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Introduction Curriculum Vision

Our mission is to ensure that the message of living life to the full, of loving and of learning permeate all we do in school. And to be encouraged by the language of our vision which speaks of developing the whole child through opportunities to develop the mind body and spirit ensuring confidence, growth, transformation and community, all essential qualities in enabling people to flourish – both adults and children!

Educating for 'life in all its fullness.'

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



Mind

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



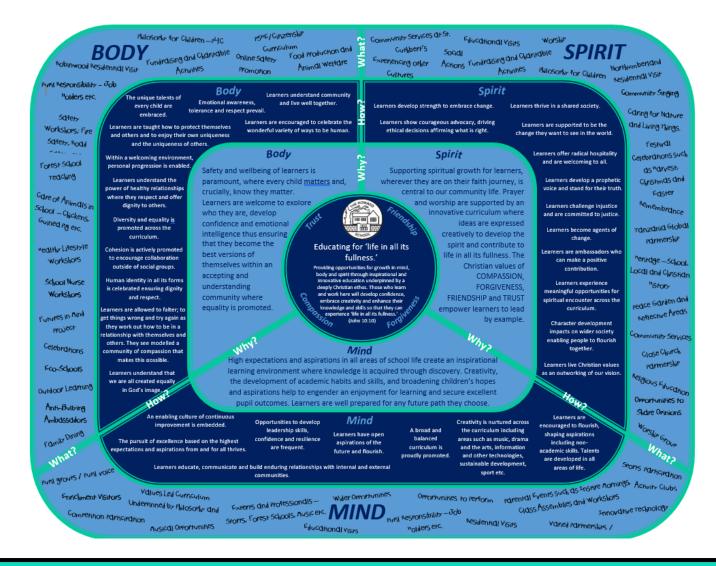
Body

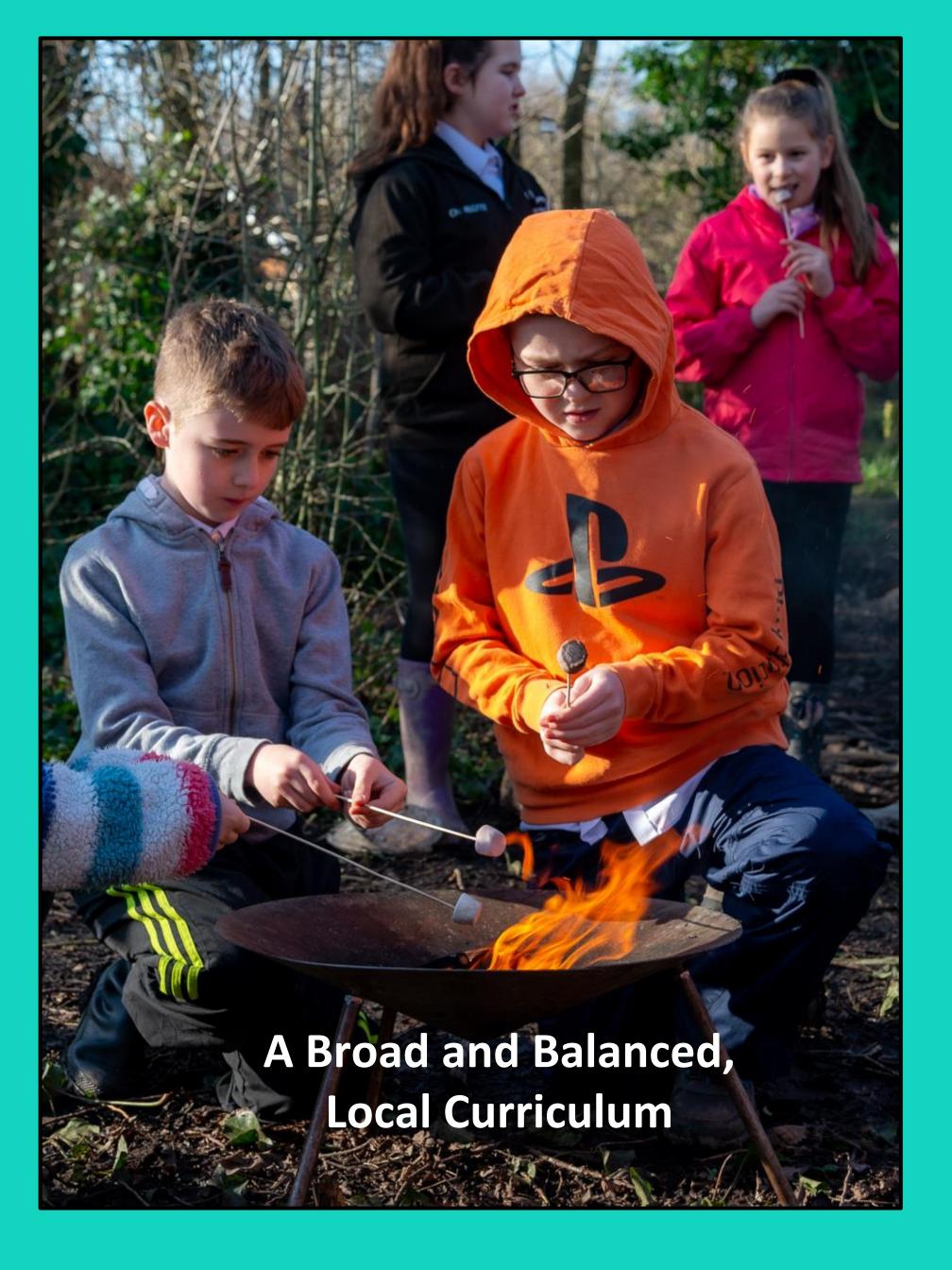
Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.



Spirit

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







A Broad and Balanced, Local Curriculum

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

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

Early Years Foundation Stage (EYFS)

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

The three prime areas are:

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

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

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

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

Key Stage 1 and Key Stage 2

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

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

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

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

At the heart of the curriculum are a core set of threads, underpinned by our P4C approach, all of which ensure the development of socially aware citizens who engage with the wider world and the issues within it: Diversity, Values and Perceptions, Social Justice, Health and Wellbeing, Resilience and Aspirations. Character development punctuates this curriculum.

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

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



A Broad and Balanced, Local Curriculum

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.

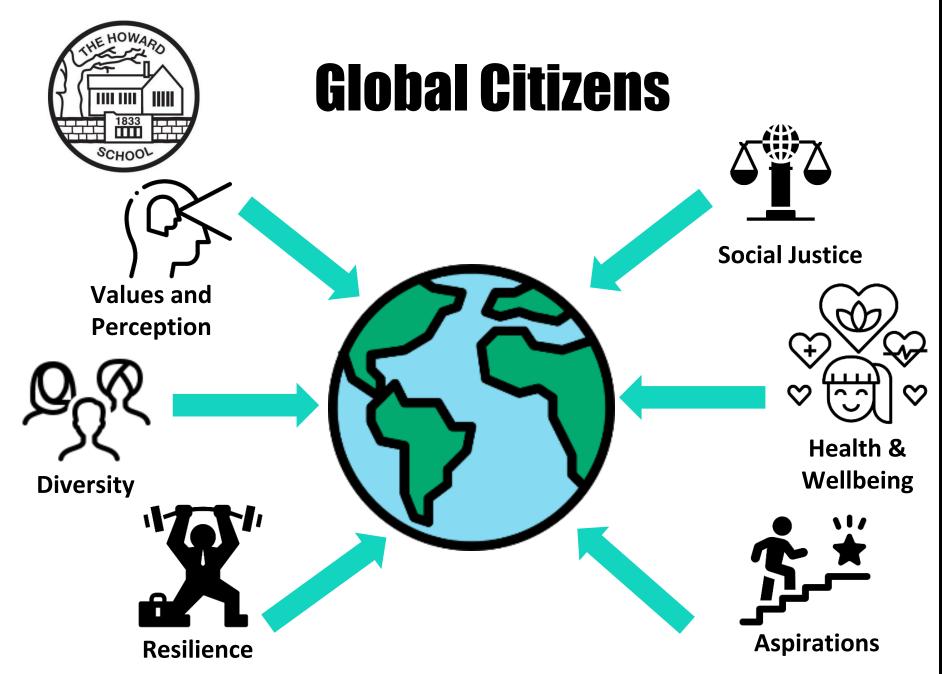
Global Citizen Threads

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	Our Global Citizen Threads
Compassion	Diversity
Forgiveness	Values and Perceptions
Friendship	Resilience
Trust	Aspirations
	Health and Wellbeing
	Social Justice







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

Our curriculum is designed with three goals in mind:

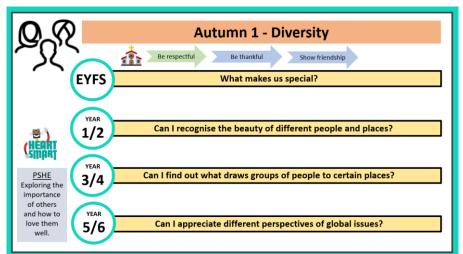
- 1. To provide a well sequenced, coherently planned curriculum that builds upon crucial content and leads to sustained mastery for all and a greater depth of understanding for those who are capable. Each subject has an individual curriculum planning document 'Howard Essentials,' which has been carefully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

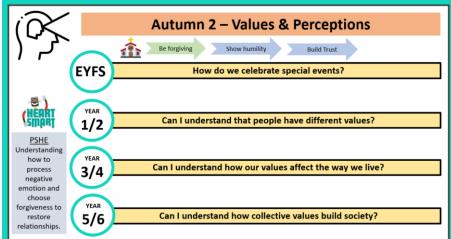


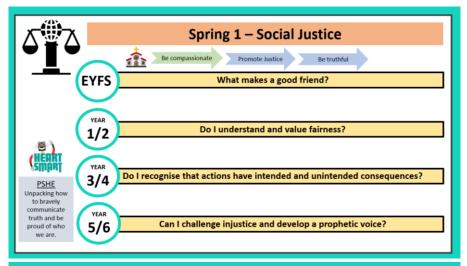
Global Citizens Whole School Threads

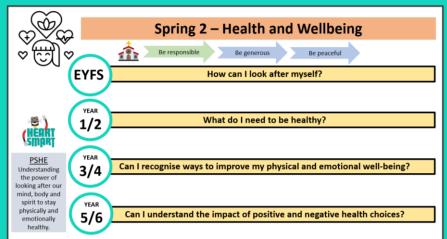
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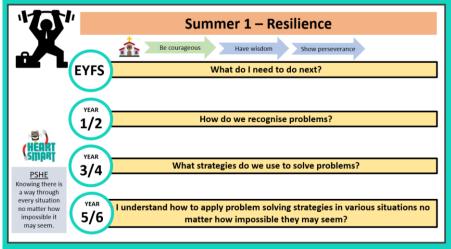
This is why we have developed 6 whole school threads that we believe enable pupils to become positive global citizens. Our curriculum is designed to put character education and PSHE at the very centre of what we do. The 6 threads are all characteristics of human beings who make moral informed choices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

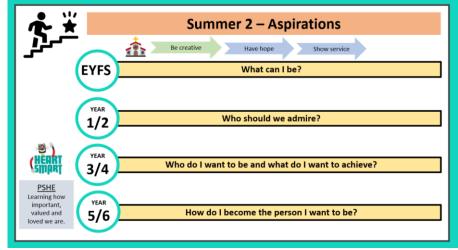


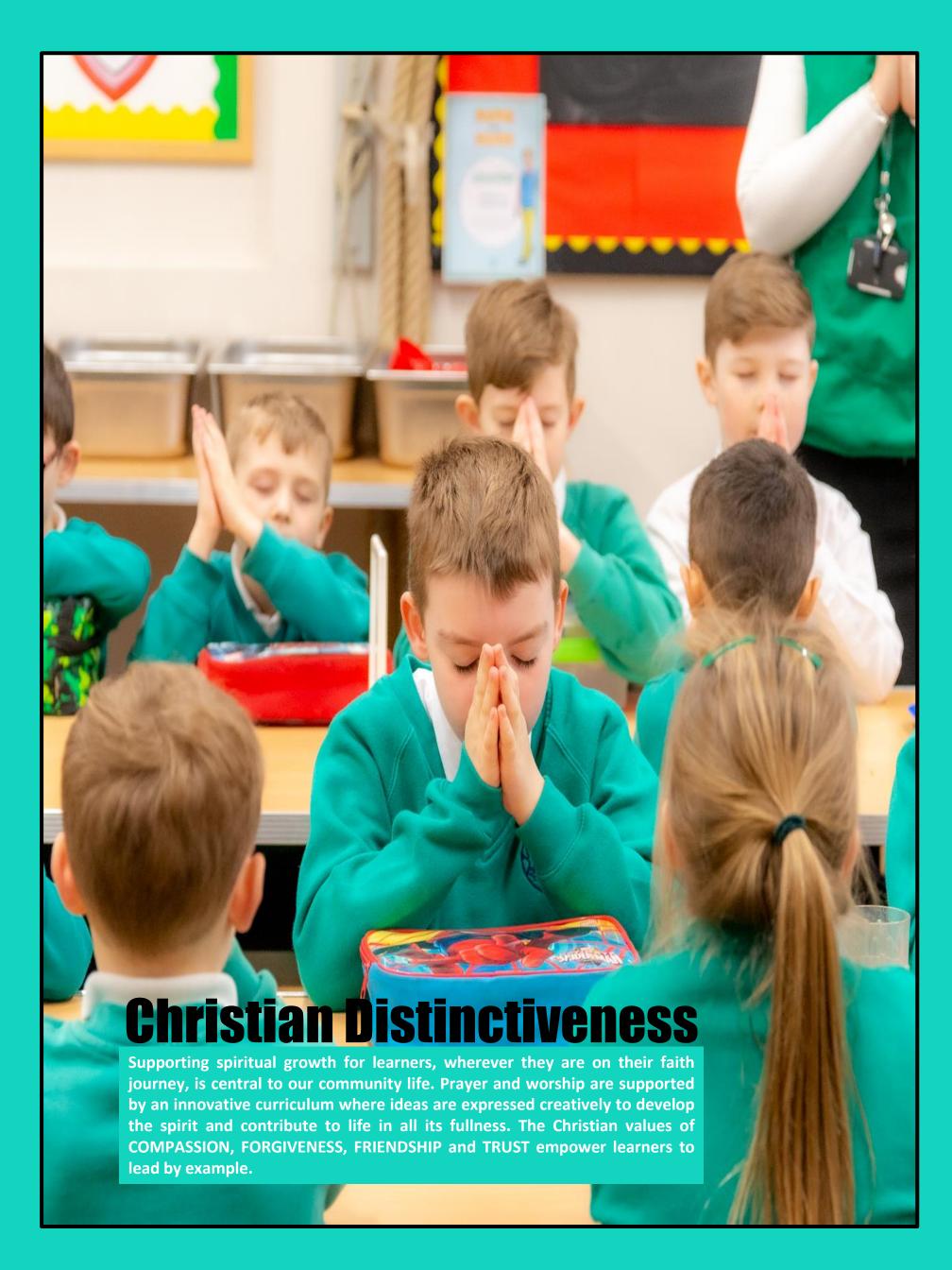
































Our Christian Ethos

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

Community Links

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

The Hidden Curriculum

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

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

Diocese

We follow the Leeds Diocese and Wakefield Local Authority curriculums in RE, exploring the stories and themes of the Old and New Testaments and core Christian values. As part of the National Curriculum we also teach children about world faiths and perspectives. Our link with the Diocese also provides learning opportunities for pupils and staff.

Global Link

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

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

Worship

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

Pupil Leadership

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

Value

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

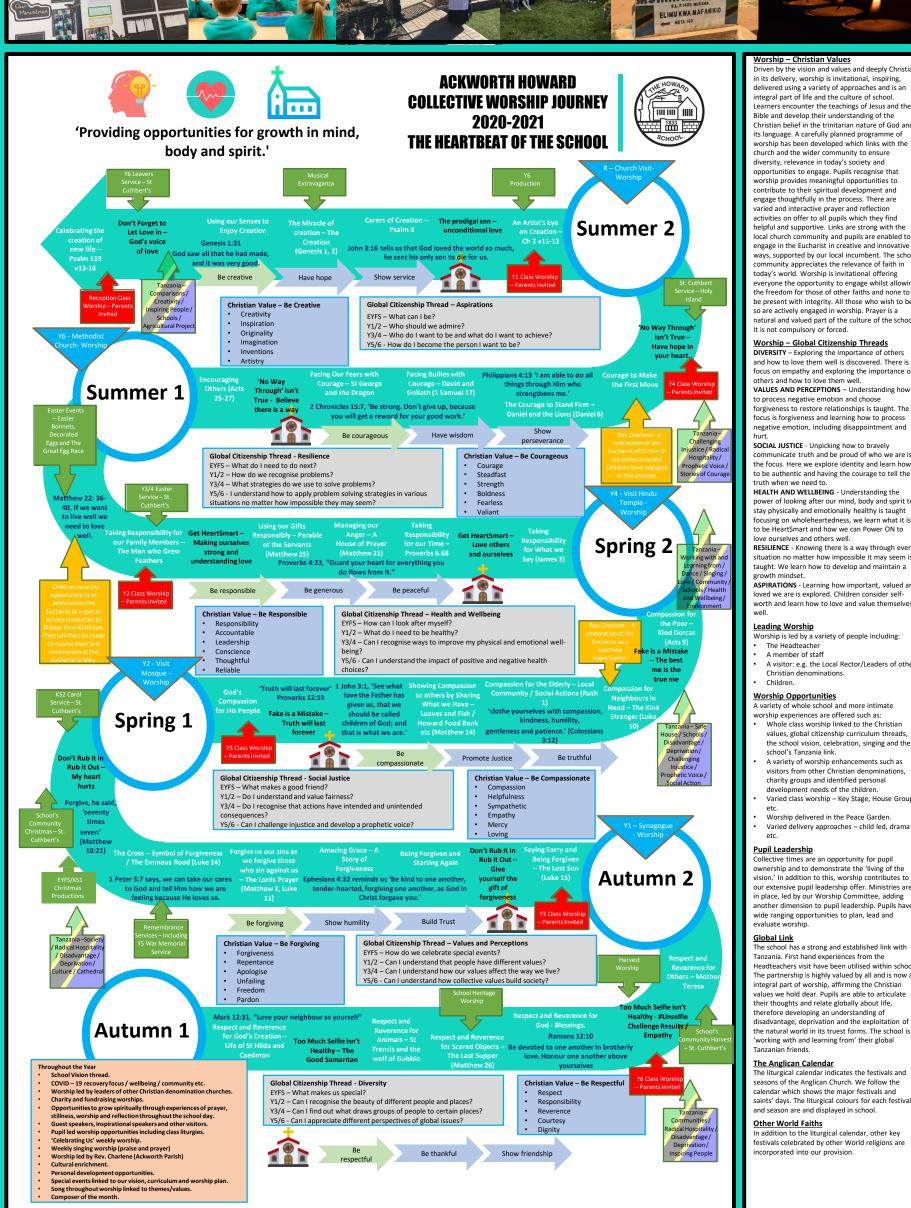
School Prayer

This is our school,
Where trust burns bright.
Let compassion and forgiveness begin with me
And friendship lay in the depths of our

hearts,

Let us love one another each day. Amen





Norship – Christian Values

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

Worship - Global Citizenship Threads

Worship – Global Citizenship Threads
DIVERSITY – Exploring the importance of others
and how to love them well is discovered. There is a
focus on empathy and exploring the importance of
others and how to love them well.

VALUES AND PERCEPTIONS – Understanding how
to process negative emotion and choose
forgiveness to restore relationships is taught. The
focus is forgiveness and learning how to process
negative emotion, including disappointment and
hurt.

SOCIAL JUSTICE - Unpicking how to bravely communicate truth and be proud of who we are is the focus. Here we explore identity and learn how to be authentic and having the courage to tell the truth when we need to.

HEALTH AND WELLBEING - Understanding the HEALTH AND WELLBEING - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy is taught focusing on wholeheartedness, we learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well. RESILIENCE - Knowing there is a way through every situation no matter how impossible it may seem is taught. We learn how to develop and maintain a

taught. We learn how to develop and maintain a growth mindset.

ASPIRATIONS - Learning how important, valued a loved we are is explored. Children consider self worth and learn how to love and value themselve

Worship Opportunities

A variety of whole school and more intimate worship experiences are offered such as:

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

Pupil Leadership

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

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

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

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



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







Why is personal development important?

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

- Martin Luther King Jnr.

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

Effective provision develops:

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

Effective provision promotes:

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

Effective provision enables/supports:

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

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

Spiritual development:

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

Moral development:

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

Social development:

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

Cultural development:

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



aramount, where every chil natters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and

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

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

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

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

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

The school promotes equality opportunity and diversity effectively through its aspirational vision, curriculum and wider opportunities. As a result, pupils understand, appreciate and respect difference in the world and its eople, celebrating the things w share in common across cultura religious, ethnic and socio first hand experiences are utilised and disseminated to al within the school community

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





'Providing opportunities for growth in



ACKWORTH HOWARD PERSONAL DEVELOPMENT **JOURNEY**



Links

Community

Target setting,

support, review

School Sports

Fvents

School links

Citizenship

Opportunities

WMDC

Enterprise

Peripatetic /

Wider Curriculum

Lessons

Opportunity t

learn an

instrument

Schools

PCSO Support

Other

Referral to External

Utilise the close

relationships with

external partners

Mavor Visit

Pupil leaders take part in a

debate in the

counci

chambers

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

Show they are fully equipped

Show and tolerance themselves and of people others

Health and

wellbeing support

Online Safety

ass teachers raise

concerns and

consider with

SENDCo/Learning

Mentor

Pastoral

Support

Paired

Social

across phases

SEND Support

Including

Pupil Led Worship

Pupil led

worship

opportunities

liturgies

cluding class

Online Safety

Curriculum and reactive measures

NSPCC

Readin

Palace of

School Council

Westm

Safeguarding

Regular sharing o

esources such as

nline safety etc.

Wider

Music

RE

/ulti-faith

RE

Eco

Making a

to grow

praver

DCSO

Online safety

ternet Day

Raising

Day

A range of

Mothers Day

Service

Children showcase

portunities

Sports

The

Reactive or safety

Pupil Voice

with the tools to live ar iniustice emotionally and physically healthy lifestyle

Show they are overcoming obstacles

Know how to create relationships

Live the Christian vision and values

Do our children:

Covid-19 Respo

Transition

Achieve well rounded positive

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

Support and

arning Mentor Suppor Tailored programmes to P4C port children across a range of needs

Childre Pupil Leadership Including Anti-Bullying Ambassadors and Foundation Friends

> Wellbeing Interventions Access to wellbeing interventions

Covid-19 Respon

Peer Buddy Syste

Including reading and playground buddies

Learning Mentor Support Parent surgeries - support for behaviour, social and emotional welfare concerns Artist in

> Inspiring future astronauts

Ackworth Gala

Participation in local events

Pupil

Leadership

A range of roles

'if we can

can make it.

Celebrating Us!

@ P

Varied Worship

Including worship led by leaders of other

Christian

denomination

churches.

Y4 Resilience Day

Behaviour Policy The rule of law - British values

Exploring

debating global

Residence

Foodbanks

banks including our own initiative

RHE

Relationships and

health education

P4C

Fundraising

and Charitable

Events

throughout the

Fundraising

and Charitable

Events

Philosophy 4 Children

various talents

Weekly singing

Praise and

Guest Speakers

inspirational

Awards

Regular

awards

celebration

World Down ne Day

Raising awareness

Competitions

pporting local food

Choir in the Social action

global warming issue

Safeguarding Visits For example: NSPCC, Barnardos, Police etc.

Mindfulness Assembly/Workshops Practicing

Protected

Characteristics

Curriculum links

Fucharist

creative ways

techniques

Engagement

picks and choic

visits

Lunche

Including celebrating

other cultures

Values for Life

Our inherent

mindful

Examples

Responding to Local Heritage needs we have

Outdoor learning promoting positive

Global Citiz Threads Our curriculum drivers

Community Council together across schools for the good of the

Annual / **Ongoing**

Christian values aching Appro Including High profile Metacognition Sports Day and Preparation for the Family BBQ new school year School commi



Young Voices

proud of who we are

Fundraising

Poppy Appeal

Anti-Bullying

Christmas

Fair

Heartsmart / PSHE

Christmas Jumper

Save the Children

MacMillan Coffee Morning

Fundraising opportunity

Pupil led

upporting spiritual growth for ers, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an novative 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

pupils is excellent. It strives to nsure aspirations are celebrated, focused upon and realised through the curriculum, wider enrichment, the character and moral development of pupils and agement in the wider world. As result of this broad focus, pupils monstrate strong and sustained resilience and where barriers exist for learners, support is put in place to remove them ensuring perseverance to overcome barriers to their own learning and to make

by example.

Our school vision and approach ensures that the cultural capital of

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 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.

PCSO Support Futures in Mind Responding to any emerging Workshops and 1-1 sessions and

consultations Completed by/with involvement from the class teacher

Inclusion Meeting Regular team meetings to discuss support for pupils

EAL

resources

The Boxall Profile

Wakefield Safeguarding Children Partnershir

Revolution Song

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



debates and





Inspire!

Cricket World Cup

Experiencing world

aspirations

50 Things..

Participation

Informing all





Howard Harriers

Taking part in the Junior Parkruns







PCSO











School trips

workshops and















Character Including the Great Egg Race

Child led initiatives Including playground buddies and the healthy tuck shop

PCSO

Learning how importan valued and loved we are

Pupil Leadership Elections

Democracy

Harvest

School harvest



Heritage Day

Learning from ou

school/community

history

Whole

School

Sports/Comic Road safety

School Pantomime

Languages

Day

Children in Need

Big Me Day

EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'



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

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

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

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

The school works effectively with partnerships and other cternal agencies to support th tensive personal developm of pupils. This includes workin closely with a local police officer, the school nursing tear and the Futures in Mind projec ensuring mental health is a priority. The Futures in Mind oject provides the opportuni to work with a CAMHs practitioner and as a result of these links, staff are well equipped to deal with anxiety nd other mental health issues

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

and received training to do so.

modulation, intuition, attentio span and morality Outdoor experiences are utilise as not only a teaching tool but

also to support pupils. The school offers dedicated Forest School teaching sessions as we as providing opportunities for pupils to experience the outdoors and become involved in the school's allotments and the rearing of chickens. This gives pupils a sense of well-being and belonging which ha led to children being more resilient self-confident and nore effective when working i teams. The element of risk taking afforded by Forest Scho education has meant that children are making healthier hehaviour choices in the playground.

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





'Providing opportunities for growth in

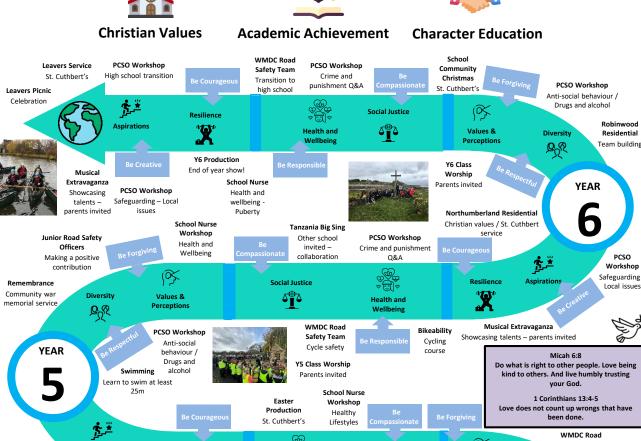
mind, body and spirit.'

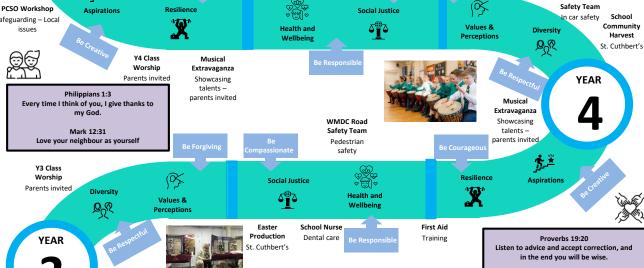


ACKWORTH HOWARD PERSONAL DEVELOPMENT **JOURNEY**













9 **EYFS** PUSE 212 Balanceability



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

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

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

ny opportunities for children learn about nature and the role they play in protecting our world re provided. As a Church School this is especially important. The school has an active Eco committee and Gardening Club Chickens live on site and the children take an active part in aring for them. Through science and topic work, children learn bout the world and how they car care for living things. The school

as been awarded the Eco Schoo

Green Flag Award.

d deeply Christian in its delivery worship is invitational, inspiring, delivered using a variety of opproaches and is an integral part fife and the culture of school. A cent focus has ensured that th services has ensured that this so driven by the pupils. Ministries are now in place, adding another dimension to pupil leadership, with opportunities to plan, lead and evaluate worship. Plans link with the church and the wider community to ensure diversity, relevance in today's society and opportunities to engage. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development and engage bughtfully in the process. The

are varied and interactive prayer nd reflection activities on offer t all pupils which they find helpful and supportive. Links are strong with the local church community and pupils are enabled to engage in the Eucharist in creative and ve ways, supported by ou local incumbent.

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



Emergency Services Visit



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



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



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



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



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



5. Raise money for our partner school in Tanzania.



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



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



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



9. Visit a castle as part of your learning in history.



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



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



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



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



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



15. Show resilience and learn strategies to solve maths



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



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



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



19. Complete one o our many reading



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



remembrance day service in Ackworth.



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



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



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



25. Compete in a clas 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.



activity clubs and take part.



36. Compete in Howard's Got Talent.



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 afternoor tea for excellent behaviour and attitude.



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



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



enhance your learning in a topic.



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



46. Work together with your parents in inspire mornings.



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



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



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



50. Be nominated for living the Christian values.





The Early Years

Why are the Early Years important?

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up" (2017 Statutory Framework for the Early Years Foundation Stage (EYFS)

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

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

Our aims

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

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



Mind

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



Body

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



<u>Spirit</u>

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



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

ACKWORTH HOWARD EARLY YEARS RECEPTION - NURSER





PSHE

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

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

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

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

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



Communication and Language

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

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

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



Physical Development

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

Safety and risk taking

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

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









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

ACKWORTH HOWARD EARLY YEARS RECEPTION - NURSERY





Literacy

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

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

end

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

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

1234 5678

Mathematics

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

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

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



Understanding of the World

- Family customs and routines
- Similarities and differences
- Completes a simple program on a computer
- Family customs and routines
- Similarities and differencesInteract with age appropriate
- computer software
- Family customs and routinesSimilarities and differences
- Interact with age appropriate computer software
- Shows sensitivity to differences
 Make observations and talk about change

- Recognise range of technology
- Past and present
- Similarities and differences Patterns and change
- Environmental features
 Technology use for particular purposes
- Past and present
- Similarities and differences
- Patterns and change
- Environmental features
- Technology use for particular purposes

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

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



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

ACKWORTH HOWARD EARLY YEARS RECEPTION - NURSERY





Art and Design

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

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

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



Religious Education

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

God and Me Focus





Mathematics

Why is Mathematics important?

'A person who never made a mistake never tried anything new.' Albert Einstein

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

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

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

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of Mathematics:

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



ACKWORTH HOWARD LEARNING JOURNEY MATHS





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

Y6 ADDITION Y6 SUBTRACTION

addition: range of large numbers/ decimals

MULTIPLICATION

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

Y6 DIVISION

DECIMALS Addition & subtraction of fractions wit

Y6 CALCULATING WITH

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







JUMBER & PLACE
JE 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

zero
Round any
whole numb
to the requir
degree of
accuracy



Y6 MULTIPLECTION/ DIVISION KNOWLEDGE

Meetify common factors, common factors,



common multiplies to express fractions in the same denomination.

denomination.

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

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

Divide proper fractions by whole numbers.

Calculate decimal fraction equivalents, for simple fractions



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

Draw 20 shapes using given dimensions & angles.

Draw 20 shapes with feel and coordinate grid

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

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

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

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

Recognise angles where they meet at a point, on a straight

line, or are vertically opposite, and find missing angles.

Illustrate and manpe part of circles, including radius, diameter
and cumference; know that the diameter is twice the
radius.



Y6 STATISTICS

Interpret and construct:
pie charts; line graphs and use these to solve problems

Calculate & interpret the mean as an average

For MEASURES

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



3:7

Ve RATIO & PROPORTION

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

Solve problems involving the color problems invo

FRACTIONS &



YEAR 6















Revision and consolidation – informed by GAP

prep for KS3









SUBTRACTION

Y5 MULTIPLICATION

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

Y5 DIVISION

Y5 CALCULATING WITH FRACTIONS

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



VS NUMBER & PLACE VALUE
KNOWLEDGE
Count forward/back in powers of
10 to to 1,000,000.
Count in thousandths
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

0 1 2 3 4 5 6 0 8 9 10

YS ADDITION/
SUBTRACTION
KNOWLEDGE

Add & subtract
mentally
Add & subtract
d
whole numbers
using column
method
Use rounding to
cleac muster
problems in
context, deciding
which operations &
methods to use

WULTIPLICATION/ 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 known 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 methods 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.

RACTION KNOWLEDGE

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

Convert mixed numbers to/from improper fractions

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



YS SHAPE & GEOMETRY

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

Draw given angles, & measure them in degrees identify, describe and represent the position of a shape following a reflection or translation, Distinguish between regular & irregular polygons identify 30 shapes, inc. cubes & other cuboids, from 2D representations

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





YS MEASURES

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

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

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

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





Y4 SUBTRACTION Y4 MULTIPLICATION





Y4 DIVISION







Part whole models leading to addition and subtraction of numerators beyond one whole with the same













- NUMBER R-PLACE
 LUE 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

0 1 2 3 4 5 6 0 8 9 10

Place value counters leading to column addition: THTO

Y4 ADDITION

V4 ADDITION/ SUBTRACTION
KNOWLEDGE
Add and subtract numbers
with up to 4 digits using
column methods where
appropriate.
Estimate and use inverse
operations to check answers
to a calculation.
Solve addition and
subtraction two-step
problems in contexts,

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

FRACTION KNOWLEDGE

Show, using diagrams, families of common equivalent fractions.

Add & subtract fractions with the same denominator.

Divide 1-digit or 2-digit number by 10 & 100

Count up and down in hundredths, recognise that hundredths arise from dividing into one 100 equal parts (dividing quantities by 100.

Write decimal equivalents of any number of tenths or hundredths.

Recognise and write decimal equivalents to %, % and %.

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

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

HAPE & GEOMETRY

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

Y4 CALCULATING WITH FRACTIONS

Y4 STATISTICS

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

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











Y3 SUBTRACTION







Y3 DIVISION





Y3 CALCULATING WITH





Y3 NUMBER & PLACE VALUE Y3 ADDITION/ SUBTRACTION KNOWLEDGE

KNOWLEDGE

Add & subtract mentally with 3-digits and ones/
tens/hundreds
100. 4dd & subtract with 3 digits using column methods
(including with measures)

Estimate and check answers using the inverse Count
up and down in tenths; recognise that tenths arise
from dividing numbers or quantities by 10.

Place value of 3 digit
number

Y3 ADDITION





Y3 MULTIPLICATION

Y3 MULTIPLICATION/ DIVISION Y3 FRACTION KNOWLEDGE

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

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

Y3 SHAPE & GEOMETRY
Recognise and Spapes in different
orientations, describe and make these
require fractions and write fractions or Dayawa 2D shapes
of a discrete set of objects: unit
fractions and order unit fractions, are didentify right angles and relate these to
units of turn
same denominators within one whole:

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

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

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

Add and subtractions, and every first angle so or < than a right angle
ines.





y3 STATISTICS

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



Y3 MEASURES

Measure the perimeter of simple 2D shapes.
Read time to the nearest minute from a 12/24-hour digital clock and an analogue clock, including using Roman numerals from 1 to XII

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

Record and compare time in seconds, minutes, hours.

use vocabulary such as o'clock, am/pm, morning, afternoor noon and midnight.
Know the numbers of seconds in a minute and the number of days in each month, year and Jeap year.

Compare dure items of events









































ACKWORTH HOWARD LEARNING JOURNEY MATHS

Y2 MULTIPLICATION

Using number lines to show repeated groups

showing



Y2 DIVISION

Division within arrays- linked to

multiplication

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

Y2 ADDITION







- 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



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



partitioning tens & ones

adding 10 and adjusting

- bridging through 10

Adding three single digits

to add

- Y2

 MULTIPLICATION/DIVISION

 KNOWLEDGE

 Recall and use
 multiplication and
 division facts for the 2, 5
 and 10 tables, including
 recognising odd and
 even numbers

 Calculate the
 mathematical
 statements for
 multiplication and
- multiplication and division within the multiplication tables and write them using the x÷ = signs. Show that multiplication
- of two numbers can be one in any order (commutative) and division of one number by another cannot. Recognise that division is the inverse of multiplication and use to check calculations.



Y2 SUBTRACTION

Counting back in ones using a number line

Use of base 10 withand without exchange

Part whole connections: finding the difference

Partitioning to bridge 10

- Y2 SHAPE & GEOMETRY

 Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertica RACTION Y DWLEDGE Recognise, find, name and write factions 1/3, 1/4, 2/4, 1/2, 3/4 of a length, shape, set of objects, or quantity. Write simple fractions and recognise the equivalence
 - Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the
 - surface of 3D shapes. Order and arrange combinations of mathematical objects in patterns and
 - sequences
 Use mathematical vocabulary
 to describe position, direction
 and movement, including
 movement in a straight line and
 distinguishing between
 rotation as a turn and in terms
 of right angles for quarter, half
 and three-quarter turns.

multiplication

Y2 STATISTICS

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

questions about totalling and compare categorical data

- interpret and construct: pictograms; tally charts; block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each
- 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.

 - combine amounts to make a particular value. Tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times. Compare and order volume/capacity and record the results using y < and z < Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales.

 - mass (kg/g) to the nearest appropriate unit, using rulers and scales, Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Choose and use appropriate standard units to estimate and measure: temperature (Q); capacity (I/m) to the nearest appropriate unit, using, thermometers and measuring vessels. Compare and sequence intervals of time. Find different combinations of coins that equal the same amounts of money.

 - amounts of money.

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

















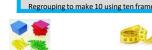


Y1 SUBTRACTION Y1 MULTIPLICATION Y1 ADDITION Combining two parts to make a whole Partitioning to bridge 10 Counting back in ones using Repeated addition of equal groups Starting at the bigger number and counting on- using cubes, Numicon and number lines Counting in multiples: use cubes, Numicon and other objects in the classroom Part whole connections finding the difference

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

Y1 DIVISION





Y1 NUMBER & PLACE VALUE

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



Y1 MEASURES

- Y1 MEASURES

 Compare, describe & solve practical problems for: Lengths/heights, mass/weight, capacity/volume

 Recognise, count and know the value of different denominations of coins & notes.

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

0 1 2 3 4 5 6 0 8 9 10

Y1 ADDITION/SUBTRACTION KNOWLEDGE

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

Y1 SHAPE & GEOMETRY

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



MULTIPLICATION/DIVISION KNOWLEDGE

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



Y1 FRACTION KNOWLEDGE Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and

name a quarter as one of four equal parts of ar object, shape or quantity.





YEAR







Numbers 1-20















Numbers 1-20

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



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



YR ELG SHAPE, SPACE & MEASURE

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











Numbers 1-10

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

describe shapes, spaces, and measures



welcome





English

Why is English important?

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

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

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

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

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

Our aims

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of English:

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







ACKWORTH HOWARD LEARNING JOURNEY ENGLISH



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

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

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

No Balled Shoes in

- audiences selecting language that shows good awareness of the reader In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action

Book bands – Sapphire

Book bands – Pearl

r handwriting so that to not get in the way

children's reactions

- 4 Cs Communication Collaboration, Critical thinking and Creativity
- Holistic covers all genres, writing process develops
- reflect deeper understanding

YEAR

6













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



YS WRITING

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

- Book bands Sapphire

YEAR





4









Earthquakes/

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

YEAR

impact.

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

Book bands – Topaz







Writing





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

Book bands – Copper/Topaz

- Book bands Lime /Copper

- Y3 READING in age appropriate texts

 Check that the text makes sense, discuss their understanding and explain the meaning of many words in context

 Use knowledge of taught prefixes to explain the meaning of some words

 Retrieve and record information

 I dentify main ideas drawn from more than one paragraph and summarise these Retell main pints, discuss character feelings, behaviour, relationships and make judgements.

 Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence

PRIME MINISTER

YEAR

- Y6 WRITING

 Use a range of devise to build cohesion (e.g. conjunction, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

 Use verb tenses consistently and correctly throughout their withing.

 Use punctuation taught at K52 mostly correctly

 Spell correctly most words from the Y5/6 spelling list and use a dictionary to check
- - morally, socially and cognitively
 - Trust creates a safe place for children to express their inner most thoughts

The Basis of Novel Study

Challenging and encouraging

Based on 1st hand experiences

All forms of communication

Oracy and language Imagination – the ability to

think, reflect and grow

Develops and supports a

creative and stimulating

Why Novel Study?

curriculum

its core?

Builds confidence, independence and risk taking What does Novel Study develop at

for all children

What is the pedagogy behind it?

- Immer sive-engagement
- Reader Response Theory

Deep analysis

- Mastery deep analysis and questioning, reasoning with evidence
- AfL develops alongside the
- naturally, responses
- of language and context











Theatre visits

Reading Challenges

EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

Book bands – Gold/White

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

Book bands – Purple/Gold

DOGGEI

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

heads at contain the common GPCs for all 40phonethes
pend accurately some words of 2 or more
syllables that contain the dame GPCs.
Read many common exceptionwords
Read alloud many words quickly and accurately
without overt sounding and blending.
Sound out many unfamiliar words accurately
Read most words containing taught Y1 suffixes
(-\$\(\sigma \), ets., -ing., -ed, -er, -est

ding and spelling high-freq e reading and spelling

Cycle 2 -The Farm

er 1: Cycle 1 – Traditional Tales

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

Cycle 2 -Traditional Tales







ACKWORTH HOWARD LEARNING JOURNEY **ENGLISH**



body and spirit.'











Phonetically plausible book closely matched to taught sounds.
Assessments carried out termly: sounds, blending & segmenting

Early Reading at Ackworth

Howard

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'

Phonics in Reception

interventions.

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
- Autumn 1 Phase 3 /4 consolidation taught in discrete phonics sessions delivered in
- Autumn 2 onwards Phase 5 discrete phonics sessions. Delivered in small groups with daily 'keep up' interventions.
- 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

- 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.
- Reading characters introduced to support teaching.

Phonics in Y2

- Throughout Y2 Phase 5 revision and discrete lessons of 'Support for
- Children who didn't pass Phonics Screen in Y1 access daily discrete phonics sessions with Y1.
- Assessments carried out termly
- and as part of writing.
 Weekly buddy reading with Y4.
- Comprehension Development -Y2

Individual colour band book linked to

- Pira, Salford October and May,
- Guided Reading daily group activities Whole class daily reading linked to
- reading spine. Whole class reading comprehension taught discretely once a week from
- the spring term. Reading characters used to support

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.
- to benchmarking assessments along with carefully selected free readers can be changed regularly by the
- Assessments carried out termly: benchmarking, Salford Reading tests and Pira.
- assessments using the Ackworth Howard Reading Assessment

'Providing opportunities for growth in mind,



- Character description

ner: Africa/Our Local Area/

k bands – Green/Orange

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

7 rerognition and recall of graphemes and different pronunciations of graphemes as they are learned alternative pronunciations of graphemes for reading (about four per week) // I/o/ I/o/ | I/

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

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

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

Cycle 2 -At the Zoo

Spring 2: Cycle 1

Baseline Assessment















Cycle 2 –Fabulous Food

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

Use spacing between words that reflect the size of letters

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

tesilience/Aspirations

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

Book bands -Orange/Turquo

child.

Teachers analyse and record

others Write about real events, recording these simply and Write about real events, recording these simply and clearly Demarcate most sentences in writing with capital letters and full stops, and use question marks correctly when required.

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

ly)
Read common exception words
Read most words accurately without overt
blending and sufficiently Tluently to allow them to
focus on their understanding rather than decoding
individual words
Sound out most unfamiliar words accurately
without undue hesitation

VORD READING
Read accurately most words of 2 or more syllables
Read most words containing common suffixes
(e.g. s, es, ing, ed, er, est, y, ment, ness, ful, less,

SP&G sing commas to separate items in a

Y1 READING – in a familiar book that is read to

Discuss word meanings, linking new meanings to those already known identify story language. Find specific information in simple te. Ask and answer questions in discussion with the teacher and make simple inferences.

YEAR

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

Γογs/Qu ns/Diversity

/Values & Perception













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

READING – in a familiar book they can ady read fluently. Check that it makes sense to them, correcting any inaccurate reading Explain what has happened so far in what they have read Answer questions and make some inferences Predict what they think may happen and why

YEAR

SP&G ns: Joining words and clauses



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.
Were meaning to marks they make as they draw, write and paint.
Hears and says the initial soundin words.
Links sounds to letters, naming and sounding the letters of the alphabet.
Writes own name and other things such as labeles, captions.

r: Our Local Area/

Should Tom go to sea?

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





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

Book bands – Orange/Turquoise

YINATING

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

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

Cycle

a sentence.

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



Big



EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'

YEAR

(summer term) Whole class reading daily. Phonics in Y1

> differentiated groups with regular 'keep up' interventions. Begin phase 5 discrete phonics

Phonetically plausible book closely

Individual colour band book linked to benchmarking assessments –can be

Whole class reading comprehension taught discretely using the class text.

Spelling'.

Ongoing tracking sheets for sounds taught

benchmarking assessments -can be changed daily by the child.
Assessments carried out termly:

teaching Weekly buddy reading with Y5. **Reading Development**

Reading characters/VIPERS used to support teaching Individual colour band books linked





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







'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
Energy Power derived from the use of physical or chemical resources	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







'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
Matter Physical substance which occupies space and possesses rest mass	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







ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Science



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







'Providing opportunities for growth	th in mind, body and spirit.'			ACKW(ORTH HOW OURNEY -		THE HOWARD
CELLS	EVOLUTION & INHERITANCE	DIET & LIFE	STYLES	LIGHT		ELECTRICITY	SUSTAINABILITY
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	Identify inherited traits and adaptive traits. Understand that adaptations are random mutations. Examine fossil evidence supporting the idea o evolution. Identify the difference between selective and cross-breeding. Develop an understanding of the developmen of evolutionary ideas and theories over time. Explain how human evolution has occurred an 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.	systems within t Explain the speci the lungs in the system. Understand the how water and r transported in th State the benefit healthy diet and human body. Describe how so cigarettes impact the body.	processes of nutrients are ne body. cial impact of a exercise on the	Explain how light travels to Understand that all objects Identify the angles of incide Understand refraction as lig direction. Explain how a prism allows spectrum. Understand that colours are reflecting off an object. Explain Isaac Newton's expecolour Understand that shadows of Understand that shadows at the object that casts them.	reflect light. nce and reflection. ht bending or changing us to see the visible a result of light riments about light and hange size.	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.	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.
6	Cells Evolution as Inheritance		nd Lifestyle	Light	Electricity	. El Sustair	nability
EAR	RTH IN SPACE FOI	PRCES	PHYSICAL AND C		DUCTIVE CYCLES	HUMAN DEVELOPMEN	NT SEPARATING MIXTURES
as spheric. Name the system inc Distinguish	cal. unbalanced force e planets in the solar explain the differ ndependently. and mass	rence between weight between the weight and	Follow instruction material's proper Explain the uses and electrical countries of the count	erties. flower. s of thermal Give two di and asexua ldentify the	function of the parts of a fferences between sexual I reproduction. I features of plants by insects or the wind.	Order the stages of hum development. Demonstrate understan of how babies grow in home to be the main chang that occur during pubert.	pure substance is ding and give examples. eight. • Know what a ges mixture is





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 relative to the Earth.

increase the effects of air resistance

explain the conclusions and implication of Galileo's 'Tower of Pisa' experiment explain how to minimise the effects of water resistance make generalisations about the properties of materials that create the most friction

explain how a mechanism they have designed alters force and motion to achieve a purpose



Separating

explain the conclusions and implication

to their electrical conductivity. Explain and investigate dissolving.
Explain the processes used to separate mixtures.
Explain irreversible

changes. Identify the variables in an investigation.

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

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

substances in different states Describe and explain why formulations are



Human Development



Reproductive Cycles



Physical and Chemical Changes





YEAR

that take place in old age.

Name the 6 stages of human

ELECTRICITY identify electrical and lectrical appliances explain, with support, how

name at least two electrica conductors and insulators. create a simple series circuit both with and without a switch. Sort appliances based on whether they use mains or

explain how a switch turns the electric current on and

SOUND

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

Create a musical instrument that can play high, low, loud and quiet STATES OF MATTER

Describe the properties of solids, liquids and gases. Explain that melting and freezing are opposite processes that change the

opposite processes that change the state of a material.

Identify the melting and freezing poir of several different materials.

Explain that heating classes 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

Explain what happens to water at the different stages of the water cycle.

HUMAN ANATOMY

Identify parts of the digestive system Match the parts of the digestive system with thei functions

Match the types and functions of teeth.
Construct and interpret a food chain.

CLASSIFICATION & ADAPTATIONS

Generate criteria to use to sort living things. Sort living things into a Venn

Sort living things into a Carroll

diagram.
Use questions to sort animals using a key. Use a key to identify invertebrates

by looking at their characteristics. Use the characteristics of living 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

RAW & SYNTHETIC MATERIALS

Describe the uses of some 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

FORCES AND MAGNETS

Identify forces as pushes and pulls.

Describe friction as a force that slows

are magnetic or not. Identify the different poles of a bar

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.

YEAR



Electricity



Sound

PLANTS

Identify the different parts of flowering plants. Identify the main stages of the life cycle of flowering

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.



States of Matter



Anatomy

Classification and **Adaptations**



Forces and Magnets

Define a dependent, independent and control Children will be able to name the

Can write a method for an

PRACTICAL SKILLS

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

EXAMINING ROCKS

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 so

ANIMAL ECOSYSTEMS Understand that plants and animals obtain food in different

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

humans.
Name the different types of skeletons as well as identify a 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

groups. Explain what the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet. Use the scientific names for the main bones in the human body and explain how the skeleton protects, supports and helps the body to move.

LIGHT

Identify light sources.
Understand that we need light to see.
Know that light travels in a straight line.
Identify reflective surfaces.
Know that the Sun can damage their eye
Know how to protect their eyes from the

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 vincan damage parts of the objects. Identify opaque, translucent and transparent objects. Know how shadows change size.

YEAR



















ACKWORTH HOWARD LEARNING JOURNEY SCIENCE



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



The condition that distinguishes animals and plants from inorganic



Energy Power derived from the use of physical or chemical resources



Matter Physical substance which occupies space and possesses rest mass



Being scientific Investigating in a systematic and methodical way.



Everyday Materials



HABITATS

Identify some of the plants habitat. Find microhabitats.

Describe the conditions in a habitat.

Ask questions about different habitats.

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

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

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

LIVING THINGS Say what is different about

things that are living, dead or have never been alive.

Sort objects into categories.

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

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

Draw a simple food chain.

PLANTS Label the main parts of plants and trees

plants and trees

Describe the stages in the life cycle of a plant.

Explain that plants need water, light and a suitable temperature to grow well. Make observational drawings of plants.

Record the growth of my plants in a bar chart.

Use observations to explain how we can tell

that plants are living Set up a simple

HEALTHY LIVING Say how an animal will change as it grows.

Collect and interpret

results.

Say how an animal gets air, food and water.

Say what is healthy about their diet.

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

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

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

RECYCLING

can be changed Explain what recycling Compare the uses of different everyday

Compare the suitability of different everyday Explain the basic progress

of recycling.

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

Everyday Materials Observe the effects of climate change on melting

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

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

Persuade people to look after one aspect of the



Healthy Living



Plants



Living Things



Habitats

YFΔR

	PLANTS
٠	Write instructions to describe how to plant
	a bean.
٠	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

identify and name a range of common

describe the structure of comr animals, including some parts of the body that are specific to animals say something that is the same and something that is different about two

ANIMALS

understand that animals have different diets

ornerent diets
sort animals into simple groups,
including groups based on animal diets
describe animal bodies using relevant
vocabulary
understand the difference between

ores, herbivores and or identify and classify animals by suggesting groups that they belong to

FOUR SEASONS

Name the four seasons.

Name different types of weather. Make observations about the

weatner.

Describe the weather associated which each season.

Make simple observations about changes across the seasons by looking around school

name an event or occasion which happens in each season describe how day length varies between two seasons make a more detailed comparise between two seasons

OUR BODIES

name the basic parts of the body name the senses and say which

body part is associated with each sense use their senses to perform simple tests. draw and label parts of their

describe activities that use each of the five senses

EVERYDAY MATERIALS

Identify and name everyday Describe simple properties of

everyday materials.

Distinguish between an object and the material it is made

Sort objects 3 ways.



Everyday Materials



Our Bodie

YFAR



Plants



Animals



The Seasons **Autumn and** Winter

The Seasons Spring and Summe



Identify and animals and plants: talk about chang

YR LIFE name common

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

YR MATTER Experience, explore and describe a range of common

YR BEING SCIENTIFIC Explore, describe and question the world around them.



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





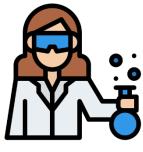


Reception cover the full range of concepts over the course of the year; the timing of this is guided by children's interests. This is planned and delivered through ongoing continuous provision opportunities.

EYFS



Working Scientifically







Chemistry

Biology

Physics

	Progression in Working Scientifically				
Early Years	Explore, describe and question the world around them.				
Year 1	 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	 Gather and record information. Record in a bar chart. Research the answer to a question Use information to answer questions. 				
Year 3	 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	 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	 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	 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

Why is religious education important?

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

Religious Education:

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

Prepares children for adult life RE can help:

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

Our aims

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

Mind



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

Body



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

Spirit



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

Careers

Careers that include the use of Religious Education:

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



Concept	Key Stage	What understanding and using that concept looks like
God Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit (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 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.	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.
(UC)	PKS2	Compare and contrast the poetic account of creation from the Bible and contemporary scientific accounts.









Concept	Key Stage	What understanding and using that concept looks like
People of God People who will model a restored relationship with God, who will attract all other people back	EYFS	Listen to stories about the People of God
	KS1	Discuss stories about the People of God
to God	LKS2	Understand that the Old Testament tells stories about the children of Israel and their relationship with
(UC)		God.
		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 Jesus is God's answer	EYFS	Know that Christians believe God came to Earth in human form as Jesus
– the Messiah and		Christians believe Jesus came to show that al people are precious and special to God
Saviour, who will	KS1	Recount the story of Jesus' extraordinary birth in Bethlehem
repair the effects of sin and the Fall and		Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for
offer a way for		Jesus' coming
humans to be at one with God again	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.
(UC)		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









Concept	Key Stage	What understanding and using that concept looks like
Gospel Jesus' life, teaching and ministry which embodies what it is like to be one of the People of God.	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.
(UC)		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 Jesus' death and resurrection effect the rescue or salvation of humans (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 ad builds a bridge between God and humans Know that Christians believe Jesus rose from the dead, giving people hope of a new life.
	LKS2	Describe how Christians celebrate and see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Explain how events of Holy Week were important in showing the disciples what Jesus came to earth to do. Understand that Christians trust that Jesus really did rise from the dead, and so is still alive today
	UKS2	Consider why Christians read the 'big story' of the Bible, including Gospels and the New Testament Discuss the different ways that Christians interpret Jesus' death and explore how Christians remember Jesus' sacrifice through the service of Holy Communion Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven). Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others









Concept	Key Stage	What understanding and using that concept looks like
Kingdom of God The idea of the	EYFS	Listen to parables and stories from the Bible
'Kingdom of God'		
reflects God's ideal for human life.	KS1	Know that parables often try to teach Christians lessons about how to live their life
(UC)	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.		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	KS1	Know some simple ideas about Muslim beliefs about God, making links with some of the 99 Names
(AS)		of Allah
(1.15)		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







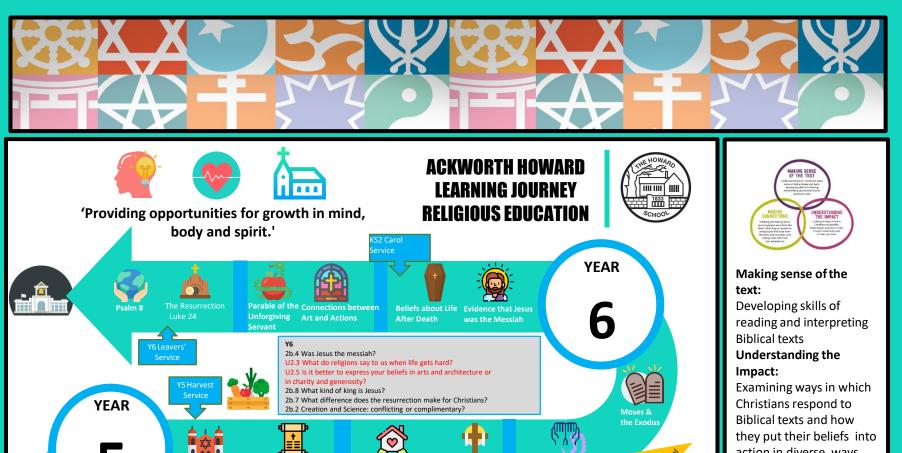


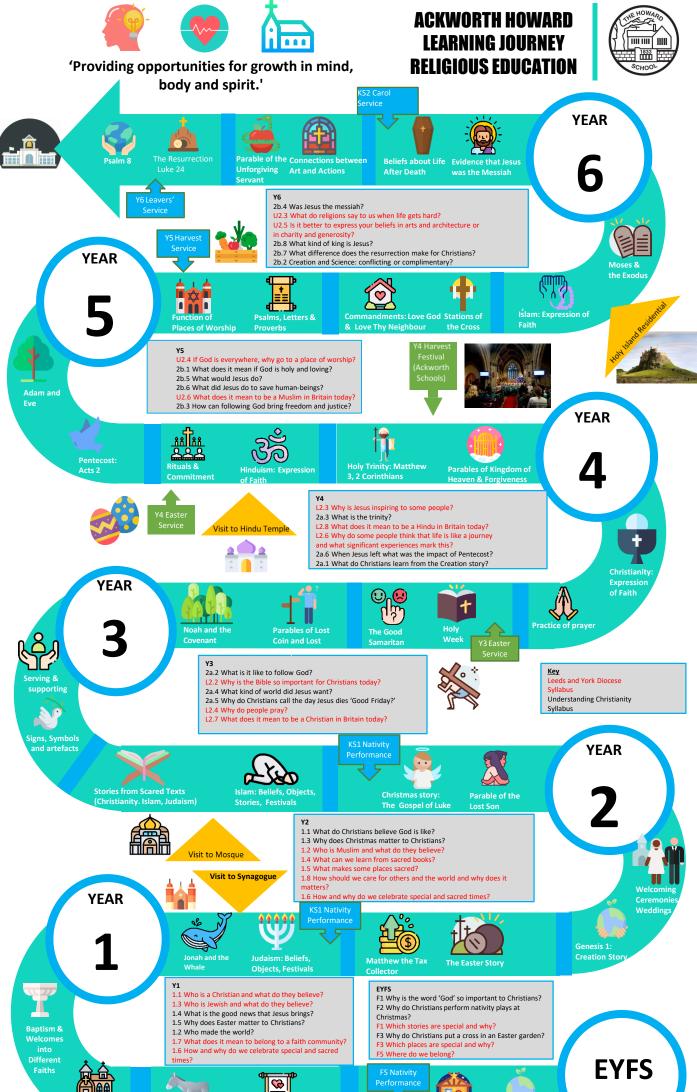
Concept	Key Stage	What understanding and using that concept looks like
Judaism	KS1	Know how the mezuzah in the home reminds Jewish people about God
(AS)		Explain how Shabbat is a special day of the week for Jewish people, and give some
()		examples of what they might do to celebrate Shabbat
		Talk about a story that shows what Jewish people at the festivals of Sukkot, Chanukah or
		Pesach might think about God, suggesting what it means
	KS2	Describe Jewish beliefs about God
		Explore examples of some texts that say what God is like and explain how Jewish people
		interpret them.
		Talk about clear connections between Jewish beliefs about the Torah and how they use it
		Clear connections between Jewish commandments and how Jews live (e.g. in relation to
		kosher laws
		Explain how Jewish people put their beliefs into practice in different ways (e.g. some
		differences between Orthodox and Progressive Jewish practice).
		Understand and know and consider and weigh up the value of e.g. tradition, ritual,
		community, study and worship in the lives of Jews today, and articulate responses on how
		far these ideas are valuable to people who are not Jewish
Hindusim	KS2	Discuss examples of what Hindus do to show their faith, and make connections with some
(AS)	N32	Hindu beliefs and teachings about aims and duties in life
,		Describe ways in which Hindus express their faith through puja, aarti and bhajans
		Explore reasons why being a Hindu is a good thing in Britain today, and reasons why it
		might be hard sometimes
		Identify links between the actions of Hindus in helping others and ways in which people of
		other faiths and beliefs, help others











action in diverse ways within the Christian community and in the world.

Making Connections:

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

Christian Values:

Year A

Aut 1: Be respectful

Aut 2: Be forgiving Spr 1: Be compassionate

Spr 2: Be responsible

Sum 1: Be courageous

Sum 2: Be creative

Aut 1: Be thankful

Aut 2: Show humility Spr 1: Promote Justice

Spr 2: Be generous

Sum 1: Have wisdom

Sum 2: Have hope

Aut 1: Show friendship

Aut 2: Build Trust

Spr 1: Be truthful Spr 2: Be peaceful

Sum 1: Show perseverance

Sum 2: Show service

Church Services held at St **Cuthbert's Church:**

Aut: Harvest Aut: Christmas Spr: Easter Sum: Leavers'

Multifaith Learning:

Rec: Judaism, Islam, Hinduism

Year 1: Judaism

Year 2: Islam, Judaism

Year 3: Islam

Year 4: Hinduism, Judaism,

Humanist

Year 5: Islam, Hinduism, Judaism, Year 6: Humanists, Hinduism,





Why is PSHE important?

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

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



What is HeartSmart?

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











PSHE

Our Aims

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



<u>Minc</u>

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



Body

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



<u>Spirit</u>

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS PSHE



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















ACKWORTH HOWARD LEARNING JOURNEY



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

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

Show acceptance and

Have high expectations of

Challenge injustice

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

Show they are capable of

Know how to create and maintain positive and healthy relationships





Q: Can I appreciate uniconserspectives of global

Explain the effect of having hope.
Explore coping with stepping out of their comfort zone. Describe the changes in the brain as they go through adolescence. Consider their self-worth and recognise their value as an individual. tor. ways to spot early signs of illr

YEAR 6



Q: Can I appreciate different perspectives of global issues?



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

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Oo I understand how to apply prob ing strategies in various situation tter how impossible they may see

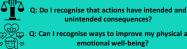
Q: How do I become the person I want to be?

YFAR

YEAR



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



Q: Can I recognise ways to improve my physical and emotional well-being?



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

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

YEAR

4

Think of words

they are given from others.

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

Understand that me choices ey make will

YEAR



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

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

Understand and demonstrate how to respond in an emergency.

Q: How do we recognise problems?

Q: Who should we admire?



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.

Q: Do I recognise that actions have intended and unintended consequences?

Q: Can I recognise ways to improve my physical and emotional well-being?

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

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Understand that in life there are

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

Understand that in life there are times of making progress and times of setbacks.

Explore and understand the importance of getting back up when we fail and trying again.

Talk about simple ways they can help others when they are injured and demonstrate basic first aid skills.

Pescribe ways to manage

Q: What strategies do we use to solve

Q: Can I understand that people h

different values?

Explore and suggest different ways to handle hurt or disappointment.

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

Q: What do I need to be healthy?

Q: Do I understand and value fairness?

Q: Do I understand and value fairness?

Q: What do I need to be healthy?

to a proble

Suggest how to care for their school

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

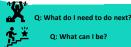
Notice the difference in their heart rate after physical activity, find their pulse and describe how they feel after physical activity.



Q: How do we recognise problems? Q: Who should we admire

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

EYFS



Q: What makes a good friend?

es and Perceptions / Ô Don't rub it in, rub it out! Social Justice / Fake is a mistake!

Diversity / Too much selfie isn healthy! **PSHE / HeartSmart Concepts**

Health and Wellbeing / HeartSmart

X Resilience / No way through isn't true!

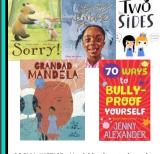
Aspirations / Don't forget to let love in!

PSHE / HeartSmart Literature

DIVERSITY – Exploring the importance of



VALUES AND PERCEPTIONS – Understanding now to process negative emotion and choos forgiveness to restore relationships - DON'T RUB IT IN, RUB IT OUT



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



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



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



ASPIRATIONS - Learning how important ed and loved we are - DON'T FORGET TO



Look for ways to keep going through a challenging task and express how they feel about change. Explore how each of them is loved, special and important. Identify their talents, skills and likes / dislikes.





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).









Rationale

Our Themes



Ackworth – Our Local Area

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



Monarchy

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



Civil Rights

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



War

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



The Role of Women

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

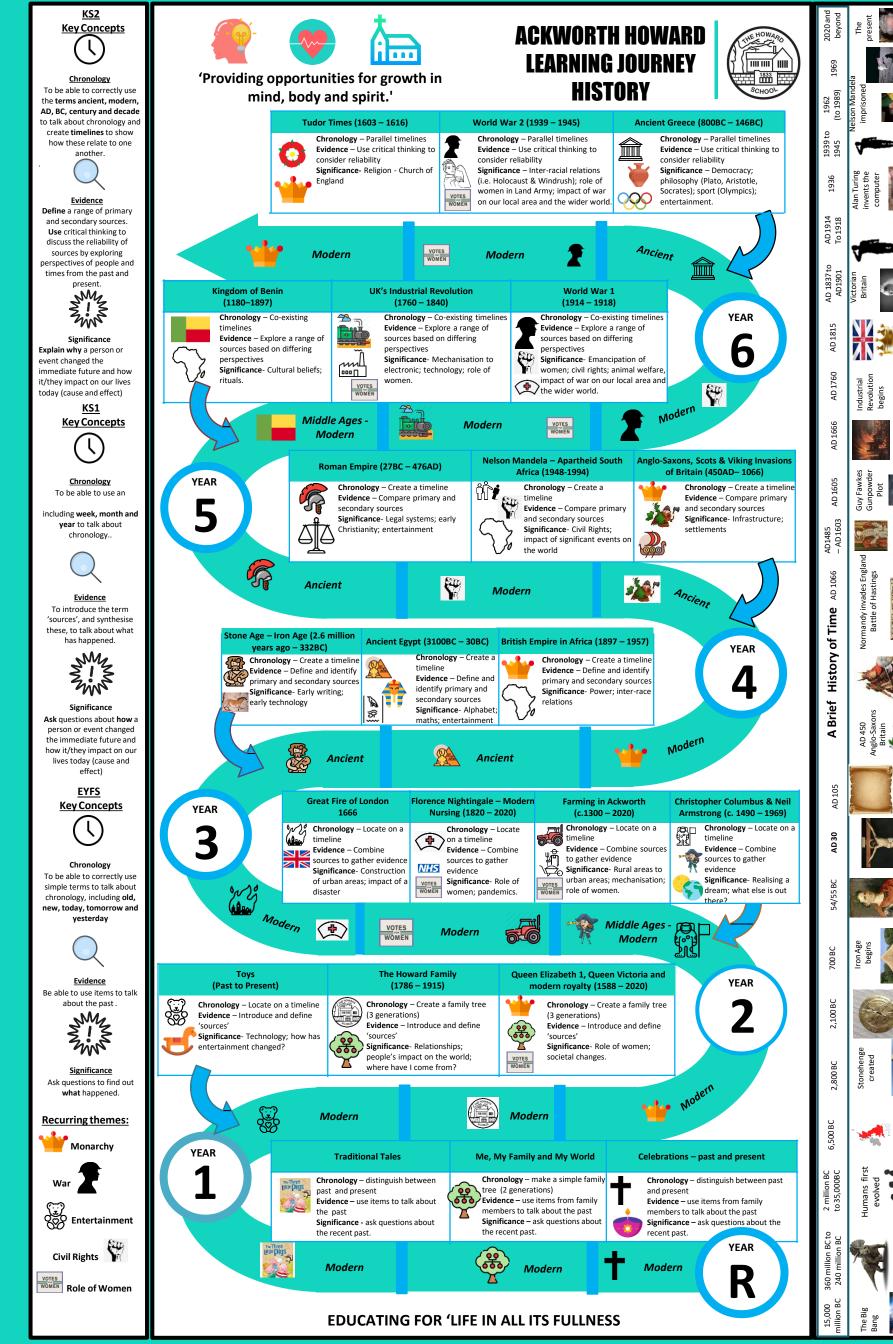


Entertainment

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

The order in which we teach:

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





Local History within our Curriculum



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



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



40 people from Ackworth lost their lives.





Industrial Revolution – pottery,



Impact of WW1 on Ackworth 83 people from Ackworth lost



Cathedral



coal mining, glass manufacture, chemicals and confectionary.

Pontefract Coal Fields



ontefract Castle End of the



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



Sandy Gate Lane Hundhill



Lagentium - The Roman Fort in Castleford





British Empire Tanzania School Link



Mesolithic Site - North Stone Age – Iron Age



Church



The Foundling Hospital **Modern Nursing**



through South America



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





Our Schoo

1 Victoria



namer of the clouds



Rachel Howard the founder of our school



Our Family Tree



YEAR



Coal – Ackworth Pit, Featherstone's Three Collieries

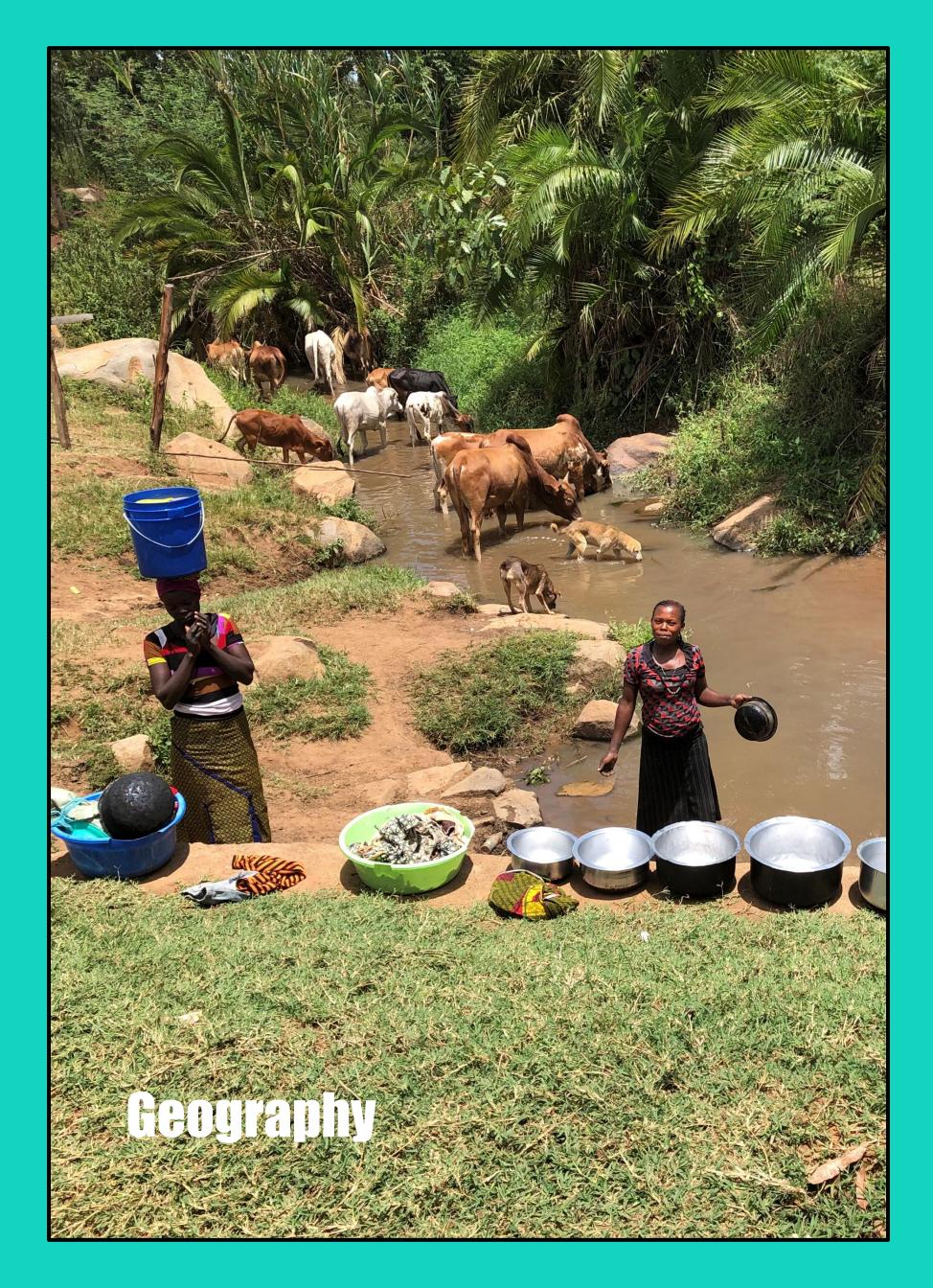


Railways/Steam Trains Ackworth Six arches railway bridge.





Heritage Day





Geography

Why is geography important?

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

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

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

Our aims

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



Mind

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



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



Spirit

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

Careers

Careers that include the use of Geography:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Geography



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







KS2 Key Concepts



Place

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



Space

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



Sustainability

Analyse the impact of human use of natural resources and determine if this an be maintained ie impact of plastic use oceans; landfill sites; global warming.



<u>Change</u>

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

KS1 Key Concepts



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



<u>Space</u>

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



Sustainability

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



Change

Relate the link between depleting physical features and increasing human features

EYFS Key Concepts



<u>Place</u> Describe places

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



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



Sustainability Recognise that

classroom/home resources must be taken care of in order for us to use them in



Change

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







ACKWORTH HOWARD LEARNING JOURNEY GEOGRAPHY



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

Y6 PLACE Locate and compare the position of at least two places in the same continent: North America

Locate and compare the position of at least two places across the world on a world map: countries involved

Y6 SPACE

Explain how global warming is impacting on the features of fertile land and contributing to global

of global warming on fertile land globally (desertisation) and etermine if this can

Y6 SUSTAINABILITY

Y6 CHANGE

Explain how global warming is changing global landscapes (desertisation).

Explain how bombing raids during WWII changed landscapes in Britair and the wider world i.e. Hawaii











desertisation.











Y5 PLACE Y5 SPACE

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

YEAR

Stone Age to the

British Empire in

4

Africa

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

Explain the natural resources that can be

Y5 SUSTAINABILITY

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

Explain the impact of humans on natural resources in the

world (rainforests). Consider the impact on the world if this trend does not slow down.



YEAR

6

YEAR















Locate and compare the position Explain how natural and aces within a country on human resources impact on a map of that country: Rome & a where people choose to settle of the UK and Europe.

Analyse the impact the tourism industry in regions

Location, Location, Location

Explain how land use patterns Anglo-Saxons, Vikings and Scots







Y3 PLACE

Locate and compare the position of two places on

Locate and compare the position of two places

within a country on a map of that country:

Ackworth & Robin Hoods Bay.

world map: UK & South Africa

Define a county and identify their purpo

Y2 PLACE

Locate the world's

continents on a

oceans and









Y3 SUSTAINABILITY

Analyse the impact of

pollution on the ocean,

determine if this can be

maintained and offer

nprove this.

suggestions on how to

people and wildlife,





pollution has affected people, wildlife and the oceans









Y2 SPACE

Describe the human

and physical features

of a city and a coastal

and physical features

Describe the huma

of an ocean.





Y2 SUSTAINABILITY

Describe how people can take

care of the world's oceans

Y3 SPACE

Explain how natural and human

resources impact on what people

choose to do in the local urban

Explain how natural and human

resources impact on how people

live and lived in South Africa







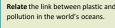








Relate the link between increased













Y1 PLACE

Locate UKcountries and capital cities on a UK map.

Locate Ackworth

and our local area on

Describe the human and physical features of a

Describe the human and physical features of a town

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

Y1 SUSTAINABILITY Describe the impact that we have on ou

local area and suggest ways we

Identify the changes in Ackworth based on photos from the past (i.e. less farm land,

Y1 CHANGE





YEAR







YR/N SUSTAINABILITY





YR/N CHANGE





Context



YR/N PLACE Describe places that

are important to

them i.e. school.

YR/N SPACE Identify the features

of the immediate

and polar regions.

important to save our

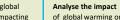
dentify that rain brings water (flooding) and sunshine brings dry

Autumn: Me, My Family & My World Spring 1: Polar Regions
Spring 2: Under the Sea











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 4 – Settlements and Land Use

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

Year 3 – Water Cycle

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

Year 1 - Our local Area

(History Link – Howard Family)

Year 3 - Great British Counties

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

Year 2 - Towns and Cities

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

Year 4 – Earthquakes and Volcanoes

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

Year 6 - North America

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

Year 2 - Oceans and Seas

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

Year 5 - Location, Location, Location

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

Year 5 - Rainforest

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

Year 6 – Impact of War

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

Year 4 – Tourism

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

Year 2 – What makes up our world?

(History Link – Explorers and Pioneers

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

Year 6 – Climate Change

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

Year 3 – Pollution

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

All Pupils – Tanzania Global Link

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

ocation

Year 5 – Trade Links

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

Year 1 – What is the weather?

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





Computing

Why is computing important?

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

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

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

Our aims

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

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

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



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of computing:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Computing



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









ACKWORTH HOWARD LEARNING JOURNEY COMPUTING



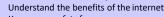


'Providing opportunities for growth in

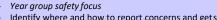
mind, body and spirit.'



Whole School E-Safety Week Content









Identify where and how to report concerns and getsupport for issues online





YFΔR











6

Delivery

whole lessons





Programming game
- Program an
algorithm as a
sequence of game
instructions with
actions and

Think critically about the information

they share with others (e.g. through

social media, apps and games

Word Processing – Utilise more

Select & create digital media from pre-

selected sources (by the teacher) to create

a representation of a concept or dataset

Select, manipulate, edit and create digital

media from a wide range of sources to

createa representation of a concept/data

set

Internet research &







Y5/6 CODING

Combine algorithms

to complete more

complex tasks.

Delivery: whole

class lessons

Internet Research and Communication

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

Delivery: whole

class lessons



Animation







Combine algorithms

to complete more

complex tasks

YEAR

4

Delivery: whole

Using and applying -Undertake basic

functions using software for creati



YEAR



Understand their responsibilities as a

digital citizen.

Recognise risk by thinking critically about

the information they read online



Recreate a piece of a

Y1/2 SAFETY

themselves online

Know that people sometimes behave differently online

Understand the interconnected nature of the internet,

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

boundaries

Ask adults before sharing information about



Presentation

Skills - Slides

text boxes and

Programming Turtle Logo &

hyperlinks, transitions, audio/vide

Turtle Logo – Giv

and follow simple instructions

YFAR

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

Whole class lessons





with Scratch



Y1/2 CREATION

Combine media

from multiple

sources (within the

classroom) to

of work digitally



Y1/2 CODING

Compose a simple set of

instructions to complete a set

task/purpose (algorithm)

Understand when these

instructions need to be altered

or changed (debug)



colours, brushe **Delivery**: continuous

using differen

provision using interactive table, Bee Bots. Code-apillarflexibly throughout the year

EYFS

collected - Tapesty

RECEPTION SAFETY

RECEPTION CREATION

RECEPTION

Use online activities with the support and permission of adults.

Select and use technological devices to capture images, sounds and markmaking

Understand that technology plays a role in our lives

P

Delivery: whole class lessons

> 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

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

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

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.



<u>Spirit</u>

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

Careers

Careers that include the use of PE:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS PE AND SPORT

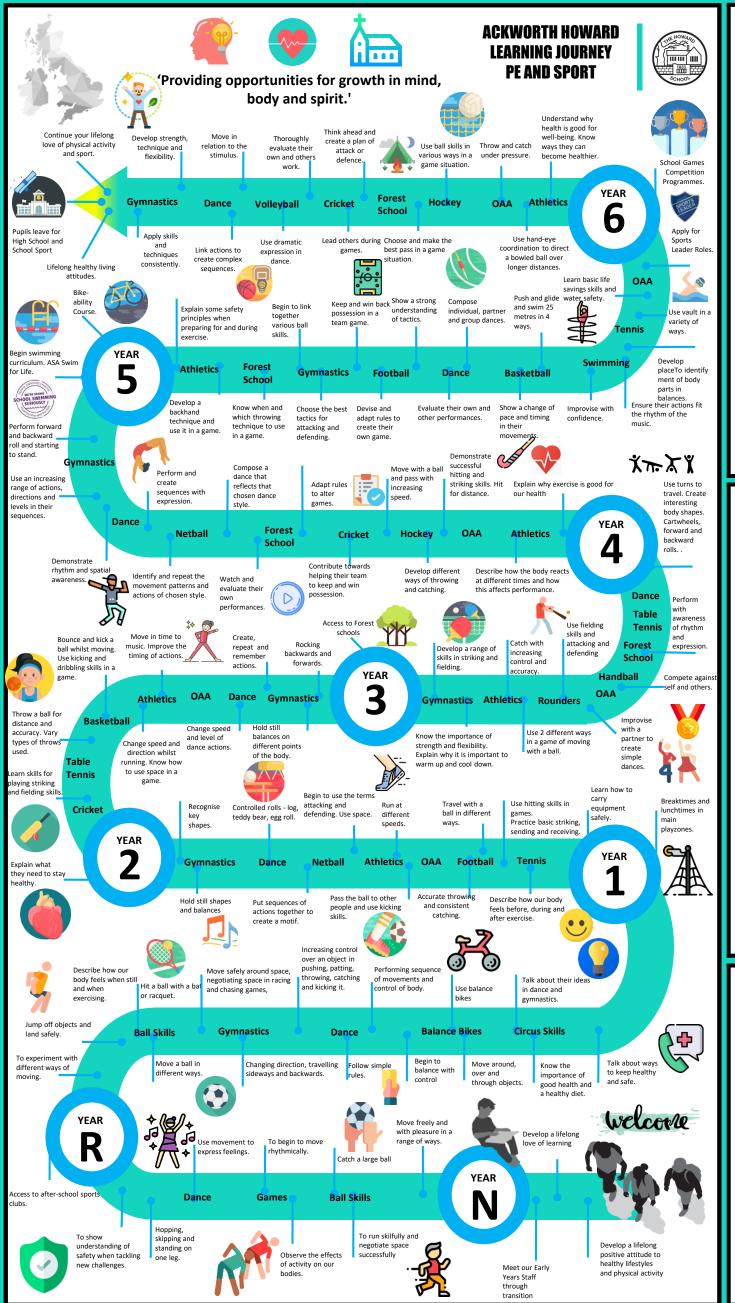


Concept	Key Stage	What understanding and using that concept looks like
Resilience The capacity to recover quickly from difficulties and face the unfamiliar.	EYFS	Willing to try new activities. Identify when help is needed.
	KS1	Adapt well to increasingly challenging situations and activities. Apply performance-based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















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

Competition



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



Competition is an important part of out curriculum and is developed throughout 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 <u>Fitness</u> 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

Why is design technology important?

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

(Text taken from the Design & Technology Association).

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

Our aims

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



Mind

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



Body

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



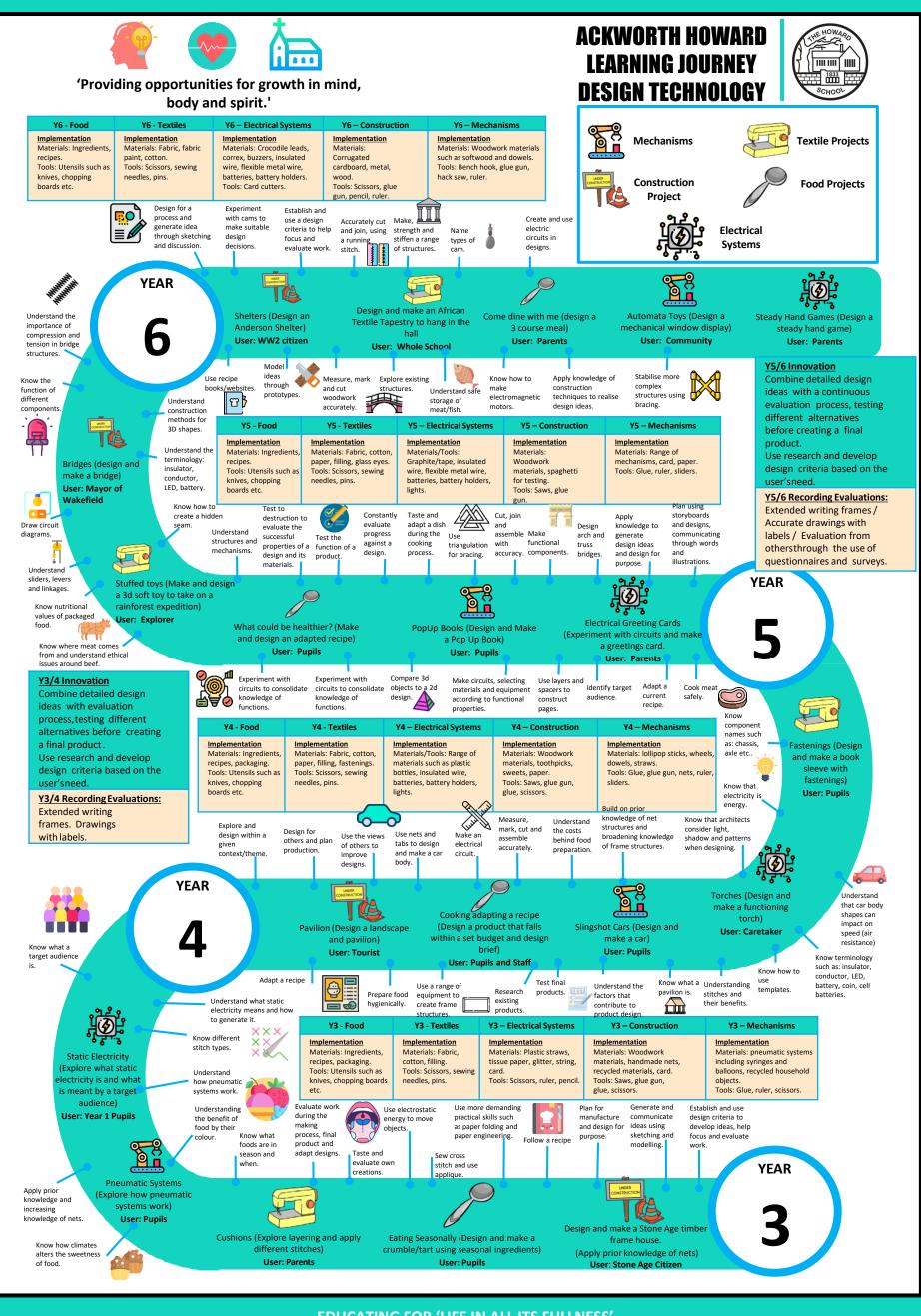
Spirit

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

Careers

Careers that include the use of DT:

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











ACKWORTH HOWARD LEARNING JOURNEY DESIGN TECHNOLOGY





Y2 - Textiles

Textile Projects Food Projects

body and spirit.'



Construction Project

<u>Implementation</u>

Materials: plasticine, card,

Tools: Ruler, glue, scissors,

Y2 - Construction



Mechanisms

Materials: A variety of recycled materials,

variety of card thickness, split pins.

Tools: Glue, ruler, scissors,

Implementation



Know that different

shapes can strengthen or weaken structures.

Know food group and understand Identify input and output.

<u>Implementation</u>

Materials: Fabric, cotton,

Tools: Scissors, sewing

needles, pins, glue

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

Recognise examples of a natural and manmade structure.

Y2 - Food

Materials: Ingredients, recipes.

Tools: Utensils such as knives,

<u>Implementation</u>

chopping boards etc.

Conduct product research and apply it to a design

and hygienically. Chop safely using

Thread a needle and sew using a running stitch.

Prepare food safely Apply knowledge of structures in design process. the bridge grip.

Create and use design criteria, generating idea and planning for



Design and make a wrap

Design and make a moving monster/Ferris Wheel

Design and make a wallet or purse

YFΔR

improvements using basic talking frames. Respond to original design criteria.

Y1 Recording Evaluations: Verbally/Basic writing frames. Pictures of designs and final products.

<u>Implementation</u>

Y1 - Textiles

Materials: Fabric - felt, Tools: Scissors, stapler, <u>Implementation</u> Materials: Ingredients,

Y1 - Food

Tools: Utensils such as knives, chopping boards

Implementation Materials: Card, paper, pipe Tools: Glue, scissors.

Tools: Tape, scissors.

prepare fabric

Look at mechanisms and understand how an axle

<u>Implementation</u>

Materials: Recycled wheels such as

bottle tops, A variety of recycled

materials, variety of card thickness

Cut neatly and



Design and make a fruit/vegetable smoothie



and cut work to

accurately scale and follow a design brief

Experiment with colour,

texture, form

and function

design,

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

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

Know different ways to join fabrics.

Design products for others.



Design and make a moving story book with levers and sliders

fruit and vegetables

YEAR

Design and make a structure such as a windmill

Design and make a puppet

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

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

Represent their own ideas, thought and feelings through design **Kitchen Area** - toaster, plates, knives, spoons, dishes, washing up bowl and sponges etc.

To construct with a purpose in materials To create representations of events, people and

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

manipulate

experiment to create different textures.

Reception CONTINUOUS PROVISION

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

To explore what happens when they mix colours.

To show skill in making toys wor 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

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



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







Why is Art important?

'Art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe.' Alan Parker, filmmaker

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

Our aims

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

Art



Mind

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



Body

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



Spirit

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

Careers

Careers that include the use of Art:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Art and Design



Concept	Key Stage	What understanding and using that concept looks like
Composition Art can take an endless array of shapes through the manipulation of colour, patter, texture, line, shape, form and space	EYFS	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 Creating art to	EYFS	Experiment with artistic elements (e.g. Colours, patterns, textures, lines, shapes, forms and spaces) in their own pieces of art.
represent something real or express an emotion, mood or message (Artist talk)	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 bout their own pieces of art.
Comprehension Critically ascribe meaning to a piece of art. (critic talk)	EYFS	Identify how a piece of art makes them feel.
	KS1	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.'



growth in mind, body and spirit.'

ACKWORTH HOWARD LEARNING JOURNEY - ART





			_
Art Concept		Year 6	
Composition Progression (formal elements taught)	Texture - create visual texture using line, tone and shape. Pattem – 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)	Describehow 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 revaluations to a whole school assembly.		

techniques
Evolution and

Pattern – Create own abstract pattern to reflect personal experiences.

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

Tone – create a tone continuum.

Line – Interlocking

Logo for Print/Textile design

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

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

鼠

Artist Focus

Illustrator Armin Greder

YEAR 6

YEAR

Peter Thorpe Abstract space art



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

blow artists deliberate choices about composition have different effects on the audience, based on their personal experiences and values

leir work along with evaluations to a whole school assembly.

Stunning First World War Artworks by Women

Henri Rousseau Rainforest paintings

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

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



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).



Nick Harris

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



Leonardo Da Vinci Mona Lisa



Artist Focus



YEAR 4

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

Lights and shadows





Artist Focus Atta Kwami African patterns



Artist Focus





Art Concept

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

Pattern – awareness of how manmade patterns repeat Tone - Use white to create lighter tones of colours.

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.

Pencil crayons, felt tips.

Light
Dark
Mix

Fields



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

Artist Focus Claude Mone





Artist Focus





Artist Focus Vincent Van Gogh Self portraits

Pencil and charcoal

patterns

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



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

Acrylic paint



Illustrator Hargreaves

Pattern – Look at irregular patterns (manmade).

YEAR

YEAR 1



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



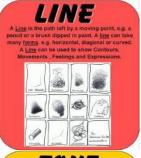
Finger and handprint paintings



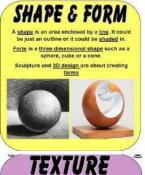
Andy Goldsworthy



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.

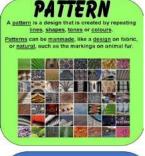


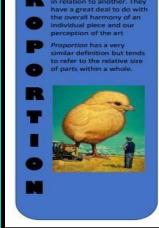


















Music

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.



<u>Mind</u>

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



Body

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



Spirit

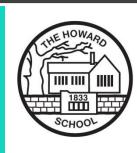
Music is a universal language that embodies one of the highest forms of creativity and therefore the approaches offered by our school impact on wider society enabling people to flourish as part of a strong Christian ethos. Learning experiences provide opportunities for spiritual encounter across the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

Careers

Careers that include the use of Music:

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

ACKWORTH HOWARD PROGRESSION OF KEY CONCEPTS Music



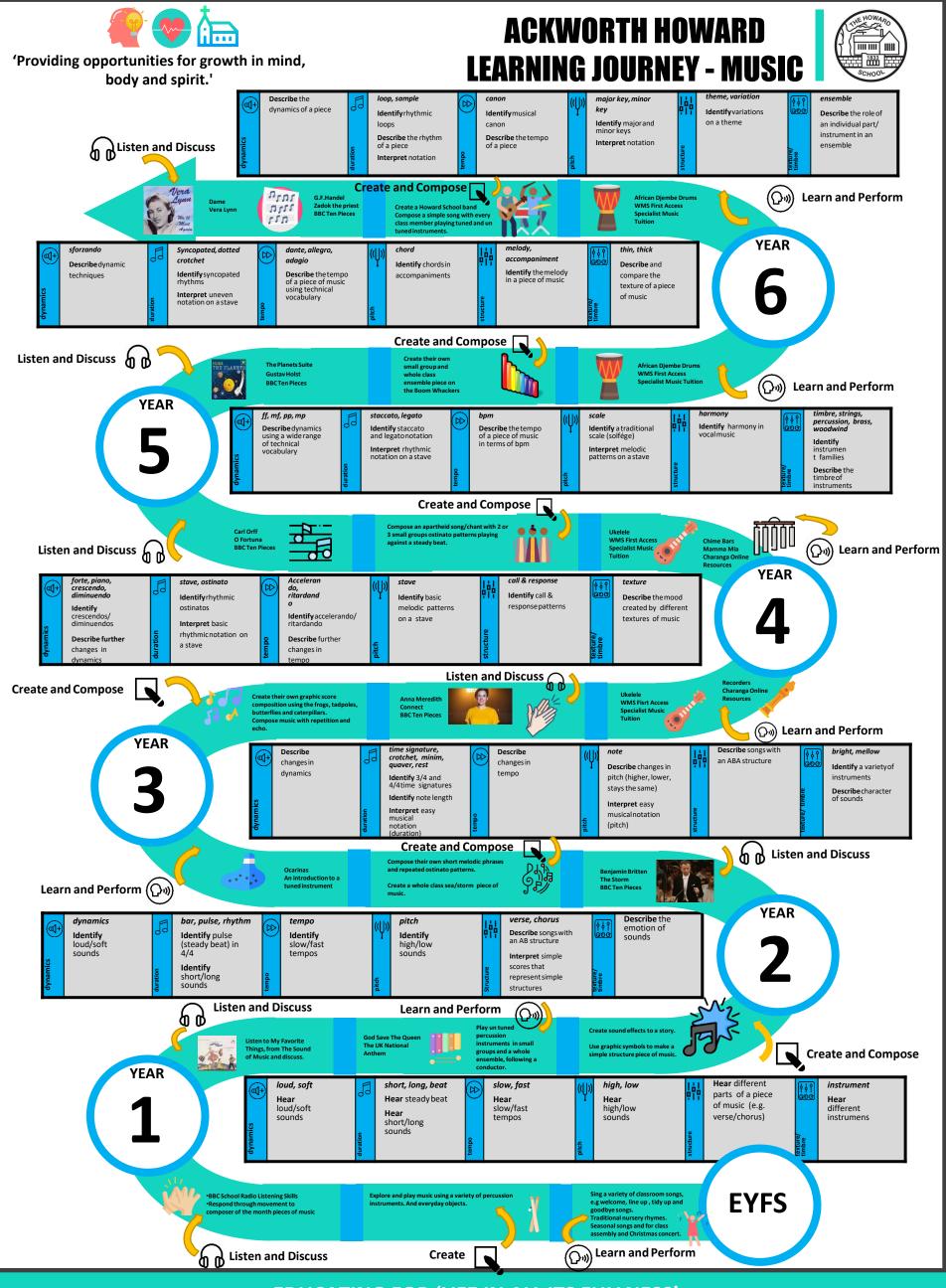
Concept	Key Stage	What understanding and using that concept looks like
Shape Music can take an endless array of shapes through manipulating the pitch, duration, dynamics, tempo, timbre, texture and structure.	EYFS	Hear elements of musical shape (i.e. High, low, loud, soft, long, short, fast, slow and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





Musician Journey



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

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





Modern Foreign Languages

Why are foreign languages important?

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

Nelson Mandela

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

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

Learning a foreign language helps pupils:

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

Our aims

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



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	UKS2	Listen attentively to the correct pronunciation of taught words and phrases. Repeat taught words and phrases with correct pronunciation. Recognise taught words and phrases and recall their meaning. Ask and answer simple questions using taught words and phrases. Write words and phrases accurately. Memorise and recite the correct pronunciation of taught words, phrases and sentences. Use taught words, phrases and sentences accurately and independently in speech. Apply taught words, phrases and sentences accurately and independently in writing. Translate taught words, phrases and sentences.
Culture The ideas, customs, and social behaviour of a particular people or society	LKS2	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 the easiest languages to learn as it is largely phonetic.
- Spanish can be used as a 'gateway' to learn other languages; it has many similarities to Italian, French and Portuguese.
- Emerging economies in the Americas mean that the chance of work and business opportunities from Spanish knowledge is increasing - we're keen to prepare our children for this.
- The vast range of countries that speak Spanish makes an understanding of the language very useful for those who want to travel and experience such countries.
- Many aspects of Spanish culture have become world-renowned and famous
- Pablo Picasso.
- Spanish and South American sport has consistently been among the best in the world i.e. World Cup winners in 2010, Rafael Nadal has won 13 Grand Slam titles.

How is Spanish delivered?

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

How is culture explored?

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













ACKWORTH HOWARD **LEARNING JOURNEY MODERN FOREIGN LANGUAGES**



Y6 Learning Outcomes

'Providing opportunities for growth in mind,

body and spirit.'

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

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

Y6 SKILLS

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

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

- 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

Unit 20

Raúl en

Sutton

House: una

Grammar

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

Unit 18

Los Planetas

Understand word classes - verbs.

nouns, adjectives

Recognise patterns in simple language

Grammar:

Adjectival agreements using correct gender and numbe

present tense

Unit 16

Las Pescadoras

Valencianas

Grammar:

¿Dónde está? Está +

Unit 17

Las Estaciones

When 'es' and 'está' should be

used

And be able to use adjectival agreements with nouns

YEAR

Unit 19 Geographica l Features

The immediate future using "va a. Masculine/feminine

confidence Differences between "es" and "está"

nouns with great

casa Tudoi differentiating between features

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

3rd person singular and plural of the verb En el café 'decir

'Había' as the past (imperfect tense) of 'hay

Unit 22

Jn periódic

Grammar: and 2nd pers singular of pretérito of omer', 'bebe

Connectives to manipulate language and produce more complex sentences

Grammar: Adverbs to adjectives

manipulate language and produce more complex sentences

Y5 Learning Outcomes

- Can ask and answer questions about what foods they like
 Can give opinions about food likes and dislikes using extended sentences
 Can recognise the 1¹², 2nd and 3rd person singular of the past tense pretérito of the verbs comer and

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

Unit 14

am the

Music

- Imperative form of key verbs 3rd person singular and plural of verbs ir

Grammar: ¿A quién le gusta...?

The verb tocar

Mi Cuida directions ¿Qué hay .

Unit 15

un/una; el/la

T4 Learning Outcomes

Can create and perform a dialogue about the weather

Can ask and answer questions about modes of transport

Can understand that Spanish is spoken in many countries

Can pronounce correctly the phonic sounds included in the Unit

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

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

Can read the story aloud with accurate pronunciation and intonation

Can produce an individual written diary of daily activities

Can create complex sentences which include time + activities

Can create complex sentences which include time + activities

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

clothing and temperature

YEAR

Me gustaría comprar .

Man cambiar and enseñar

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 bebe **Y4 SKILLS**

ne infinitive form o

veral AR verbs a

the 1st person

singular form

The indirect object

ronoun with gusta

and encantar

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

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

Build on prior knowledge to create new sentences

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

Unit 8

Qué te

Gusta

Hacer

Y5 SKILLS

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

Unit 21

YEAR

Unit 13

he Hungry

Caterpillai

Unit 9

Raúl Viaja

en el

Tiempo

Hace, hay and está as

constructions to use when describing weather

Connectives to manipulate language and produce more complex sentences

Unit 12

Cuando Llueve Llevo un Paraguas

Grammar: The 1st person singular form of common -AR and -ER verbs

Recognise and apply simple adjectival agreements Manipulate the language by choosing different adjectives and activities

The 1st person ingular form of

range of verbs

nfinitive phrase: with 'me gusta' Unit 10 Prepositions of

etween the us

of 'está' and 'es

Healthy place Lifestyles Differences

Unit 11 El Carnaval de los Animales

The 1st person singular form of common -AR and -ER verbs Definite articles el, los, la, las

Recognise and apply simple adjectival agreements

Singular and plural comm

Y3 Learning Outcomes Mi Familia

Grammar:

The 1st, 2nd and 3rd

ersons singular of the

verb 'tener

masculine/feminine

versions 'un/una'

Grammar: The infinitive of -ar verbs

Unit 6

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

to describe nouns

Unit 5 Me Gusta

Grammar:

differences of nouns

Adjectives describing

he 3rd person singular o

the verb 'tener'

Designing Monster

Unit 4

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

Unit 3 Myself and the Things I

Do

Grammar:

plural

form - del

Y3 SKILLS

- 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 feedbac
- Memorise language through responding to songs
- Listen attentively and demonstrate this by responding to songs and storie 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

The yo and tú forms of the verb

Unit 1 Greetings Spanish **Speaking**

YEAR

Use of 'en' or 'a' with modes of transport

Grammar: 1st and 2nd person singular

of 'ir' - voy, vas

Hace, hay and está as

constructions to use wher

describing weather

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

Unit 7

¿Qué

hace?

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

How to ask and give favourite colour using Cuál

Nonths do not have a capital lette Commands in the singular and

The way to say 'of the' masculine

Maths.

Unit 2

Dates an

Number

Structures to say

EDUCATING FOR 'LIFE IN ALL ITS FULLNESS'





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.











