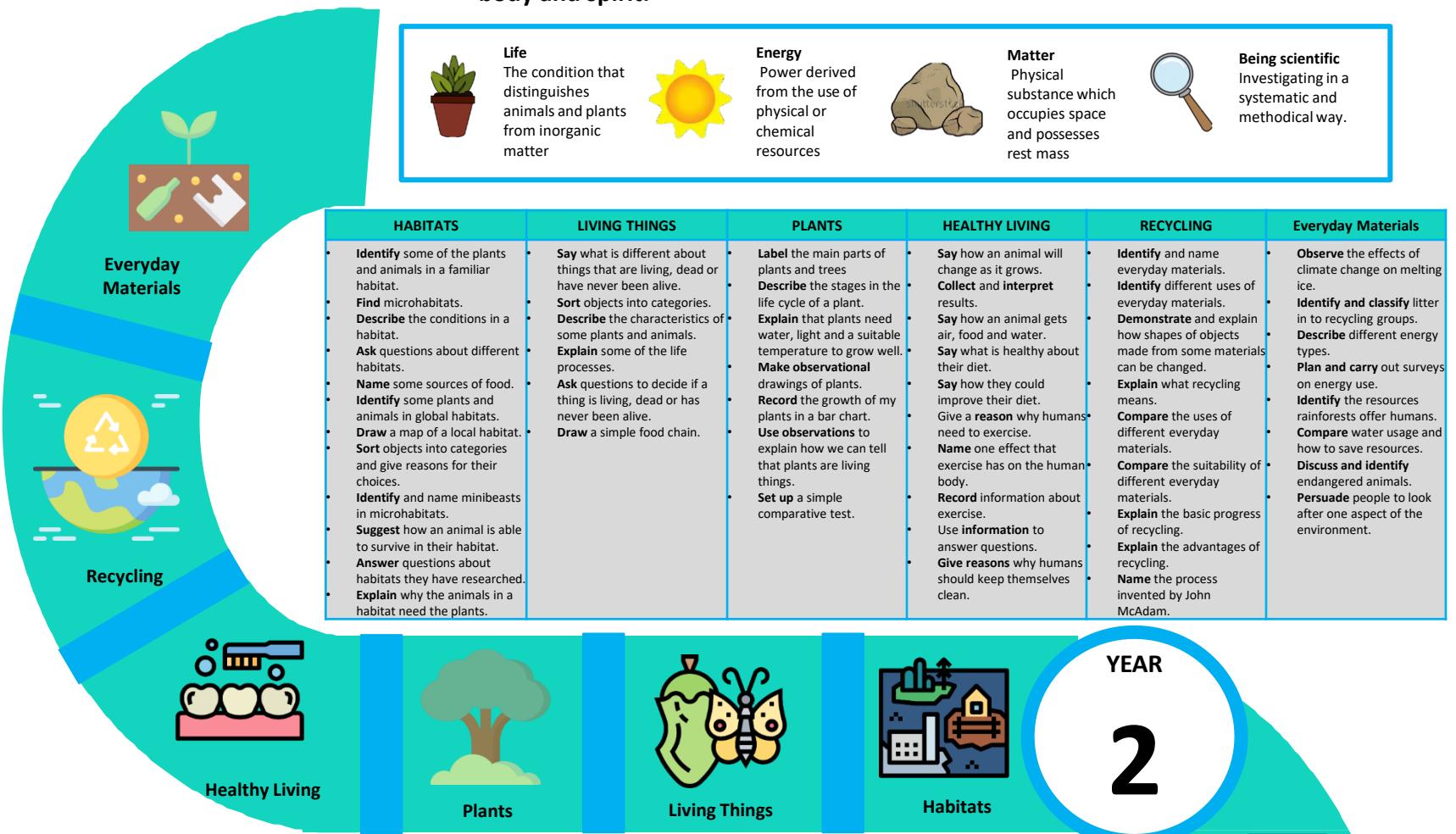
Energy
Power derived from the use of physical or chemical resources



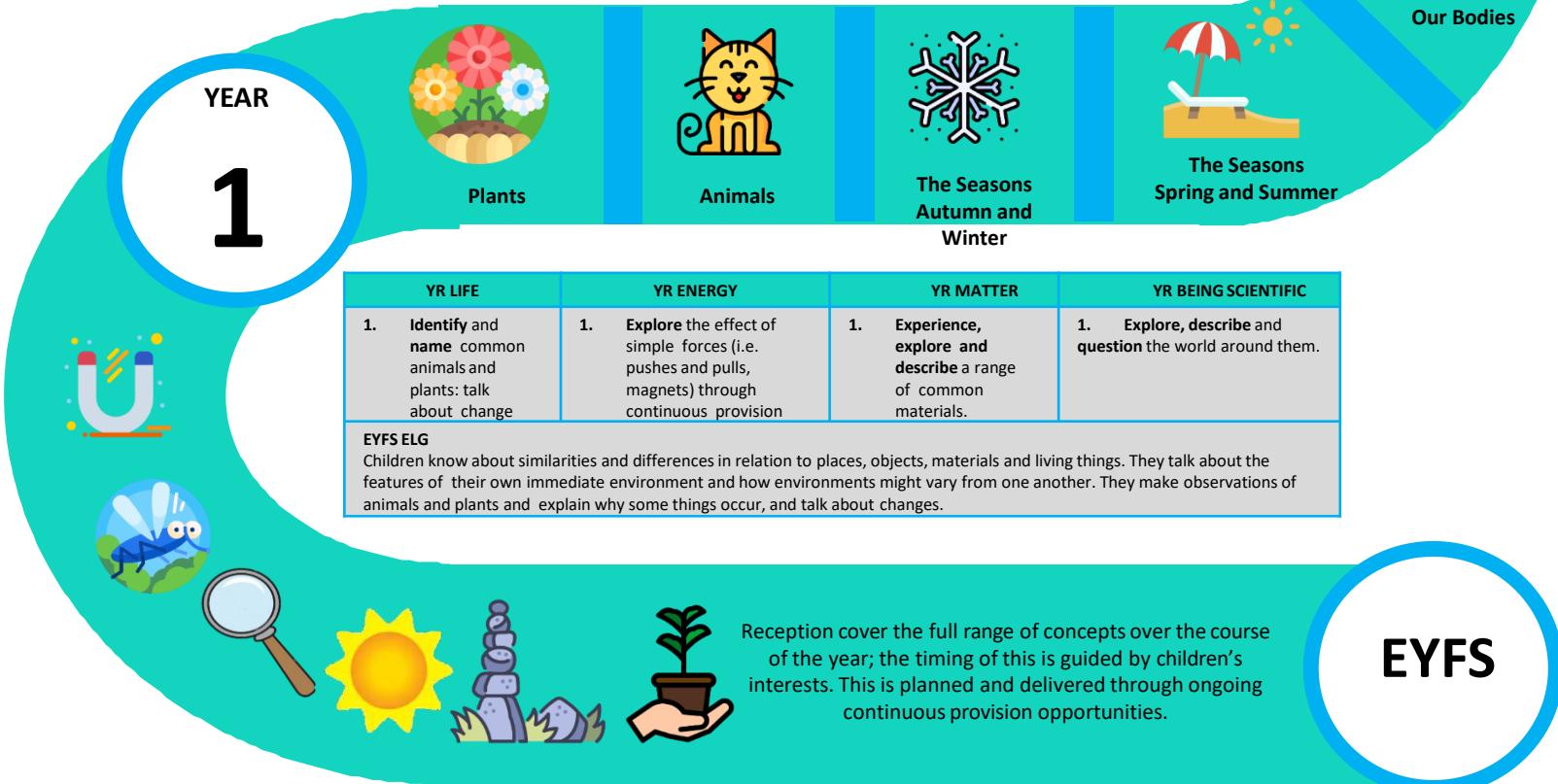
Matter
Physical substance which occupies space and possesses rest mass



Being scientific
Investigating in a systematic and methodical way.

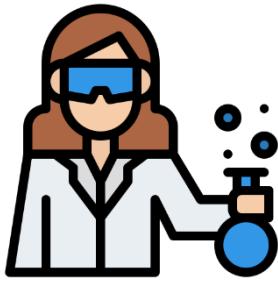


PLANTS	ANIMALS	FOUR SEASONS	OUR BODIES	EVERYDAY MATERIALS
<ul style="list-style-type: none"> Write instructions to describe how to plant a bean. Identify some garden plants that they see in photographs or in the garden area of school Name some garden plants from memory. Identify some common plants on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





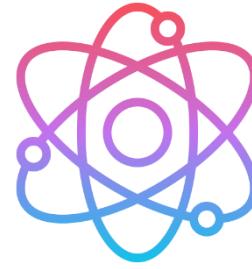
Working Scientifically



Chemistry



Biology



Physics

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

Religious Education





Religious Education

Why is religious education important?

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

Religious Education:

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

Prepares children for adult life RE can help:

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

Our aims

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

Mind



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

Body



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

Spirit



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

Careers

Careers that include the use of Religious Education:

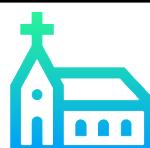
- Religious Leader
- Teacher
- International or Community Aid Worker
- Hospital Doctor
- Doctor
- Community Worker
- Charity Fundraiser
- Social Worker
- Counsellor

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
God <i>Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit</i> (UC)	EYFS	Know that God is a name
	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 <i>The universe and human life are God's good creation. Humans are made in the image of God but they have a tendency to go their own way; this attitude is called sin.</i> (UC)	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
	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.
	LKS2	Show how God wants to help people be close to him. Examine the Bible account of how humans spoiled their friendship with God.
	PKS2	Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.



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

EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
People of God <i>People who will model a restored relationship with God, who will attract all other people back to God</i> (UC)	EYFS	Listen to stories about the People of God
	KS1	Discuss stories about the People of God
	LKS2	Understand that the Old Testament tells stories about the children of Israel and their relationship with God. Explain the benefits of having a relationship with God
	UKS2	Trace the people of God throughout the Bible: Abraham, Jacob to David Explore stories from the Bible and analyse how Christians today apply these ideas to living today Explore 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 <i>Jesus is God's answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again</i> (UC)	EYFS	Know that Christians believe God came to Earth in human form as Jesus Christians believe Jesus came to show that all people are precious and special to God
	KS1	Recount the story of Jesus' extraordinary birth in Bethlehem Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming
	LKS2	Understand that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Investigate how Christians worship God as Trinity.
	UPKS	Understand that Jesus was Jewish. Discuss 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



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EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
Gospel <i>Jesus' life, teaching and ministry which embodies what it is like to be one of the People of God.</i> (UC)	EYFS	Know that Christians believe that God loves everyone
	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. Consider Jesus' teachings about how to live the right way
	LKS2	Examine how Jesus' life shows what it means to love God (his Father) and love your neighbour. Identify 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 <i>Jesus' death and resurrection effect the rescue or salvation of humans</i> (UC)	EYFS	Know 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.
	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 and 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



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EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
Kingdom of God <i>The idea of the 'Kingdom of God' reflects God's ideal for human life.</i> (UC)	EYFS	Listen to parables and stories from the Bible
	KS1	Know that parables often try to teach Christians lessons about how to live their life
	LKS2	Discuss Christian beliefs that Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. Discover the meaning of the Pentecost and the importance of the Holy Spirit to Christians
	UKS2	Explore 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 (AS)	KS1	Know some simple ideas about Muslim beliefs about God, making links with some of the 99 Names 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	Discuss 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



**'Providing opportunities for growth in mind,
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ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS RELIGIOUS EDUCATION



Concept	Key Stage	What understanding and using that concept looks like..
Judaism (AS)	KS1	<p>Know how the mezuzah in the home reminds Jewish people about God</p> <p>Explain how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat</p> <p>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</p>
	KS2	<p>Describe Jewish beliefs about God</p> <p>Explore examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>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)</p> <p>Explain how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p>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</p>
Hindusim (AS)	KS2	<p>Discuss examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>Describe ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>Explore reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes</p> <p>Identify links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, help others</p>



**'Providing opportunities for growth in mind,
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ACKWORTH HOWARD LEARNING JOURNEY RELIGIOUS EDUCATION



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



Making sense of the text:

Developing skills of reading and interpreting Biblical texts

Understanding the Impact:

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

Making Connections:

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

Christian Values:

Year A

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

Year B

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

Year C

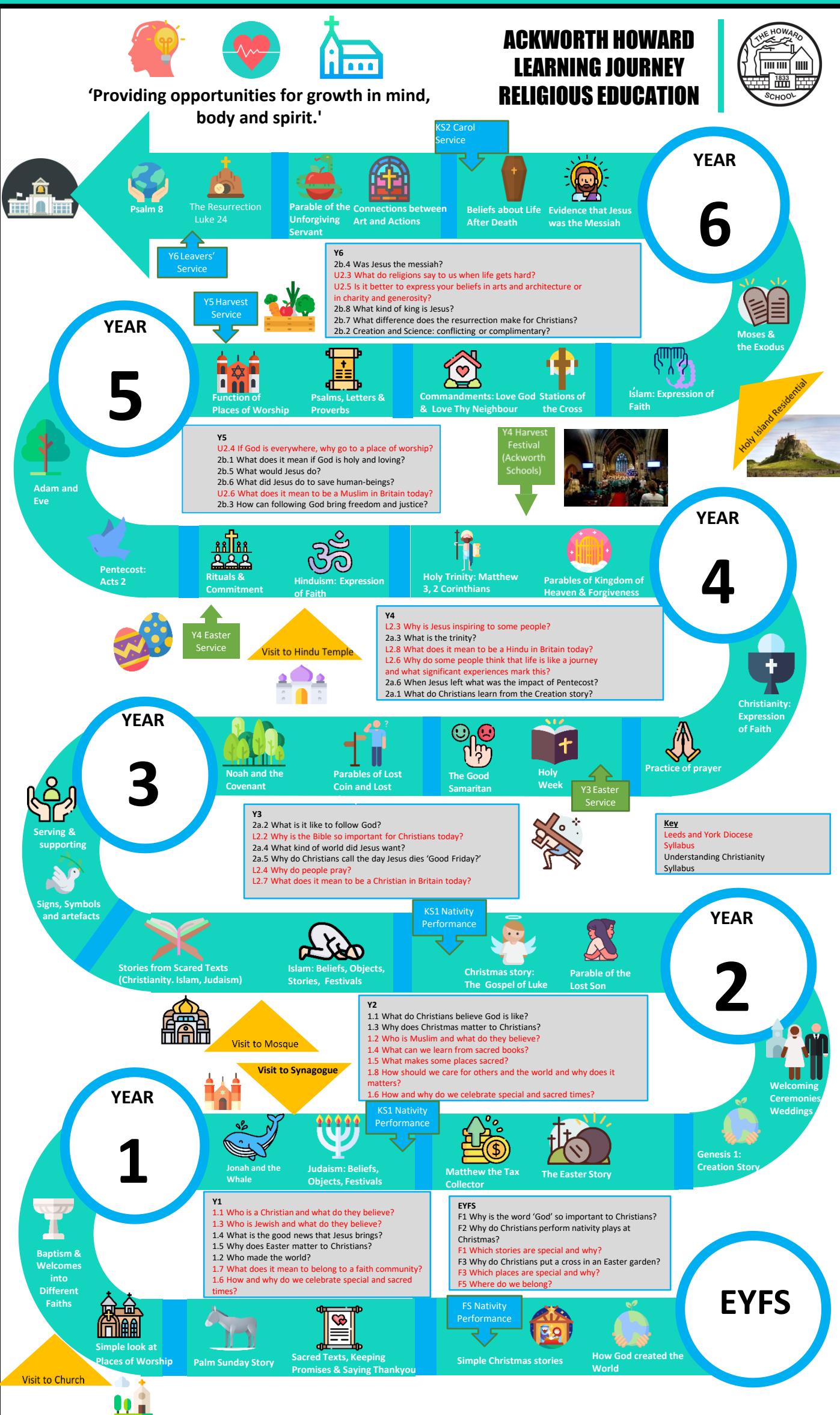
- Aut 1: Show friendship
- Aut 2: Build Trust
- Spr 1: Be truthful
- Spr 2: Be peaceful
- Sum 1: Show perseverance
- Sum 2: Show service

Church Services held at St Cuthbert's Church:

- Aut: Harvest
- Aut: Christmas
- Spr: Easter
- 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, Islam
- Year 6: Humanists, Hinduism, Islam



PSHE





PSHE

Why is PSHE important?

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

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



What is HeartSmart?

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

 <p>Don't Forget to Let Love in! Learning how important, valued and loved we are.</p>	 <p>Too Much Selfie isn't Healthy! Exploring the importance of others and how to love them well.</p>	 <p>Don't Rub it In, Rub it Out! Understanding how to process negative emotion and choose forgiveness to restore relationships.</p>	 <p>Fake is a Mistake! Unpacking how to bravely communicate truth and be proud of who we are.</p>	 <p>'No Way Through,' isn't True! Knowing there is a way through every situation, no matter how impossible it may seem.</p>
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Our Aims

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



Mind

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



Body

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



Spirit

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS PSHE



Concept	Key Stage	What understanding and using that concept looks like..
<i>Diversity</i>	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.
<i>Values and Perceptions</i>	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.
<i>Social Justice</i>	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.
<i>Health and Wellbeing</i>	EYFS	Identify a range of emotions and work cooperatively with others.
	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
<i>Resilience</i>	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.
<i>Aspirations</i>	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.



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



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



ACKWORTH HOWARD LEARNING JOURNEY PSHE



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

Show acceptance and tolerance of people

Have high expectations of themselves and others

Challenge injustice

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

Show they are capable of overcoming obstacles

Know how to create and maintain positive and healthy relationships

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

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

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

YEAR 6 Key learning	Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Acknowledge that there are ways they are different and ways they are the same. Listen carefully to others and offer feedback. Explore how the generations that have gone before them have overcome challenges that they benefit from today. Identify and explain the dangers and benefits of social media. 	<ul style="list-style-type: none"> Refine strategies to resolve conflict and disputes. Explore the importance of forgiving for their own benefit and consider the barriers to forgiving. Understand that tone and body language communicates more than words. Understand the impact bullying can have and explain how to get help if they, or someone they know is being bullied. 	<ul style="list-style-type: none"> Define boundaries and explain how using boundaries means they can have respectful friendships. Find out facts about vaccinations from credible sources and suggest ways to discern if information online is credible. Identify physical and mental health risks associated with taking drugs and suggest ways to avoid drug taking. 	<ul style="list-style-type: none"> Recognise when it is right to keep a secret and when secrets should be shared. Understand that marriage is a commitment of two people to each other. Plan a healthy, balanced meal, using understanding of healthy foods. 	<ul style="list-style-type: none"> Describe the impact of changing their thinking from 'I can't do it' to 'I can't do it yet' and explain the importance of practice. Establish self-awareness to work out how they feel, why they feel that way and what they need. Explain the effect of having hope. Explore coping with stepping out of their comfort zone. Describe the changes in the brain as they go through adolescence. 	<ul style="list-style-type: none"> Consider their self-worth and recognise their value as an individual. Encourage one another with kind and positive words and accept encouragement from others. Recall significant events and people in their lives so far and recognise that every person and story is unique. Consider and explain things they are grateful for. Suggest ways to spot early signs of illness. 	<p>YEAR 6</p>

YEAR 5 Key learning	Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Understand there are things they can do and people who can help them if they feel lonely. Understand and demonstrate the skills needed to listen to others well. Suggest people who deserve to be treated with honour and suggest ways they can demonstrate honour. Show awareness of what they should and shouldn't post online. 	<ul style="list-style-type: none"> Develop simple strategies to resolve conflict. Explain what Nelson Mandela's life teaches them about forgiveness. Describe how different emotions feel and recognise the importance of emotions. Develop strategies for responding well to their mistakes. Recognise bullying in all its forms and find strategies for dealing with bullying. 	<ul style="list-style-type: none"> Understand that the images they see on social media and in magazines are not always real and discuss how unrealistic images can make them feel. Explain what to do when they feel like they need to hide how they really feel. Describe what vulnerability is and identify qualities that build trust for vulnerability. Find out the risks associated with alcohol use in young people. 	<ul style="list-style-type: none"> Understand how powerful people can grow toward a goal. Suggest ways to know what they should and shouldn't watch. Explain how another person has supported or encouraged them, how that has made them feel and show thanks. Understand that good quality sleep is important for their health. 	<ul style="list-style-type: none"> Give examples of internal success they can grow toward a goal. Describe some of the tools that can help them live lives full of hope. Explain key facts about the menstrual cycle. Describe ways to look after their health and wellbeing as they grow up. 	<ul style="list-style-type: none"> Appreciate that they have value and purpose. Consider how the words they listen to about themselves can make them feel. Demonstrate different ways to respond in different pressured scenarios. Recognise when they need help and suggest people to go to when needed. 	<p>YEAR 5</p>

YEAR 4 Key learning	Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Being observant and being aware of those around them. Suggest how a person is feeling from their expression and body language. Suggest who the unseen heroes of their community are. Work together to achieve a shared goal, good teamwork skills (clear communication, listening and negotiating). Suggest ways to use their devices responsibly. 	<ul style="list-style-type: none"> Understand what forgiveness is and explain the benefits of forgiveness. Understand that there are different types of stress and explore ways they can manage negative stress. Recognise and implement healthy boundaries both in life and online, recognising online abuse and knowing who to report it to. 	<ul style="list-style-type: none"> Understand that the words they choose to listen to affect how they see themselves. Discuss times when it is difficult to tell the truth and develop the courage to tell the truth. Explore peer pressure through dares - when they are not fun, the consequences and ways to say no. Find out the facts and associated risks of smoking. 	<ul style="list-style-type: none"> Describe the consequences of using kind and unkind words. Suggest characteristics they would like to see in their classroom and suggest ways to cultivate those characteristics. Explain how they know they can trust someone. Understand that there are many different characteristics of a healthy family life. Recognise things that positively and negatively affect their mental wellbeing. 	<ul style="list-style-type: none"> Identify habits they need to develop or lose in order to achieve their goals. Understand that we all need people to encourage us to keep going. Define what puberty is and describe key physical changes that take place as puberty begins. 	<ul style="list-style-type: none"> Identify ways they feel the most love and give an example of a time when 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 washing in loving themselves and others. 	<p>YEAR 4</p>

YEAR 3 Key learning	Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Understand and demonstrate how to respond in an emergency. Recognise and celebrate the impact kindness can have on another person. Complete a task where they work together, listen to one another's ideas and respect each other's views. List what information identifies them and explain why it is important to keep personal information private. 	<ul style="list-style-type: none"> Think about and describe the difference between forgiving and not. Talk about ways holding on to hurt can make them unhappy and understand how to let go of hurt. Talk about how to build trust between friends and the effects of a betrayal of trust. Recognise and challenge stereotypes. 	<ul style="list-style-type: none"> Give a simple explanation of what shame is and spot shame phrases. Suggest appropriate and inappropriate types of touch and suggest safe people to talk to if they are concerned. Explain why truth is important to build a friendship. Explain what an allergy is and suggest ways to avoid allergens. 	<ul style="list-style-type: none"> Describe how others are 'meant to be treated'. Understand and recognise the people in their lives that encourage and cheer them on. Identify the benefits of a healthy lifestyle and the risks of an unhealthy lifestyle. 	<ul style="list-style-type: none"> Understand that in life there are times of making progress and times of setbacks. Explore and understand the importance of getting back up when we fail and trying again. Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills. Describe ways to manage change well. 	<ul style="list-style-type: none"> Think of words to encourage others and accept the encouragement they are given from others. Understand the difference 'letting love in' can make to a person. Understand that some choices they make will affect their physical health. 	<p>YEAR 3</p>

YEAR 2 Key learning	Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Suggest ways to 'look out' for other people's needs. Find out about people who work in their community, recognise and appreciate the important work that they do. Understand there are ways they are all different and ways they are all the same. 	<ul style="list-style-type: none"> Explain the importance of saying sorry and offering forgiveness between friends. Explore and suggest different ways to handle hurt or disappointment. Explore the consequences of teasing or bullying, explaining how bullying can harm another person and suggesting ways to protect themselves and others from bullying. 	<ul style="list-style-type: none"> Understand the statement 'There never has and never will be another me', and identify something unique about themselves. Describe how different emotions feel and describe a time they have felt them. Suggest ways to demonstrate good manners and explore different ways to greet another person. Demonstrate ways to stay safe in the sun and understand the importance of sun safety. 	<ul style="list-style-type: none"> Understand that decisions they make can affect their reputation, suggest the reputation they would like and ways to build it. Understand that families may all look different but they should all be places of love and security. Explain what an allergy is and suggest ways to make healthy choices to contribute to a healthy diet. 	<ul style="list-style-type: none"> Use resilience to find alternative solutions to a problem. Replace 'worry' phrases with positive phrases. Suggest how to care for their school environment by conserving energy. 	<ul style="list-style-type: none"> Understand that being thankful for what they have and who they are, helps them develop a gratitude attitude. Notice the difference in their heart rate after physical activity, find their pulse and describe how they feel after physical activity. 	<p>YEAR 2</p>

YEAR 1 Key learning	Diversity / Too much selfie isn't healthy	Values and Perceptions / Don't Rub it in Rub it out!	Social Justice / Fake is a Mistake!	Health and Wellbeing / HeartSmart	Resilience / No Way Through isn't True!	Aspirations / Don't forget to let love in
<ul style="list-style-type: none"> Take note of others around them. Suggest ways to help others and how they have been helped. Suggest and create simple rules to keep them safe online. 	<ul style="list-style-type: none"> Explore the importance of forgiveness. Suggest ways to make amends. Suggest ways to handle negative emotion. Describe the kind of friend they want to be. 	<ul style="list-style-type: none"> Explain why they do not need to lie about themselves. Understand how to be 'see-through' in friendships. How to look after their teeth. 	<ul style="list-style-type: none"> Describe ways they can use power in positive / negative ways. Begin to understand their emotions by describing and expressing their feelings. List choices that keep their minds and bodies healthy. 	<ul style="list-style-type: none"> Differentiate between secrets they should and shouldn't keep and know what to do if someone asks them to keep a secret that makes them feel uncomfortable. Explore change, loss and the associated feelings by thinking of a person, pet or toy that they miss and sharing a memory of that person, pet or toy. 	<ul style="list-style-type: none"> Understand that there are different types of touch and suggest positive and negative examples of touch. Explore the idea that there is a choice in spending and saving and there is a reward that comes from saving. Explore different ways they can take care of themselves every day. 	<p>YEAR 1</p>

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

PSHE / HeartSmart Concepts

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

PSHE / HeartSmart Literature

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

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

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

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

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

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

History





History

Why is history important?

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

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

Our aims

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

Mind



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

Body



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



Spirit

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

Careers

Careers that include the use of History:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS History



Concept	Key Stage	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).



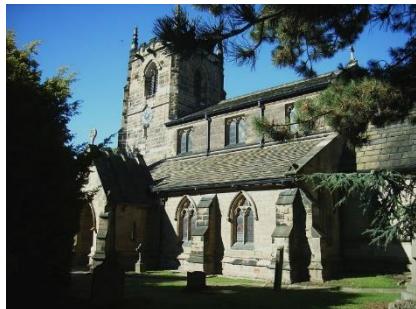
**'Providing opportunities for growth in mind,
body and spirit.'**



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.

KS2
Key Concepts



Chronology

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

Define a range of primary and secondary sources. Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present.



Significance

Explain why a person or event changed the immediate future and how it/they impact on our lives today (cause and effect)

KS1

Key Concepts



Chronology

To be able to use an

including **week, month and year** to talk about chronology..



Evidence

To introduce the term 'sources', and synthesise these, to talk about what has happened.



Significance

Ask questions about how a person or event changed the immediate future and how it/they impact on our lives today (cause and effect)

EYFS

Key Concepts



Chronology

To be able to correctly use simple terms to talk about chronology, including **old, new, today, tomorrow and yesterday**



Evidence

Be able to use items to talk about the past.



Significance

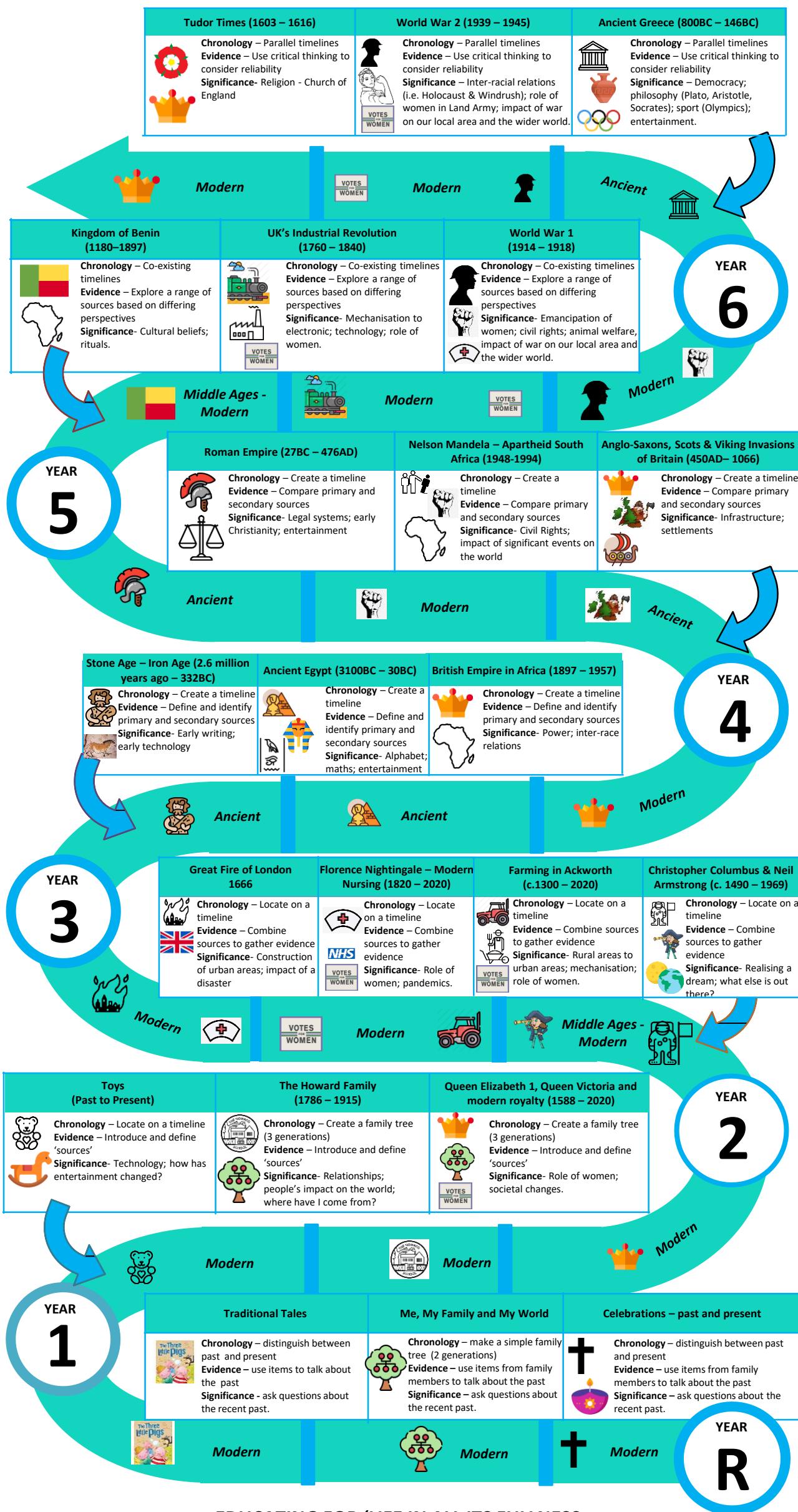
Ask questions to find out what happened.

Recurring themes:

- Monarchy**
- War**
- Entertainment**
- Civil Rights**
- Role of Women**

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

ACKWORTH HOWARD LEARNING JOURNEY HISTORY



A Brief History of Time

- 15,000 million BC: The Big Bang
- 360 million BC to 240 million BC: Dinosaurs walked on earth
- 2 million BC to 35,000BC: Humans first evolved
- 6,500 BC: Britain separates from Europe
- 2,800 BC: Stonehenge created
- 2,100 BC: Bronze Age begins
- 700 BC: Iron Age begins
- 54/55 BC: Julius Caesar invades Britain
- AD 30: Invention of paper
- AD 450: Anglo-Saxons Britain
- AD 450: First Viking invasion of Britain
- AD 1066: Normandy invades England Battle of Hastings
- AD 1485 – AD 1603: Tudor Britain
- AD 1605: Guy Fawkes Gunpowder Plot
- AD 1760: The Great Fire of London
- AD 1815: Industrial Revolution begins
- AD 1815: British Empire begins
- AD 1837 to AD 1901: Victorian Britain
- AD 1914 To 1918: First World War
- 1936: Alan Turing invents the computer
- 1939 to 1945: Second World War
- 1962 (to 1989): Nelson Mandela imprisoned
- 1969: 1st man on the moon
- 2020 and beyond: The present



Local History within our Curriculum



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



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



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

YEAR
6



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



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



Pontefract Coal Fields

St. Cuthbert, Durham Cathedral, Grace Darling



YEAR
5



Pontefract Castle
End of the Anglo-Saxon Era 1070



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



The Roman Milestone – Sandy Gate Lane Hundhill



Lagentium – The Roman Fort in Castleford

YEAR
4



British Empire
Tanzania School Link



Mesolithic Site – North Yorkshire
Stone Age – Iron Age

YEAR
3



Great Fires
Saint Cuthbert's Church



The Foundling Hospital
Ackworth School – Modern Nursing



Charles Waterton
Explorer who travelled through South America



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

YEAR
2



Luke Howard the namer of the clouds



Rachel Howard the founder of our school



Our Family Tree

Our School
In Victorian Times



YEAR
1



Birthdays – Howard
Heritage Day



Coal – Ackworth Pit, Featherstone's Three Collieries



Railways/Steam Trains – Ackworth Six arches railway bridge.

EYFS



Geography



Geography

Why is geography important?

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

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

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

Our aims

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



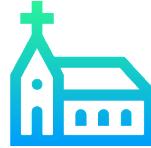
Mind

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

Body



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



Spirit

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

Careers

Careers that include the use of Geography:

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

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 can 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.



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

KS2 Key Concepts



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



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



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



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

KS1 Key Concepts



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



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



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



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

EYFS Key Concepts



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



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



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

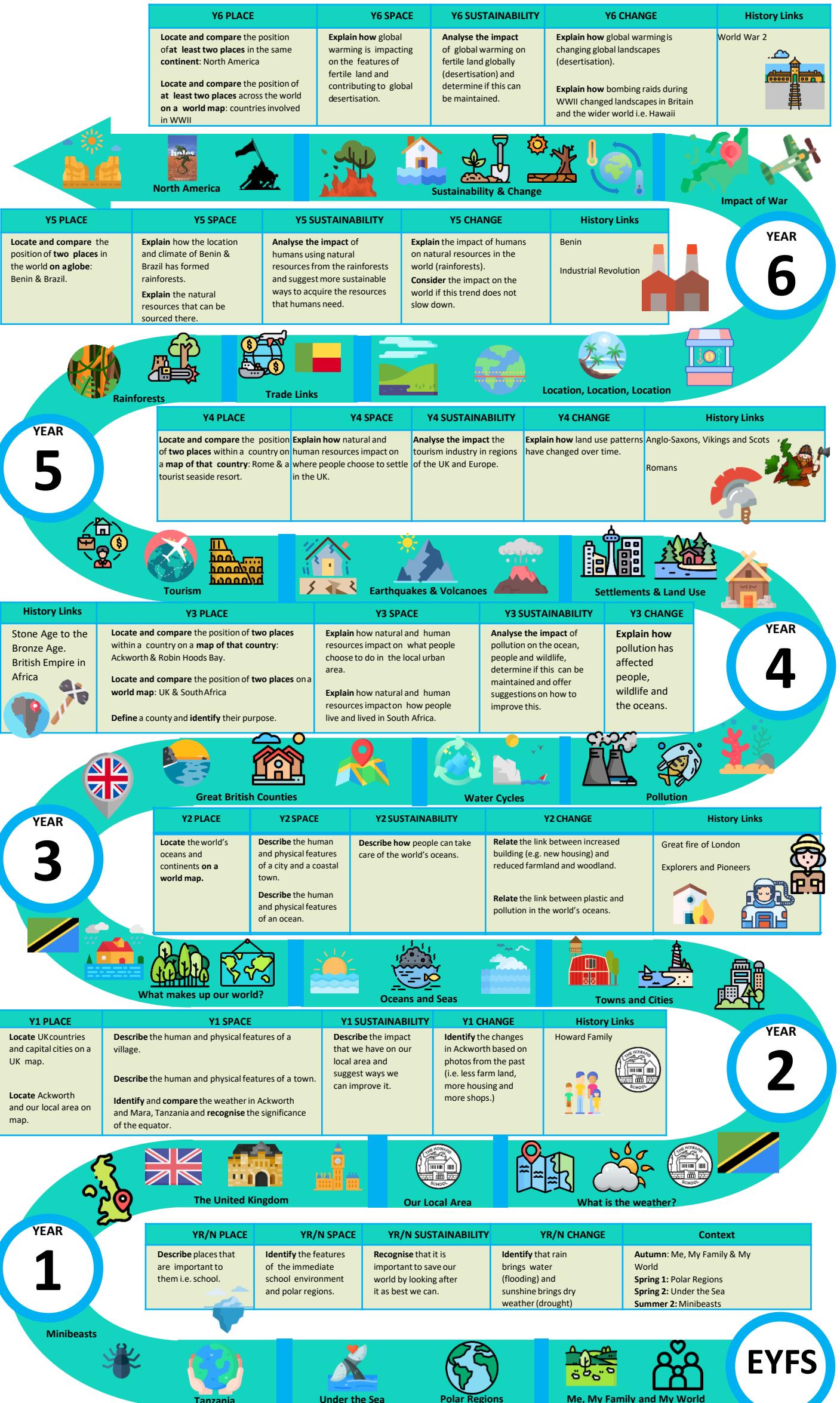


Change
Identify physical and human changes in the local area – Weather, new buildings



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

ACKWORTH HOWARD LEARNING JOURNEY GEOGRAPHY





World and Local Geography Coverage

Year 1 – The United Kingdom

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

Year 3 – Water Cycle

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

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 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 Hood's 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 – 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 locate them.

Year 6 – Climate Change

To define desertification 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 6 – North America

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

Year 2 – Oceans and Seas

Locate the world's oceans and seas and knowing the difference between the two. With sustainability of these as a key issue.

Year 5 – Location, Location, Location

Eco-systems, biomes and trade. Land uses in South America and Benin. The natural resources, weather, climate 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 their effect. Comparing levels of deforestation in two areas.

Year 5 – Trade Links

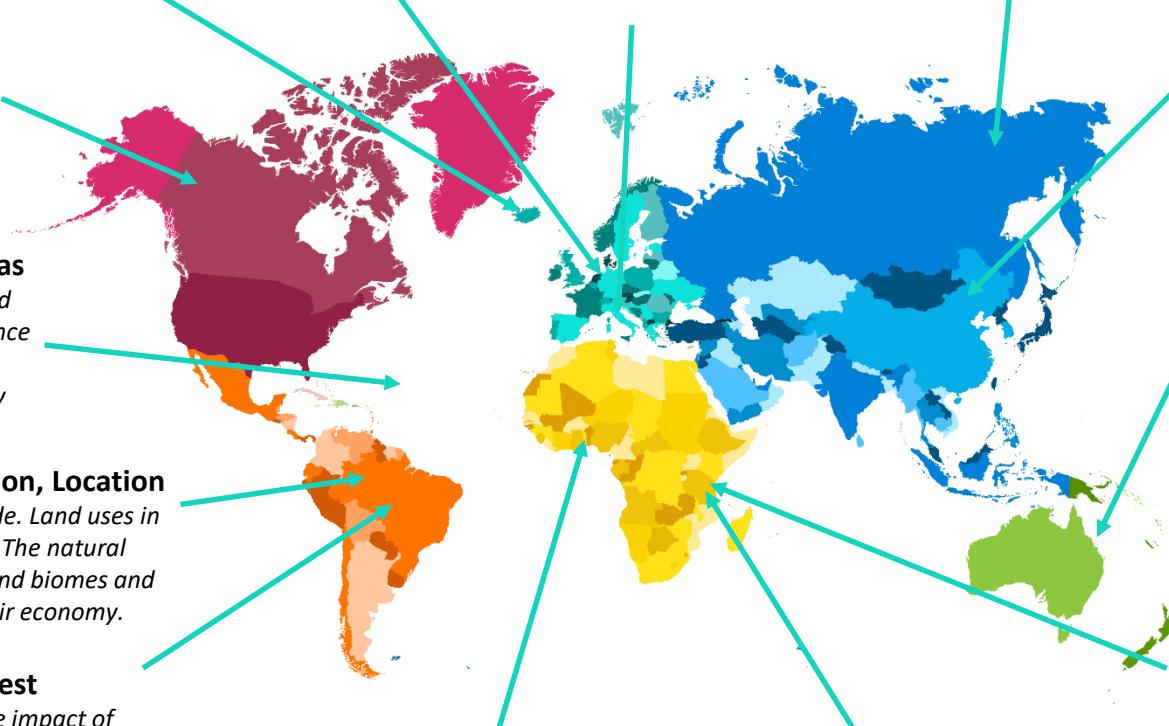
(History Link – Benin and Industrial Revolution)
What is an economy and how has it adapted through the British Empire and Industrial revolutions in the Kingdom of Benin.

Year 1 – What is the weather?

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

All Pupils – Tanzania Global Link

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



Computing





Computing

Why is computing important?

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

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

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

Our aims

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

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

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of computing:

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

ACKWORTH HOWARD

PROGRESSION OF KEY CONCEPTS

Computing



Concept	Key Stage	What understanding and using that concept looks like...
Safety <i>The condition of being protected from or unlikely to cause danger or risk online</i>	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	Think critically about the information they share with others (e.g. through social media, apps and games)
Creation <i>Using technology to bring something into existence</i>	EYFS	Select and use technological devices to capture images, sounds and mark making.
	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 <i>Computational thinking to compose a program which achieves a specific goal.</i>	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.



**'Providing opportunities for growth in mind,
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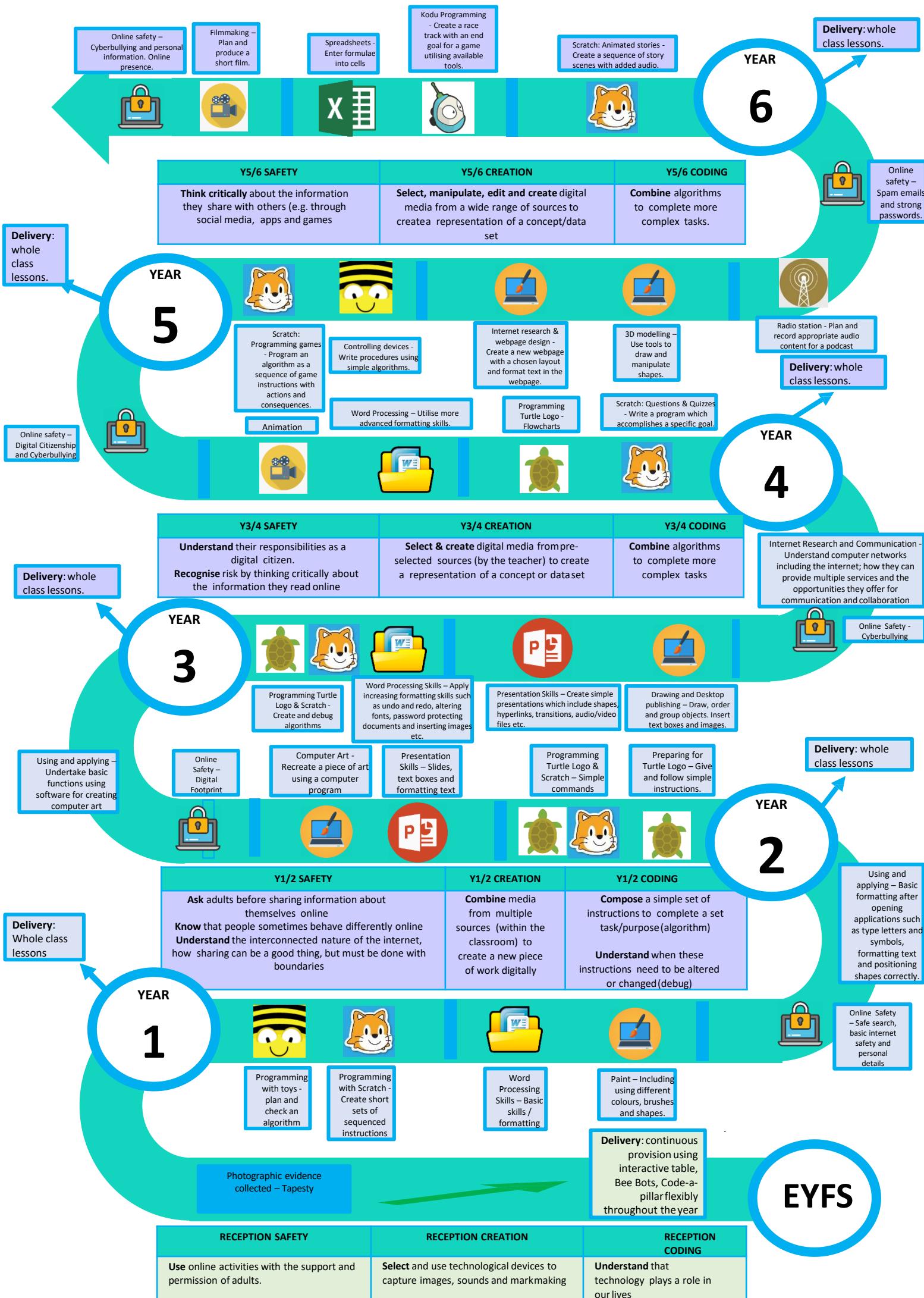


ACKWORTH HOWARD LEARNING JOURNEY COMPUTING

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

Whole School E-Safety Week Content

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



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

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

Pillar 1: Think Before You Share

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

Pillar 2: Check it's For Real

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

Pillar 3: Protect Your Stuff

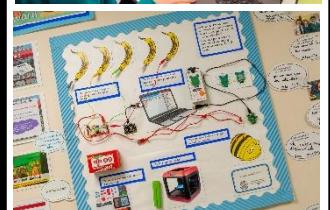
How to build a strong password
Shh... Keep it to yourself!
Taking care of yourself and others

Pillar 4: Respect Each Other

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

Pillar 5: When in Doubt, Discuss

Pillar 6: Digital Wellbeing



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

Physical Education





Physical Education

Why is PE important?

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of PE:

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

ACKWORTH HOWARD

PROGRESSION OF KEY CONCEPTS

PE AND SPORT



Concept	Key Stage	What understanding and using that concept looks like..
Resilience <i>The capacity to recover quickly from difficulties and face the unfamiliar.</i>	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 <i>The ability to do something well; expertise.</i>	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 <i>The condition of being physically and emotionally fit and healthy.</i>	EYFS	Recognise ways to be healthy. Choose to take part in physical activities.
	KS1	Know how nutrition and healthy lifestyles improve physical fitness. Take part in strenuous activity.
	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 <i>Striving to gain or win.</i>	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.



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

ACKWORTH HOWARD LEARNING JOURNEY PE AND SPORT



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



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

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

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

Concepts

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



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



Skill
The ability to do something well; expertise.



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



Competition
Striving to gain or win.

Progression

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

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

- Pupils will be able to improve their:
- Health and fitness
 - Hand-eye coordination
 - Movement and dance
 - Gymnastics, flexibility and strength
 - Teamwork and game skills
 - Invasion games and tactics
 - Outdoor skills and adventure
 - Coordination and agility

Design Technology





Design Technology

Why is design technology important?

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

(Text taken from the Design & Technology Association).

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of DT:

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



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

ACKWORTH HOWARD LEARNING JOURNEY DESIGN TECHNOLOGY



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

Mechanisms

Textile Projects

Construction Project

Food Projects

Electrical Systems

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

Experiment with cams to make suitable design decisions.

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

Accurately cut and join, using a running stitch.

Make, strength and stiffen a range of structures.

Name types of cam.

Create and use electric circuits in designs.

YEAR 6

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

Know the function of different components.

Use recipe books/websites.

Model ideas through prototypes.

Measure, mark and cut woodwork accurately.

Explore existing structures.

Understand safe storage of meat/fish.

Know how to make electromagnetic motors.

Apply knowledge of construction techniques to realise design ideas.

Stabilise more complex structures using bracing.

Y5 - Food	Y5 - Textiles	Y5 - Electrical Systems	Y5 - Construction	Y5 - Mechanisms
Implementation Materials: Ingredients, recipes. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: Fabric, cotton, paper, filling, glass eyes. Tools: Scissors, sewing needles, pins.	Implementation Materials/Tools: Graphite/tape, insulated wire, flexible metal wire, batteries, battery holders, lights.	Implementation Materials: Woodwork materials, spaghetti for testing. Tools: Saws, glue gun.	Implementation Materials: Range of mechanisms, card, paper. Tools: Glue, ruler, sliders.

Y5/6 Innovation
Combine detailed design ideas with a continuous evaluation process, testing different alternatives before creating a final product. Use research and develop design criteria based on the user's need.

Draw circuit diagrams.

Understand sliders, levers and linkages.

Know nutritional values of packaged food.

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

Understand construction methods for 3D shapes.

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

Know how to create a hidden seam.

Understand structures and mechanisms.

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

Test the function of a product.

Constantly evaluate progress against a design.

Taste and adapt a dish during the cooking process.

Use triangulation for bracing.

Cut, join and assemble with accuracy.

Make functional components.

Design arch and truss bridges.

Apply knowledge to generate design ideas and design for purpose.

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

Y4 - Food	Y4 - Textiles	Y4 - Electrical Systems	Y4 - Construction	Y4 - Mechanisms
Implementation Materials: Ingredients, recipes, packaging. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: Fabric, cotton, paper, filling, fastenings. Tools: Scissors, sewing needles, pins.	Implementation Materials/Tools: Range of materials such as plastic bottles, insulated wire, batteries, battery holders, lights.	Implementation Materials: Woodwork materials, toothpicks, sweets, paper. Tools: Saws, glue gun, glue, scissors.	Implementation Materials: Lollipop sticks, wheels, dowels, straws. Tools: Glue, glue gun, nets, ruler, sliders.

Y5/6 Recording Evaluations:
Extended writing frames / Accurate drawings with labels / Evaluation from othersthrough the use of questionnaires and surveys.

Build on prior knowledge of net structures and broadening knowledge of frame structures.

Know that architects consider light, shadow and patterns when designing.

Experiment with circuits to consolidate knowledge of functions.

Experiment with circuits to consolidate knowledge of functions.

Compare 3d objects to a 2d design.

Make circuits, selecting materials and equipment according to functional properties.

Use layers and spacers to construct pages.

Identify target audience.

Adapt a current recipe.

Cook meat safely.

Know component names such as: chassis, axle etc.

Know that electricity is energy.

Y3 - Food	Y3 - Textiles	Y3 - Electrical Systems	Y3 - Construction	Y3 - Mechanisms
Implementation Materials: Ingredients, recipes, packaging. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: Fabric, cotton, filling. Tools: Scissors, sewing needles, pins.	Implementation Materials: Plastic straws, tissue paper, glitter, string, card. Tools: Scissors, ruler, pencil.	Implementation Materials: Woodwork materials, handmade nets, recycled materials, card. Tools: Saws, glue gun, glue, scissors.	Implementation Materials: pneumatic systems including syringes and balloons, recycled household objects. Tools: Glue, ruler, scissors.

Y3/4 Innovation
Combine detailed design ideas with evaluation process, testing different alternatives before creating a final product. Use research and develop design criteria based on the user's need.

Y3/4 Recording Evaluations:
Extended writing frames. Drawings with labels.

Know what a target audience is.

Understand what static electricity means and how to generate it.

Know different stitch types.

Understand how pneumatic systems work.

Understanding the benefit of food by their colour.

Know what foods are in season and when.

Apply prior knowledge and increasing knowledge of nets.

Know how climates alters the sweetness of food.

Explore and design within a given context/theme.

Design for others and plan production.

Use the views of others to improve designs.

Use nets and tabs to design and make a car body.

Make an electrical circuit.

Measure, mark, cut and assemble accurately.

Understand the costs behind food preparation.

Build on prior knowledge of net structures and broadening knowledge of frame structures.

Know that architects consider light, shadow and patterns when designing.

Know how to use templates.

Know terminology such as: insulator, conductor, LED, battery, coin, cell batteries.

Y2 - Food	Y2 - Textiles	Y2 - Electrical Systems	Y2 - Construction	Y2 - Mechanisms
Implementation Materials: Ingredients, recipes, packaging. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: Fabric, cotton, filling. Tools: Scissors, sewing needles, pins.	Implementation Materials: Plastic straws, tissue paper, glitter, string, card. Tools: Scissors, ruler, pencil.	Implementation Materials: Woodwork materials, handmade nets, recycled materials, card. Tools: Saws, glue gun, glue, scissors.	Implementation Materials: pneumatic systems including syringes and balloons, recycled household objects. Tools: Glue, ruler, scissors.

Y3/4 Innovation
Combine detailed design ideas with evaluation process, testing different alternatives before creating a final product. Use research and develop design criteria based on the user's need.

Y3/4 Recording Evaluations:
Extended writing frames. Drawings with labels.

Know what a target audience is.

Understand what static electricity means and how to generate it.

Know different stitch types.

Understand how pneumatic systems work.

Understanding the benefit of food by their colour.

Know what foods are in season and when.

Apply prior knowledge and increasing knowledge of nets.

Know how climates alters the sweetness of food.

Explore and design within a given context/theme.

Design for others and plan production.

Use the views of others to improve designs.

Use nets and tabs to design and make a car body.

Make an electrical circuit.

Measure, mark, cut and assemble accurately.

Understand the costs behind food preparation.

Build on prior knowledge of net structures and broadening knowledge of frame structures.

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Know how to use templates.

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Y1 - Food	Y1 - Textiles	Y1 - Electrical Systems	Y1 - Construction	Y1 - Mechanisms
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Y3/4 Innovation
Combine detailed design ideas with evaluation process, testing different alternatives before creating a final product. Use research and develop design criteria based on the user's need.

Y3/4 Recording Evaluations:
Extended writing frames. Drawings with labels.

Y2 Innovation

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

Y2 Recording Evaluations:

Basic writing frames and pictures of project completion.



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

**ACKWORTH HOWARD
LEARNING JOURNEY
DESIGN TECHNOLOGY**



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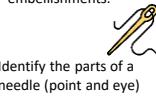
Y2 - Textiles	Y2 - Food	Y2 - Construction	Y2 - Mechanisms
Implementation Materials: Fabric, cotton, buttons. Tools: Scissors, sewing needles, pins, glue.	Implementation Materials: Ingredients, recipes. Tools: Utensils such as knives, chopping boards etc.	Implementation Materials: plasticine, card, paper.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

Know materials commonly used for wheels and how axles work.



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

Understand the alternative ways of joining fabrics and embellishments.



Identify the parts of a needle (point and eye)

Know that different shapes can strengthen or weaken structures.

Design and make a wrap

Manipulate materials to improve strength and stiffness.

Understand the importance of strength, stability and stiffness.

Design and make a moving monster/Ferris Wheel

Design and make a wallet or purse

**YEAR
2**

Y1 Innovation

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

Y1 Recording Evaluations:

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

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



Design mechanisms

Assemble different components to work together to create motion.

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



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

Understand what a mechanism is.



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



Know different ways to join fabrics.



Understand how to prepare fabric for joining.



Look at mechanisms and understand how an axle works.

Design products for others.



Sequence steps for construction.

Design and make a fruit/vegetable smoothie

Chop ingredients including fruit and vegetables.

**YEAR
1**

Design and make a structure such as a windmill

Design and make a puppet

Design and make a moving story book with levers and sliders

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

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

Represent their own ideas, thought and feelings through design.



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

To create representations of events, people and objects.



To construct with a purpose in mind.

To manipulate materials to achieve a planned effect.



To experiment to create different textures.



To explore what happens when they mix colours.

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

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

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



YR Innovation

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

YR Recording Evaluations:

Verbally - recorded by teacher and pictures uploaded to tapestry.

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

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

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

EYFS

Art & Design





Why is Art important?

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

Alan Parker, filmmaker

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

Our aims

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

Art



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of Art:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Art and Design



Concept	Key Stage	What understanding and using that concept looks like..
Composition <i>Art can take an endless array of shapes through the manipulation of colour, pattern, texture, line, shape, form and space</i>	EYFS	Name 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.
Communication <i>Creating art to represent something real or express an emotion, mood or message</i> <i>(Artist talk)</i>	EYFS	Experiment with artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
	KS1	Apply their knowledge and understanding of artistic elements and different artistic styles to create their own pieces of art.
	KS2	Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.
Comprehension <i>Critically ascribe meaning to a piece of art.</i> <i>(critic talk)</i>	EYFS	Identify how a piece of art makes them feel.
	KS1	Describe 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.'**



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

- Y6 Key Vocab:**
- Colour theory
 - Contour
 - Cross hatching
 - Proportion
 - Mixed media

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.

Art Concept		Year 6	
Composition Progression (formal elements taught)	Texture - create visual texture using line, tone and shape. Pattern - create own accurate pattern for a purpose. Line - contour and cross hatching.	Colour - colour theory - understand primary, secondary, complimentary, tertiary, monochrome and colour schemes. Use and justify use of colours. Tone - use tone to represent 3D forms	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.
Communication Progression (materials)	Oil pastels, gold/silver foiled paper, black paper, sketching pencils.	Coloured pencil, felt tips, sketching pencils, chalk pastels.	Modrock, Acrylic Paint
Comprehension Progression (evaluation and critic talk)	Describe how a piece of art makes them feel; use more technical language & extended writing frames linked to formal elements/style to justify 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 a whole school assembly.		

YEAR 6

Mixed media techniques Evolution and Inheritance

Artist Focus Henry Moore

Create their own Logo for Print/Textile design

Greek Architecture

Artist Focus Banksy

Illustrator Armin Greder

Y5 Key Vocab:

- Continuum
- Visual texture
- Complimentary colours
- Abstract pattern
- Interlocking lines
- Mixed media

Living things and Lifecycles

LINE

A line is the path left by a moving point, e.g. a pencil or a brush dipped in paint. A line can take many forms e.g. horizontal, diagonal or curved. A line can be used to show contours, Movements, Feelings and Expressions.

TONE

Tone means the lightness or darkness of something. This could be a shade or how dark or light a colour appears

SHAPE & FORM

A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Form is a three dimensional shape such as a sphere, cube or a cone. Sculpture and 3D design are about creating forms

TEXTURE

Texture is the surface quality of something, the way something feels or looks like it feels. There are two types of texture: Actual Texture and Visual Texture. Actual Texture - really exists so you can feel it or touch it. Visual Texture - created using different marks to represent actual texture.

COLOUR

There are 3 Primary Colours: RED, YELLOW, and BLUE. By mixing any two Primary Colours together we get a Secondary Colour: ORANGE, GREEN and PURPLE

PATTERN

A pattern is a design that is created by repeating lines, shapes, tones or colours. Patterns can be manmade, like a design on fabric, or natural, such as the markings on animal fur.

PROPORTION

Proportion and scale are principles of art that describe the size, location, or amount of one element in relation to another. They have a great deal to do with the overall harmony of an individual piece and our perception of the art. Proportion has a very similar definition but tends to refer to the relative size of parts within a whole.

YEAR 5

Anglo Saxon Cardboard crosses

Artist Focus Peter Thorpe Abstract space art

Stunning First World War Artworks by Women

Artist Focus Henri Rousseau Rainforest paintings

Illustrator John Tenniel

Y4 Key Vocab:

- Ripples
- Tertiary colours
- Monochromatic
- Tessellation

Art Concept		Year 4	
Composition Progression (formal elements taught)	Texture - relate textures to mood/expression/movement. Compare textures. Proportion - Talk about the size of buildings in relation to each other.	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 tessellation. Colour - Build on primary and secondary colours and look at tertiary colours and monochromatic colours. Build on colour to express mood.
Communication Progression (materials)	Sketching pencils	Photos, sketching pencil, pencil crayons.	Acrylic paint, felt tip, pencil crayon.
Comprehension Progression (evaluation and critic talk)	Describe how a piece of art makes them feel; use more technical language & extended writing frames linked to formal elements/style to justify 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 a whole school assembly.		

YEAR 4

Illustrator Nick Harris

Artist Focus Leonardo Da Vinci Mona Lisa

Roman Pottery

Artist Focus Grayson Perry

Y3 Key Vocab:

- Dashes
- Pressure
- Weave
- Actual texture

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.
Comprehension 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.		

YEAR 3

Illustrator Frida Kahlo

Artist Focus Atta Kwami African patterns

Artist Focus David Hockney

Stone Age Textiles / Printing

Artist Focus Kandinsky

Y2 Key Vocab:

- Natural pattern
- Manmade pattern
- Organic shape
- 2D
- 3D
- Stippling
- Secondary colours

Art Concept		Year 2	
Composition Progression (formal elements taught)	Shape and form - Recognise 3D shapes and draw organic 2D shapes.	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.	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.
Communication Progression (materials)	Coloured crayon	Oil/chalk pastels, crayons and watercolours.	Pencil crayons, felt tips.
Comprehension Progression (evaluation)	Identify how a piece of art makes them feeling using simple language and an extended talking frame, making links to the formal elements used to give reasons why. Analyse how an artist's choice of formal elements has an effect on the audience		

YEAR 2

Patchwork Fields

Artist Focus Claude Monet

Printing

Artist Focus Kandinsky

Illustrator Anthony Browne

Y1 Key Vocab:

- Primary colour
- Light
- Dark
- Mix
- Tone
- Diagonal line
- Geometric shape

Art Concept		Year 1	
Composition Progression (formal elements taught)	Line - understand draw diagonal lines. Shape and form - draw 2D and geometric shapes.	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.	Pattern - awareness of how manmade patterns repeat. Tone - Use white to create lighter tones of colours.
Communication Progression (materials)	Pencil and charcoal	Felt tips, coloured pencil crayons.	Acrylic paint
Comprehension Progression (evaluation)	Identify how a piece of art makes them feeling using simple language and a basic talking frame, making links to the formal elements used. Talk about how an artist's choice of formal elements has an effect on the audience		

YEAR 1

Artist Focus Vincent Van Gogh Self portraits Flowers and plants

William Morris patterns

Weaving

Illustrator Roger Hargreaves

YR Key Vocab:

- Line
- Wavy
- Straight
- Scribble
- Shape
- Colour
- Print
- Model
- Pattern
- Fabric

Art Concept		Reception	
Composition Progression (formal elements taught)	Shape and Form - recognise 2D geometric shapes. Colour - Experiment with and name colours. Paint from memory and observation.	Texture - create simple collages using a range of different textures. Tone - Use black and white to show light and dark.	Pattern - Look at irregular patterns (manmade). Line - recognise and draw straight, wavy and scribbly lines.
Communication Progression (materials)	Ready mix and powder paint	Coloured paper and collage materials	Found natural objects, pens, pencils, chalks.
Comprehension Progression (evaluation and critic talk)	Identify how a piece of art makes them feeling using a basic talking frame.		

YEAR 1

Illustrator Axel Scheffler

Large scale whole class weaving project.

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

Finger and handprint paintings

Artist Focus Andy Goldsworthy Natural patterns using leaves, sticks and stones.

EYFS

Music





Music

Why is music important?

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

Through music pupils develop:

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of Music:

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

ACKWORTH HOWARD

PROGRESSION OF KEY CONCEPTS

Music



Concept	Key Stage	What understanding and using that concept looks like..
Shape <i>Music can take an endless array of shapes through manipulating the pitch, duration, dynamics, tempo, timbre, texture and structure.</i>	EYFS	Hear 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 staff (treble clef) and link it to the language of musical shape (crotchets, quavers, minims)
Communication <i>Shaping music to represent something real or express an emotion, mood or message</i> <i>Composer talk</i>	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.
	KS2	Perform and compose music deliberately and justify their choice of shape using their deeper knowledge of musical comprehension.
Comprehension <i>Critically ascribe meaning to a piece of music.</i> <i>Listener talk</i>	EYFS	Say how a piece of music makes them feel.
	KS1	Say how a piece of music makes them feel using simple musical language to give reasons why.
	KS2	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.'



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

ACKWORTH HOWARD LEARNING JOURNEY - MUSIC



dynamics Describe the dynamics of a piece	duration <i>loop, sample</i> Identify rhythmic loops Describe the rhythm of a piece Interpret notation	tempo <i>canon</i> Identify musical canon Describe the tempo of a piece	pitch <i>major key, minor key</i> Identify major and minor keys Interpret notation	structure <i>theme, variation</i> Identify variations on a theme	texture/timbre <i>ensemble</i> Describe the role of an individual part/instrument in an ensemble
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Listen and Discuss

YEAR 6

Listen and Discuss
Dame Vera Lynn
Vera Lynn
We'll Meet Again

Create and Compose
G.F. Handel
Zadok the priest
BBC Ten Pieces
Create a Howard School band
Compose a simple song with every class member playing tuned and untuned instruments.

Learn and Perform
African Djembe Drums
WMS First Access
Specialist Music Tuition

dynamics <i>sforzando</i> Describe dynamic techniques	duration <i>Syncopated, dotted, crotchet</i> Identify syncopated rhythms Interpret uneven notation on a staff	tempo <i>dante, allegro, adagio</i> Describe the tempo of a piece of music using technical vocabulary	pitch <i>chord</i> Identify chords in accompaniments	structure <i>melody, accompaniment</i> Identify the melody in a piece of music	texture/timbre <i>thin, thick</i> Describe and compare the texture of a piece of music
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Create and Compose

YEAR 5

Listen and Discuss
The Planets Suite
Gustav Holst
BBC Ten Pieces

Create and Compose
Create their own small group and whole class ensemble piece on the Boom Whackers

Learn and Perform
African Djembe Drums
WMS First Access
Specialist Music Tuition

dynamics <i>ff, mf, pp, mp</i> Describe dynamics using a wider range of technical vocabulary	duration <i>staccato, legato</i> Identify staccato and legato notation Interpret rhythmic notation on a staff	tempo <i>bpm</i> Describe the tempo of a piece of music in terms of bpm	pitch <i>scale</i> Identify a traditional scale (Solfège) Interpret melodic patterns on a staff	structure <i>harmony</i> Identify harmony in vocal music	texture/timbre <i>timbre, strings, percussion, brass, woodwind</i> Identify instrument families Describe the timbre of instruments
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Create and Compose

YEAR 4

Listen and Discuss
Carl Orff
O Fortuna
BBC Ten Pieces

Create and Compose
Compose an apartheid song/chant with 2 or 3 small groups ostinato patterns playing against a steady beat.

Learn and Perform
Ukelele
WMS First Access
Specialist Music Tuition
Chime Bars
Mamma Mia
Charanga Online Resources

dynamics <i>forte, piano, crescendo, diminuendo</i> Identify crescendos/diminuendos Describe further changes in dynamics	duration <i>stave, ostinato</i> Identify rhythmic ostinatos Interpret basic rhythmic notation on a staff	tempo <i>Accelerando, ritardando</i> Identify accelerando/ritardando Describe further changes in tempo	pitch <i>stave</i> Identify basic melodic patterns on a staff	structure <i>call & response</i> Identify call & response patterns	texture/timbre <i>texture</i> Describe the mood created by different textures of music
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Listen and Discuss

YEAR 3

Create and Compose
Create their own graphic score composition using the frogs, tadpoles, butterflies and caterpillars. Compose music with repetition and echo.

Listen and Discuss
Anna Meredith
Connect
BBC Ten Pieces

Learn and Perform
Ukelele
WMS First Access
Specialist Music Tuition
Recorders
Charanga Online Resources

dynamics Describe changes in dynamics	duration <i>time signature, crotchet, minim, quaver, rest</i> Identify 3/4 and 4/4 time signatures Identify note length Interpret easy musical notation (duration)	tempo Describe changes in tempo	pitch <i>note</i> Describe changes in pitch (higher, lower, stays the same) Interpret easy musical notation (pitch)	structure Describe songs with an ABA structure	texture/timbre <i>bright, mellow</i> Identify a variety of instruments Describe character of sounds
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Create and Compose

YEAR 2

Learn and Perform
Ocarinas
An introduction to a tuned instrument

Create and Compose
Compose their own short melodic phrases and repeated ostinato patterns.
Create a whole class sea/storm piece of music.

Listen and Discuss
Benjamin Britten
The Storm
BBC Ten Pieces

dynamics Identify loud/soft sounds	duration <i>bar, pulse, rhythm</i> Identify pulse (steady beat) in 4/4 Identify short/long sounds	tempo Identify slow/fast tempos	pitch Identify high/low sounds	structure <i>verse, chorus</i> Describe songs with an AB structure Interpret simple scores that represent simple structures	texture/timbre Describe the emotion of sounds
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Listen and Discuss

YEAR 1

Listen and Discuss
Listen to My Favorite Things, from The Sound of Music and discuss.

Learn and Perform
God Save The Queen
The UK National Anthem
Play on tuned percussion instruments in small groups and a whole ensemble, following a conductor.

Create and Compose
Create sound effects to a story.
Use graphic symbols to make a simple structure piece of music.

dynamics <i>loud, soft</i> Hear loud/soft sounds	duration <i>short, long, beat</i> Hear steady beat Hear short/long sounds	tempo <i>slow, fast</i> Hear slow/fast tempos	pitch <i>high, low</i> Hear high/low sounds	structure Hear different parts of a piece of music (e.g. verse/chorus)	texture/timbre <i>instrument</i> Hear different instruments
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Listen and Discuss

YEAR 1

Listen and Discuss
•BBC School Radio Listening Skills
•Respond through movement to composer of the month pieces of music

Create
Explore and play music using a variety of percussion instruments. And everyday objects.

Learn and Perform
Sing a variety of classroom songs, e.g. welcome, line up, tidy up and goodbye songs.
Traditional nursery rhymes.
Seasonal songs and for class assembly and Christmas concert.

YEAR 0

Listen and Discuss
•BBC School Radio Listening Skills
•Respond through movement to composer of the month pieces of music

Create
Explore and play music using a variety of percussion instruments. And everyday objects.

Learn and Perform
Sing a variety of classroom songs, e.g. welcome, line up, tidy up and goodbye songs.
Traditional nursery rhymes.
Seasonal songs and for class assembly and Christmas concert.



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 	Leonard 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 

Foreign Languages





Modern Foreign Languages

Why are foreign languages important?

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

Nelson Mandela

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

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

Learning a foreign language helps pupils:

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of additional languages:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS MODERN FOREIGN LANGUAGES



Concept	Key Stage	What understanding and using that concept looks like..
Communication Expression of ideas and thoughts using language and to understand and respond to other speakers	LKS2	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.
	UKS2	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	Study the culture of another country by exploring popular religious beliefs, customs, food and music.
	UKS2	Explore cultural stereotypes and justify 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 of the **easiest languages to learn** as it is largely phonetic.
- Spanish can be used as a 'gateway' to learn other languages; it has many similarities to Italian, French and Portuguese.
- Emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge is increasing - we're keen to prepare our children for this.
- The vast range of countries that speak Spanish makes an understanding of the language very useful for those who want to travel and experience such countries.
- Many aspects of Spanish **culture** have become world-renowned and famous i.e. Pablo Picasso.
- Spanish and South American sport has consistently been among the best in the world i.e. World Cup winners in 2010, Rafael Nadal has won 13 Grand Slam titles.

How is Spanish delivered?

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

How is culture explored?

- 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.



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

ACKWORTH HOWARD LEARNING JOURNEY MODERN FOREIGN LANGUAGES



Y6 Learning Outcomes	Y6 SKILLS
<ul style="list-style-type: none"> 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 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 3rd persons singular and plural in the pretérito tense Can pronounce correctly the phonic sounds included in the Unit Can create and perform a role play set 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. 	<ul style="list-style-type: none"> Estimate meaning, based on prior knowledge Summarise key points Work in pairs and develop a dialogue with a partner which can be 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 Use context and previous knowledge to estimate new words Use language known in one context in another context Devise questions for authentic use Work in a group



YEAR 6

Unit 18 Los Planetas Grammar: When 'es' and 'está' should be used And be able to identify word classes – verbs, nouns, adjectives, adverbs, connectives And be able to use adjectival agreements with nouns	Unit 19 Geographical Features Grammar: The immediate future using "va a ..." Masculine/feminine nouns with great confidence Differences between "es" and "está" "Más" when differentiating between features	Unit 20 Raúl en Sutton House: una casa Tudor Grammar: 3 rd person singular and plural of pretérito of a range of -AR and -ER verbs 3 rd person singular and plural of the verb 'decir' 'Había' as the past (imperfect tense) of 'hay'	Unit 21 En el café Grammar: 1 st and 2 nd person singular of pretérito of 'comer', 'beber' Connectives to manipulate language and produce more complex sentences	Unit 22 Un periódico Grammar: Adverbs to qualify adjectives Connectives to manipulate language and produce more complex sentences
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YEAR 5

Unit 16 Las Estaciones Grammar: Understand word classes – verbs, nouns, adjectives Recognise patterns in simple language	Unit 17 Las Estaciones Grammar: Adjectival agreements using correct gender and number Imperative form of key verbs 3 rd person singular and plural of verbs in present tense	Unit 18 Las Estaciones Grammar: ¿A quién le gusta...? The verb tocar Me gustaría comprar ... Imperative forms of cambiar and enseñar	Unit 19 I am the Music Man Grammar: The indefinite article un/una and definite article el/la Me gusta, no me gusta, me gustan, no me 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 beber	Unit 20 The Hungry Caterpillar Grammar: Hace, hay and está as constructions to use when describing weather Connectives to manipulate language and produce more complex sentences
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YEAR 4

Unit 15 Mi Ciudad Grammar: ¿Dónde está? Está + directions ¿Qué hay? un/una; el/la	Unit 16 Las Pescadoras Valencianas Grammar: The 1 st , 2 nd and 3 rd persons singular of the verb 'tener' Use the masculine/feminine versions 'un/una'	Unit 17 ¿Qué tiempo hace? Grammar: 1 st and 2 nd person singular of 'ir' - voy, vas Hace, hay and está as constructions to use when describing weather Use of 'en' or 'a' with modes of transport	Unit 18 ¿Qué te Gusta Hacer? Grammar: The infinitive form of several AR verbs and the 1 st person singular form The indirect object pronoun with gustar and encantar	Unit 19 Raúl Viaja en el Tiempo Grammar: The 1 st person singular form of a range of verbs Infinitive phrases with 'me gusta' Prepositions of place Differences between the use of 'está' and 'es'	Unit 20 Cuando Lluve Llevo un Paraguas Grammar: The 1 st person singular form of common -AR and -ER verbs Recognise and apply simple adjectival agreements Manipulate the language by choosing different adjectives and activities
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YEAR 3

Unit 14 Mi Familia Grammar: The infinitive of -ar verbs Me gusta, no me gusta, me gustan, no me gustan + colour/+ -ar verbs in the infinitive Masculine/feminine adjectives to describe nouns	Unit 15 Me Gusta Grammar: Gender and number differences of nouns Adjectives describing nouns The 3 rd person singular of the verb 'tener'	Unit 16 Designing a Monster Grammar: 1 st person singular of common -ar verbs and their infinitives How to ask and give information about favourite colour using Cuál.	Unit 17 Myself and the Things I Do Grammar: Tengoaños Months do not have a capital letter Commands in the singular and plural The way to say 'of the' masculine form - del	Unit 18 Dates and Numbers Grammar: The yo and tú forms of the verb llamarse Structures to say simple mental Maths.	Unit 19 Greetings and Spanish Speaking Countries Grammar: Recall key phonic sounds Respond to a variety of inputs to learn new grammar points Develop strategies to aid memorisation Work effectively in pairs and give each other feedback Memorise language through responding to songs Listen attentively and demonstrate this by responding to songs and stories Build on prior knowledge to access a new text Develop a strategy of their own to help them memorise new vocabulary Use a bi-lingual dictionary to look up simple nouns Do a presentation about their families
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Curriculum Impact



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.



Artsmark
Gold Award
Awarded by Arts
Council England